

1-12 Months
Infants

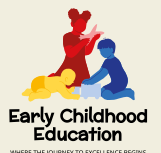
LITTLE SPROUTS

Early Learning Foundations Curriculum



Guiding Young Children to Grow Like Jesus

NORTH AMERICAN DIVISION
OFFICE OF EDUCATION





“All your children
will be taught by
the Lord, and great
will be their peace.”

Isaiah 54:13

A special note of appreciation for the committee who developed this curriculum:

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INTRODUCTION

Little Sprouts is a comprehensive and thematic curriculum that promotes the development of the whole child and provides the teacher's guidance, support, and needed resources to meet the diverse needs of infants, toddlers, and two-year-olds.

EARLY LEARNING DEVELOPMENTAL STANDARDS

The North American Division Early Childhood Developmental Learning Standards outline benchmarks and skills that young children acquire during the birth-to-five-year period. The standards were developed through a Seventh-day Adventist world view across the birth through 12th grade curricula with integration of research-based national and provincial/state standards. They are designed to provide direction in program planning and equipping teachers to deliver instruction emphasizing Seventh-day Adventist goals, concepts, and values in a developmentally appropriate manner. Additionally, they support the development and well-being of the young child and enhance learning in five domains. Each domain contains standards with benchmarks and examples. The developmental standards guide the activity options to promote developmental learning. The standards cover the domains of development spiritual, physical, cognitive, emotional, and social.

ENVIRONMENT

The physical environment provides opportunities for infants, toddlers, and two-year old children to spend time exploring the world around them. Each of the areas of learning have opportunities to have exploration stations for child directed learning and play.

ORGANIZATION

Each unit has been divided into sections with a focus on the developmental early learning standards. There are twelve units that provide for a year-round curriculum.

ENGAGE

Building relationships with the children in your care is foundational for their development. Interwoven throughout the curriculum is the overall 'Big Idea' which is connected to the bible stories chosen for each unit. Developing a sense of belonging within the classroom begins with fostering a culture where children feel welcome, safe, and valued.

Bible Stories are opportunities for children to actively interact with the stories. The story is continued throughout the unit for children to become familiar with the story and its concepts. This portion of the curriculum allows the children and teachers to spend focused time getting closer to Christ, learning about His plan and purpose for their lives, praying for themselves and others, and praising God for Who He is and all that He has done and promises to do. Worship sets the tone for the day and begins the process of living a life patterned after Christ.

APPLY IT:

The unit intentionally connects active play with each bible story to foster a deeper connection to the concepts being taught throughout the unit.” Play allows children to develop and pursue interests, to be fully engaged in trying to figure out how the world works” Julie Nicholson and Debra B. Wisneski.

Book suggestions are related to each unit theme. Poems and fingerplays are also included into each unit to promote development of skills through positive interactions that build relationships between the teacher and children. “With fingerplays you support the development of language, vocabulary, and fine motor skills. Connect with children in imaginative and interactive ways. Discover fun, imaginative ways to ease transition-even difficult ones. Experience more moments of laughter and joy in your day” We Nurture Collective.

PHYSICAL AND HEALTH:

Gross Motor skills include getting ample exercise and utilizing large and small muscles, has abundant benefits for developing the body of the young child. Physical activity is a strong determinant in the early development of the brain, not just motor control. Children are provided the opportunity to experience a variety of basic gross-motor activities that involve postural control, coordination of movements, and locomotion. Children will be given the opportunity to crawl, walk, reach, stretch, and run. During the early years of a child’s life, they are working to develop muscles and they actively seek movement. The Gross Motor activities are intended to provide specific and thematic suggestions for teachers to encourage children in their active play. Movement activities can be indoors or outdoors, although as much time as possible outdoors is suggested.

Fine Motor skills are part of our everyday lives. This makes them a very important skill for young learners to develop. It gives them the ability to do tasks such as writing, eating, and dressing. In the process of learning these skills they gain confidence and independence. These activities promote dexterity, hand-eye coordination, and overall strengthening of the hands and fingers. Activities presented are engaging and interesting, but simultaneously work to develop the hand and finger muscles to be able to complete more complicated tasks as the child matures. The skills learned in the Fine Motor category will be the building blocks for future academics.

21 Important Benefits Of Fine Motor Skills (with tips)

Sensory development is fostered through sensory play which is a hands-on activity that a teacher can plan for children to engage in. Usually the activity involves at least three, if not all five senses when the children are playing.

Friedrich Froebel- (1782-1852) German Educator, he invented the idea of kindergarten. Part of his theory of human development was that children would learn and understand their world through hands-on play.

Jean Piaget- Swiss psychologist, Jean Piaget (1896-1980) His theory was that children (birth – 2 years old) would be able to learn about cause and effect. They would explore their five senses, and by doing so learn fine and large motor control.

Maria Montessori- Italian physician, Maria Montessori (1870-1952), said, “Play is the work of a child.”

Young children use their senses as they create meaning and begin to understand the world around them. The sensory activities provided aim to stimulate the senses and encourage exploration. Through touching, dumping, mixing, pouring, shaking, listening, and smelling, children will develop language, social, and cognitive skills. Children will experiment with concepts such as mass and density. They will learn cause and effect. When playing with peers, children will be able to practice social skills such as sharing and communication. Some sensory activities may be off putting to children initially. Gently encourage the children to try the next experience, but never force them to do an activity that causes them distress. Children will often observe these new sensory activities from a distance before initiating play.

LANGUAGE AND COMMUNICATION:

The first three years of life are crucial to language and communication. From birth children are able to communicate their needs and desires through their cries and body language. Caregivers should be quick to respond to these cues and should immerse children in language all day long. Infants (6 months) will begin to gesture and babble, and the teacher can begin teaching simple sign language to help the infant communicate. Toddlers (12-22 months) begin using simple words in sign language once they have learned them and they are able to answer questions non-verbally. Two-year-olds may still use sign language but will begin to use simple words, be able to associate sounds with items, and use two-word phrases to communicate. The activities provided in each unit will encourage the development of language and communication of young children. There are book suggestions to share with infants with suggestions for teachers on how to introduce language in the books by pointing to help the child find and point to items in the pictures. Language and communication also involve listening to receive information. There are activities to engage children in listening for sounds and words so that they can associate the sound or word to items in their world. This will also help to introduce children to new vocabulary. Vocabulary is easily introduced in a fun way to children through planned activities and daily routines.

5 Ways to Build Babies' Language and Communication Skills from Birth

Helping Toddlers with Language Skills

Age-Appropriate Speech and Language Milestones

COGNITIVE DEVELOPMENT:

Creative Expression allows children to explore the process of art, art supplies, and the connection to music. Each unit has a variety of art activities with a focus on the process or exploring a concept. Art allows children to experience a multisensory activity that supports sensory integration and processing abilities. It encourages sustained attention and concentration as children engage in their creative projects. The product is not the most important part, but the process in which the child engages with the materials and the environment.

MATH:

Children have many interactions with math and science concepts throughout their day. In math, this is called mathematizing, which means seeing math in daily life and using mathematical language and concepts to frame, analyze, and explore situations. (Hynes-Berry & Grandau, 2019) You are mathematizing when you:

- Talk about how many shovels are in the sand area and if there are enough for all the children who want to use one. How many children are in the sand area? How many shovels do we have?
- Or when you are talking with children about how many people are in their family. How many people are in your family? How many brothers do you have? Etc.

Teachers of young children should be intentional about using language that brings out math during play and other interactions. This helps children to prepare to explore more complex mathematical concepts. "...math covers a broad range of concepts, including numbers and shapes (geometry). It uses a vocabulary with phrases such as more than, less than, and equal to as well as in front, behind, inside, outside, near, and far. Math also involves adding, taking away, weighing, measuring, graphing, and other skills." (Mechler, 2015)

SCIENCE:

Children are curious about their environment and want to know how things work and where things come from. Science helps them learn about their world. There are different parts of science to teach, Earth Science, Physical Science, and Life Science. You can teach the children about God in each area of these sciences. Earth Science: Plants, rocks, shells, etc. Life Science: eyes, ears, nose. (our body). Plant biology (vegetables, fruits) etc. Physical Science: non-living things, physics of how a car moves down a ramp, oil and water interaction, paint mixing, an apple falling from a tree, etc.

Article/resource: [Why Teach Science in Early Childhood](#)

SOCIAL EMOTIONAL:

"Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of life than have all the instruction and training of the after year." Ministry of Healing, p. 380.

Children need to feel safe and secure in their environments. Infants and toddlers need to know that their cries will be attended to quickly and appropriately. Two-year-olds need to understand that adults in their life have their best interest at heart and that they will be kept safe while exploring their new independence. The activities provided in each unit aim to facilitate positive relationships between children and their peers and adults. Children will also learn that they are valued and will develop a sense of identity and belonging in the classroom community. Additionally, children will begin to recognize and regulate their emotions through interactive games and activities.

CELEBRATION:

At the end of each unit there is an activity provided to celebrate the learning that took place. These can then be placed into a child's portfolio to document growth and learning throughout the year.

ASSESSMENT

"Stand aside for a while and leave room for learning, observe carefully what children do, and then if you have understood well, perhaps teaching will be different from before" Loris Malaguzzi.

It is important to observe children objectively and notice the milestones of development that they are meeting or will need to be meeting throughout the year. A checklist is provided to support your observations of children within your classroom.

CHILD-FACILITATED LEARNING: EXPLORATION STATIONS

In addition to the thematic activities, it is recommended that caregivers provide ample time for children to learn through child-facilitated play. While the materials may rotate throughout the year based on children's interests and abilities, the materials do not necessarily need to be thematic. Child facilitated play provides children the opportunity to explore, discover, and create on their own. Although they are supervised, they have more freedom to interact with materials and their peers and to experience the learning environment in their own way. It is the teacher's responsibility to intentionally create a design and environment that promotes and facilitates engaging learning experiences, encouraging the child's freedom to choose and interact in a natural manner.

Exploration Stations provide children opportunities to explore, imagine, create, engage, move, think, question, and share through play and fun. The principles of the curriculum should be interwoven throughout the stations, ensuring a balance between activity and rest, teacher, and child-facilitated activities. Exploration Stations provide for small group instruction and small group peer interactions.

A sample of exploration stations is as follows:

Art Station - Fostering the development of a child's aesthetic sense supports the development of the whole child when they can explore age-appropriate art materials. Young children should be involved in making their own art as well as enjoying the art of others.

Block Station - Block play provides children with learning opportunities connected with math concepts, social and physical development, and enhances creativity.

Cultural Exploration Station - This provides children with diverse, multicultural experiences, allowing them to explore and experience their cultures and backgrounds as well as the cultures and backgrounds of others; explore and experience their local community and cultures around the world; and explore the varying attributes and characteristics that are the same and different about people, places, and practices.

Literacy Stations - A literacy-rich environment provides children authentic opportunities to engage in a variety of literacy activities including reading, writing, and the use of language. A literacy-rich environment does more than provide visual exposure to print; it also provides opportunities for meaningful interaction with it. While exposure to literacy is integrated throughout the classroom, Literacy Stations, including book/literature, writing, and language stations, provide opportunities for children to engage in a variety of listening, talking, reading, and writing activities.

Math Station - This provides children the opportunity to develop problem solving and reasoning skills such as comparison, sorting and classifying, patterning, and meaningful counting, through discovery and exploration.

Science Station - Young children develop science understanding best when given opportunities to engage in science exploration and experiences through inquiry. Science stations provide children the opportunity for seeing patterns, forming theories, considering alternate explanations, and building their knowledge. Natural materials (pinecones, leaves, seashells, etc.), plants, and magnifying glasses all make great invitations to exploration.

Dramatic Play - This station provides children with the opportunity to role play as they develop their creativity, imagination, social skills, and communication skills. A pretend kitchen, baby dolls, wooden play food, and a box of dress up clothes can go a long way in facilitating imaginative play.

Sand and Water Play - Specific sensory activities are presented throughout the curriculum, however children can benefit greatly from regular sand and water play. Consider placing towels or mats around this station for easier clean up. Provide children with different sized scoops and containers to facilitate scooping and pouring.

Family Connections - Communication with families is fundamental in building relationships and working together to create a positive environment for those children in your classroom. Throughout the curriculum there are opportunities to share pictures and activities with each family.

SAMPLE SCHEDULES:

Infant Room – During the infant months scheduling should be flexible and updated based on the developmental needs.

Time	Activity	Notes



UNIT 1

All About Me

Weeks 1–4

Memory Verse:

“I [God] Chose you....”

Jeremiah 1:5



BIG IDEA

God made me grow like Jesus!



ENGAGE

MUSIC/MOVEMENT:

- [God Made Me](#)
- [God Made Adam](#)
- [My Body Strong and Good](#)
- [A Little Prayer](#)
- [Jesus Loves Me](#)
- [Head, Shoulders, Knees, and Toe](#)
- [Two Little Eyes](#)

BIBLE STORY:

God Created Adam and Eve

God was so happy. The blue sky. The wiggly fish. The soft green grass. The flowers smelled so good. God looked at everything and said, “We need people to enjoy this beautiful place.” So, God took some dirt and made a man with hair, eyes, ears, a nose, a mouth, hands, and feet. Just like God. God named the man Adam. They looked at the blue sky. They swam with the wiggly fish. They ran in the soft green grass. They smelled the flowers. God was so happy. God also created a woman with hair, eyes, ears, a nose, a mouth, hands, and feet. Just like Adam and God. God was so happy.

LET’S READ TOGETHER:

- *1, 2, 3 God Made Me!* by Little Words Matter
- *God Made You Nose to Toes*, by Leslie Parrott
- *God Made Us*, by Link Dyrda
- *Ten Little Fingers and Ten Little Toes*, by Mem Fox
- *My First Book Of About me: First Board Book Board book*, by Wonder House Book
- *Baby Loves the Five Senses Series*, by Ruth Spiro
- *Tummy Time!* by Mama Makes Books



APPLY IT

ACTIVE PLAY:

Who am I? *(Song) with Mirror*

The teacher takes the mirror from infant to infant and sings the song "Who Am I?"

Who am I? Who am I?
Someone special to Jesus.
I'm His friend, I'm His friend,
I look just like Jesus.

Who is this?

(Show a picture of baby Jesus while singing the song.)

Who is this? Who is this?
This is my friend Jesus.
He's my friend, He's my friend,
I look just like Jesus.

RHYMING:

God made you, God made me

God made you, *(Point to a friend)*
God made me. *(Point to yourself)*
Now doesn't that make you *(Point to a friend)*
Happy as can be? *(Smile big)*
When I love you, *(Point to yourself, put hand on heart, then point to a friend)*
And you love me, *(Point to a friend, put hand on heart, then point to yourself)*
That's the way *(Shake index finger)*
God meant it to be. *(Point toward heaven and nod your head)*

Here are My Eyes

Here are my eyes, one and two,
I give a wink, so can you.
When they're open, I see the light.
When they're closed, it's dark as night.
I have a little body that belongs to me,
I have two ears to hear with and two eyes to see.
I have a nose for smelling, and a mouth to eat.
I have two hands to wave at everyone I meet!

I Clap My Hands *(suit actions to words)*

I clap my hands,
I touch my feet,
I jump up from the ground.
I clap my hands,
I touch my feet,
And turn myself around.



ACTIVITY OPTIONS

The activity options are intended to be used throughout the entire month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Body Awareness**—Stretching, touching face, touching toes (*This is your foot. This is your nose.*)
- **Tissue Paper Kick**—Attach tissue paper to the wall and lay the infant on their back to kick the paper with their feet. “God made your feet to kick and play! God made your legs grow strong and run. God loves you!”
- **Tummy Time**—Practice tummy time to help infants develop the muscles necessary to lift their heads. Place objects on either side, or move yourself from one side to the other to encourage the infant to look both ways.
- **Soft Spaces**—Provide plenty of soft spaces as infants begin to roll, scooch, sit up, and crawl.

FINE MOTOR:

- **Puffed Cereal**—Infant is given cereal to pick up with fingers.
- **Wiffle Ball**—“He’s Got the Whole World In His Hands” song. Sing this song while you hand the infant a ball with holes in it for their fingers to hold (similar to a wiffle ball or O ball).
- **Grabbing Baskets**—Create interesting baskets of themed objects that will continually encourage infants to engage in grabbing, touching, throwing, pinching, pulling, and so much more. Rotate these materials regularly to meet infant developmental needs and infant interests. Potential basket fillers: bath puffs, different textured balls, wooden spoons, measuring cups, blocks, etc.
- **Washing**—Sing the following song while helping babies wash their hands with a washcloth to promote good hygiene.

This is the way I...

This is the way I wash my hands, wash my hands, wash my hands,
This is the way I wash my hands,
Before I eat my food (*after my diaper is changed, etc.*)

Infant can wash table(s) with dry washcloths while singing the song above, substituting the words: “This is the way we wash the table, wash the table....”

SENSORY DEVELOPMENT:

- **Sensory Bag**—Add oil, water, and food coloring to a gallon bag. Put this bag inside another bag for leak proofing. Duct tape the bag to the floor. Allow infants to squish and explore the bag.
- **Icy Bottle**—Add ice cubes to a bottle. Allow infants to lightly touch and shake bottles.
- **Twinkle Lights**—Hang Christmas lights or small white lights above the infants out of reach. Lay infants on their backs and let them observe. Turn room lights low for more fun.
- **Shaker Bottle**—Fill a gallon water jug with colored pom-poms and buttons. Attach the lid securely with glue. Infants can observe the colors and hear the rattling as they roll and shake the jug.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Hold the mirror so the infant can see their face. Use the infant's name as you tell them that God made their nose, eyes, mouth, etc. and point to their features. "God made you!" "God loves you!"
- When the infant is in a happy mood, clap their hands together, narrating what you're doing. "I have hands that clap, clap, clap. They were made by Jesus." Eventually the infants will be able to get your attention by making this sound by themselves.

SELF-CONTROL:

- Talk about emotions to the infants in your care.
- [Infant's name] _____ is feeling happy; _____ is feeling sad; _____ is feeling angry.
- Soothe and help them self-soothe.

INTERPERSONAL RELATIONSHIPS:

- Play Peekaboo with hands or a scarf.
- Get close to the infant's face and try imitating their facial expressions and gestures. The goal is for the infant to imitate you. Talk about how God made your smile and how God made your tongue.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language**—Make sign for (more, milk, all done, eat).
- **Conversation**—Talk face-to-face with the infant. Narrate what you are doing, allowing time for the child to “converse” back to you. Talk to the infant about your routine: “You wash your hands after you get your diaper changed because germs are bad for you and you want to be healthy”; or “You eat your vegetables because Jesus wants you to be healthy and grow up big and strong.” Tie activities into how Jesus made the infant and how Jesus grew up to be strong and obedient just like the child will.

LISTENING/RECEPTIVE:

- **Listening Game**—Talk to the infant on the right side, then move and talk on the left side. The infant will turn their neck to track the teacher’s voice.
- **Name**—Say the infant’s name during various routines.
- **Sounds**—Using a bell or shaker, notice if the infant turns their head when they hear the noise of the bell or shaker.

PRE-WRITING:

- **Grasping**—Place the infants on their tummies and place objects around them that they can reach for and grasp.
- **Ribbon Pull**—Tie ribbons to play gym and lay infants on their backs. They can explore the ribbons by swatting them or pulling them. Have different widths and lengths of ribbon.

PRE-READING:

- **Books**—Soft cloth or plastic books. Read the story to the infant as you point out objects in the pictures.
- **Picture Match**—Take nature pictures (your own or download), one large and one small. Write a short description on the large photo. Infants can match the photos and teachers can interact with infants to read the words together. Tell the infants what the nature item is in the picture and read them the written description that is on the photo.

VOCABULARY:

- **Conversation**—When engaging an infant in “conversation,” point to your nose, mouth, and eyes and say what they are. Infant may copy you if you stick out your tongue. Talk about it: “Does baby have a tongue?” “Oh! There is baby’s tongue!”
- **First Language Sounds**—At 3 to 4 months of age, infants begin to make language sounds such as “ah goo” and babbling sounds like “da da da,” “ba ba ba,” “ma ma ma,” “ga ga ga,” etc. These sounds can be encouraged by copying them and letting them respond back.
- **Stuffed Animal**—Show infants the stuffed animals and identify eyes, ears, mouth, legs, etc.





COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Paint**—The teacher paints infants' hands and feet and puts them on paper as part of a first portrait.
- **Cereal Painting**—Mix rice cereal with water until the consistency is thick enough to resemble finger paint; add a few drops of cooked foods to color the "paint" (for example, blueberries, carrots, beetroots, and butternut pumpkin).

MATH:

- **Counting**

- **"Ten Little Fingers"**

- I have 10 little fingers
And they all belong to me!
I can make them do things
Would you like to see?
I can shut them up tight
I can open them up wide
I can put them all together
And I can make them all hide!
I can make them go high
I can make them go low
I can fold them together
And place them just so!

- **Spatial Relationships**—Help infants understand the physical relationship between objects. During play, begin to use words, such as up, down, under, and in, to label where objects are in relation to one another.

SCIENCE:

- **Outdoors**—Infants can lie on a blanket outdoors and observe the plants, birds, animals, and sky.
- **Animals**—Let infants observe classroom pets or pictures of animals. Show how the animals have noses, eyes, and mouths like they do.
- **Water Play**—With the help of the teacher, the infant can put their hands into a bowl of water as the teacher tells them that Jesus made the water.
- **Discovery Bottle**—Take a water bottle filled with water, add a leaf, a small pine branch, or several small pebble rocks, etc. Glue the lid and secure it with heavy tape. Make several and leave them out for the infants to inspect/discover.

SOCIAL STUDIES:

- **Faces**—Play a matching game where the teacher touches their nose and then takes the infant's hand and touches the infant's nose. "I have a nose you have a nose." Play with ears, hair, mouth, tongue, knees, feet, etc.



ASSESS

Record developmental milestones.



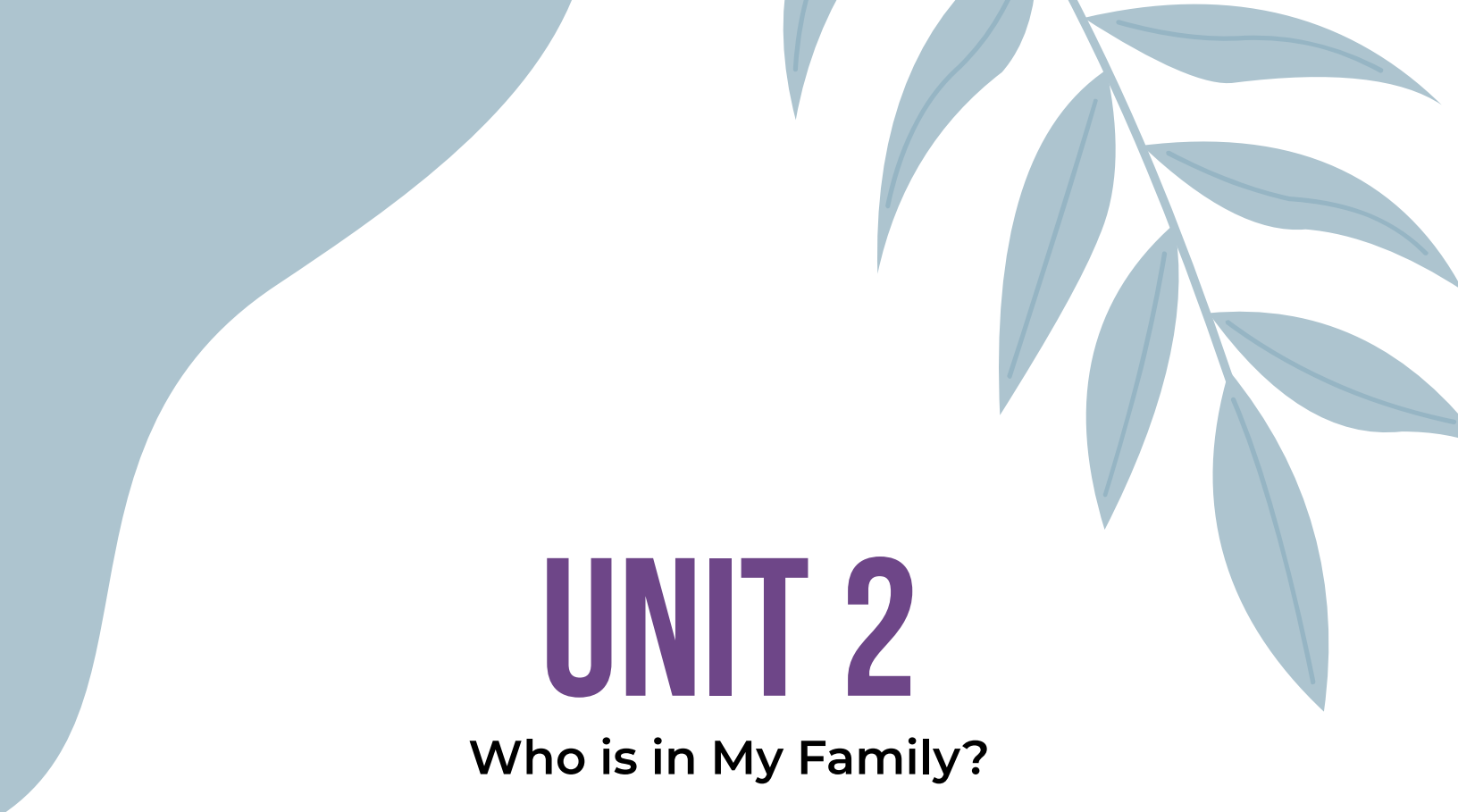
CELEBRATE

At the end of this unit, celebrate by taking a picture of each infant. Create a portfolio that will include each month's celebration activity.



MATERIALS

- Handheld mirror
- Tissue paper
- Balls
- Puffed cereal
- Washcloth
- Ice cubes
- Gallon freezer reclosable bags
- Vegetable oil
- Food coloring
- Plastic bottle
- Pom poms
- Ribbon
- Soft cloth books
- Nature pictures
- Christmas lights
- Washable paint
- Containers
- Tape
- Animal pictures
- Stuffed animals
- Pictures of nose, eyes, hands, etc.
- Packing tape
- Picture of Jesus as a baby, as a boy, and/or as a man (Jesus growing)
- Ball with holes in it
- Potential basket fillers: bath puffs, different textured balls, wooden spoons, measuring cups, blocks, etc.
- Rice cereal
- Cooked foods



UNIT 2

Who is in My Family?

Weeks 5-8

Memory Verse:

“God gives us families...”

Psalms 68:6



BIG IDEA

God gave me a family!



ENGAGE

MUSIC/MOVEMENT:

- [Away in a Manger](#)
- [Oh What a Special Night](#)
- [Silent Night](#)
- [My Family and Me!](#)
- [Family Members](#)
- [With Jesus in the Family, Happy, Happy Home](#)
- Where's My Family? (Where is Thumbkin tune) Where is daddy, Where is daddy, here I am, here I am. How are you today sir, How are you today sir. Very well, very well. Where is mommy, where is brother, where is sister, etc. Use finger puppets or pictures.

BIBLE STORY:

Family

Long ago there lived Joseph and Mary. The King wanted them to travel to Bethlehem. Joseph, with Mary riding on a donkey, walked the long way to Bethlehem. The only place they found to sleep was in a stable. The cow mooed softly. The lamb bleated baa baa. That night a baby boy was born. They named Him Jesus. Mommy Mary and Daddy Joseph were so happy to be a family with baby Jesus.

LET'S READ TOGETHER:

- *Thank You, God, For Daddy*, by Amy Parker
- *Thank You, God, For Mommy*, by Amy Parker
- *Thank You, God, For Grandma*, by Amy Parker
- *Thank You, God, For Grandpa*, by Amy Parker
- *What Brothers Do Best*, by Laura Numeroff
- *What Sisters Do Best*, by Laura Numeroff
- *This Is the Church*, by Sarah Raymond Cunningham
- *Open the Church Door*, by Christopher Santoro



APPLY IT

ACTIVE PLAY:

Find a Family Member

Collect pictures of each infant's family and individual pictures of the family members. Using contact paper, put the infant's family picture on the wall at the infant's eye level. Have each of the individual family members' pictures in a basket. The teacher or the infant will choose a picture out of the basket and then find them in the family picture and point to the matching family member they chose.

Say: Look, we choose Mommy, let's find Mommy in the family picture. Or **Say:** Who did you choose? Give the child time to respond if they are able. **Say:** Did you choose Mommy? Can you find Mommy in the family picture? Have the child point to or touch their Mommy in the family picture. Continue activity with each family member.

Build a Home

Use soft blocks or cardboard blocks to build a family home. For younger infants, help them pick up a block and stack them to make a home. Sing the song, "With Mommy in the family, happy, happy home." Change to Daddy, sister, brother, grandmother, grandfather, etc.

How Many People Are in Your Family?

Using the individual family pictures, count out how many people are in their family including themselves. The teacher will count when they pull out a picture of their family to place in front of them or count as they pull out each picture.

RHYMING:

Some Families

Some families are large (spread arms out wide)
Some families are small (bring arms close together)
But I love my family (cross arms over chest) best of all!

These Are Grandma's Glasses

(Recite first verse in a high-pitched voice:)

These are Grandma's glasses *(make glasses over eyes with fingers)*

This is Grandma's hat *(place hands on top of head)*

And this is the way she folds her hands *(clasp hands together)*

And lays them in her lap. *(place hands in lap)*

(Recite second verse in a deep voice:)

These are Grandpa's glasses *(make bigger glasses shapes over eyes with fingers)*

This is Grandpa's hat *(place hands over head to form a large hat)*

And this is the way he folds his arms *(cross arms)*

And takes a little nap. *(place head on arms as if sleeping)*

A House for Me

This is a nest for Mr. Bluebird (*cup hands together*)

This is a hive for Mrs. Bee (*make a fist*)

This is a hole for bunny rabbit (*make a circle with thumb and forefinger*)

And this is a house for me (*place fingertips together to form a roof peak over head*).



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Kicking**—Hold a stuffed animal above the infant's feet for them to kick.
- **Activity Gym**—With the infant lying on their back, use an activity gym to encourage them to swipe at dangling objects.
- **Reach for It!**—Place the infant on a support pillow on their belly. Place objects that they can reach for and grab with their hands. Place objects a little out of reach so they have to stretch, scooch, or crawl to grab them.
- **Burrito Roll**—Using a small blanket, wrap up the child, burrito style. Let the infant kick and wiggle to free their arms and legs. Repeat as you make it into a game.
- **Obstacle Course**—Make a simple, soft-material obstacle course as the infants begin to crawl over pillows.

FINE MOTOR:

- **Picture Point**—Pointing at pictures of family members. "Where is the daddy?" "Where is the mommy?" "Where is the brother?"
- **Grabbing Baskets**—Create interesting baskets of themed objects that will continually encourage infants to engage in grabbing, touching, throwing, pinching, pulling, and so much more. Rotate these materials regularly to meet infant developmental needs and infant interests. Potential basket fillers: age-appropriate loose parts with different textures that are associated with the home. Examples: bath puff, soft brushes, small whisk, etc.

- **Object Explore**—Use items from the grabbing basket to practice waving, shaking, squeezing, and turning.
- **Scrub Brush**—Teacher gives the infant a small scrub brush to clean the table or floor.
- **Cloth**—Teacher gives the infant a small cloth to squeeze the water out of before wiping a surface.

SENSORY DEVELOPMENT:

- **Ribbon Pull**—Punch holes in a cardboard box and thread ribbon and ropes with different textures and knots on both ends so the ribbons cannot leave the box. Seal the box and let the infant pull the ribbons or rope.
- **Textured Balls**—Place balls of different textures in front of the infant while on their tummy. Allow them to explore the different textures.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Hold the mirror so the infant can see their face. Use the infant's name as you point out the features that they have similar to their parents. "God gave you your daddy's smile." "God gave you your mommy's hair." Touch the infant's hair or mouth so they can see the reflection of the teacher's hand while feeling the touch.
- Use a puppet or a toy to perform a show in front of the mirror. Invite the infant to join you as they start to understand that the reflection is of them.

SELF-CONTROL:

- Pay attention to the infant's cues and respond.
- Acknowledge when the infant is crying by narrating what is wrong and letting the infant know what steps you are doing to help them. "I know you are hungry. I am warming up your bottle and then you can eat."
- Soothe and help them self-soothe.

INTERPERSONAL RELATIONSHIPS:

- Place two infants in front of a mirror. Encourage them to make facial expressions and respond to each other. Older infants can pass toys to each other.
- Share toys between the infants. Narrate: "It's time to share the blue ball with (name of infant)" or "Doesn't it feel good to share with our friends?"



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language**—Signs for water, sleep, family, Mommy, Daddy
- **Family Peekaboo Board**—Using a poster board, tape pictures of their family members on the board. Cut pieces of felt to go over each picture, gluing on only above the picture. Tape each infant's family Peekaboo board onto the wall. Show the infant how they can lift the felt that is over a picture to find a family member. **Say:** Look who you found, you found ____.
- **Baby, Baby, What Do You See?** (Use Brown Bear, Brown Bear What Do You See Idea)—Say the phrase and then use pictures or items to tell the story. Example: "Baby, Baby, what do you see? I see my Mommy looking at me." Allow time for the older infants to say "Mommy."

LISTENING/RECEPTIVE:

- **Shaker Bottle**—Fill an empty water bottle with dried beans and glue the lid shut. Shake the bottle by the infant's right ear. Give the infant the bottle to play with as a reward when the infant turns their head to look at the bottle.
- **Name**—Always call the infant by name and make an effort to say their name when pointing to them. You are "_____."
- **Sound Hunt**—Have pictures of animals and vehicles in a container. Have the infant choose one and make the sound or listen as the teacher makes the sound. Then have them go around the room searching for the item that makes that sound while still making the sound. The teacher could also use real sounds that can be found online. The infant would listen to the sound and then go find the item in the classroom while the sound is still playing.

PREWRITING:

- **Ball Transfer**—Have some balls such as a wiffle ball and a medium-sized box with round holes in various places on the box. Have the infant take each ball and choose a hole to put it through.
- **Ball Drop**—Use small golf ball sized wiffle balls and paper towel tubes. Use masking tape to attach the paper towel tubes onto an area of the wall in various positions. Have the infant choose a ball and then choose a tube to place the ball in and watch it fall through the bottom.
- **Paint the Box**—Have a large cardboard box, nontoxic paint, paint cups, age-appropriate paintbrushes, and paint smocks or oversized T-shirts. Place a paint smock on the infant and have them choose a paintbrush to dip into the paint and paint the box. Once the box is painted and dry, the infants can crawl through the box or just get in and out of it. For fun, place string lights on one side of the box and a blanket on one end so the infants can get in the quiet place to look at books or just take a break.

PREREADING:

- **Books**—Soft cloth or plastic books about families. “Read” the story to the infant as you point out people in the pictures.
- **Family Cards**—Have families bring in or send pictures of their family together and individually. Glue the pictures on 4x6 index cards and laminate them. Using a small square box, cut a slot in the top. Have infants choose a picture from their pile and say who it is or the teacher can say who it is. Then the infant can take the card and drop it through the slot on the box. For older infants, add in pictures of grandfather, grandmother, aunt, uncle, cousins, etc.
- **Fingerplay Basket**—Have a basket with items that represent easy finger plays for the infants to learn. Examples: a spider for “Itsy Bitsy Spider”; a teddy bear for “Teddy Bear, Teddy Bear Turn Around”; a star for “Twinkle, Twinkle, Little Star”; etc. Have the infant choose one of the items and then sing the song with the motions. Teach the infants how to make the motions to each song.

VOCABULARY:

- **Point**—Read books and point out the people. “That is a mommy.” “Can you find the mommy?”
- **Words**—Introduce the vocabulary: mommy, mother, daddy, father, brother, sister, grandfather, grandmother, aunt, uncle, cousin. Use the signs for these words as well.
- **Word Recall**—When reading a story or talking with the infant about their family, see if they can recall who is in their picture cards by not saying the word right away, but giving them a chance to say mommy, daddy, etc.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **No Mess Painting**—Put a piece of cardstock paper in a freezer bag with some dots of paint. Close the bag and tape to the table. Allow infants to finger paint without a mess.
- **Water Paint**—Give infants a wet paintbrush and let the baby “paint” on cardboard.
- **Names**—On a piece of construction paper, use painter’s tape to spell out the infants’ name. Place the paper on a tray and then give the infant a paint brush with paint to paint all over the paper. When the infant is done, set the paper aside to dry. Once the painting is dry, peel off the painter’s tape and the infant’s name will appear. For a less messy activity, place the paper in a gallon sized resealable bag with some dollops of paint. Tape the bag to the table and seal the bag. Have the infant spread the paint around with their hands. Once the infant is done squishing the paint all around the paper, take the paper out of the bag to dry and then peel off the painter’s tape to reveal their name.
- **Fingerprint Family**—Create stick figures on paper. Then have the infant make the heads with their fingerprints. Then label and draw faces.



MATH:

- **Counting**—Poem “Family Finger” (could also use toes)
Daddy finger, daddy finger
Where are you?
Here I am, here I am
How do you do?
Mommy finger, mommy finger
Where are you?
Here I am, here I am
How do you do?
Brother finger, brother finger
Where are you?
Here I am, here I am
How do you do?
Sister finger, sister finger
Where are you?
Here I am, here I am
How do you do?
Baby finger, baby finger
Where are you?
Here I am, here I am
How do you do?
- **Rhythm**—Recite poems or nursery rhymes while you clap the infant’s hands to the rhythm. The patterns are early math skills.
- **Blocks**—Infants can explore shapes and sizes with their hands and mouths. They will be delighted to knock down the towers you build. Count the blocks as you stack them. Name the colors, the shapes, etc.

SCIENCE:

- **Outside**—Infants can go for a walk with the teacher and look for families that the teacher can point out to them.
- **Animal Families**—Use the song “When a Mother Calls” and use different animals calling their babies. For example: beaver puppet and it slaps its tail, duck calls quack quack, etc.

SOCIAL STUDIES:

- **Rooms in My House**—“What is in your home” picture cards. Create cards with each room and describe the items. For example: in a bedroom there is a bed, chest of drawers, toys, etc.
- **Homes**—Show pictures of different kinds of homes infants could live in. Read the book [Babies Around the World](#).





ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher paint a sun/circle and then paint the infant's hand to make handprint sun rays. Write "You Are My Sunshine" next to the sun. Add the art to the portfolio.



MATERIALS

- Pictures of family members
- Basket
- Soft blocks
- Blanket
- Balls with different textures
- Painter's tape
- Scrub brush
- Washcloth
- Cardboard box
- Ribbon
- Handheld mirror
- Hand puppet
- Empty plastic bottles
- Dried beans
- Washable paint
- Paintbrushes
- Soft cloth books
- Plastic closable bags
- Cardstock
- Water paint
- Tunnel
- Potential basket fillers: age-appropriate loose parts with different textures that are associated with the home
- Foam board or cardboard
- Animal cards—Mommy and baby
- Rooms in a house pictures
- [Homes around the world](#)



UNIT 3

My Community

Weeks 9–12

Memory Verse:

“God is Love.”

1 John 4:8



BIG IDEA

God created helpers at home, school, and community.



ENGAGE

MUSIC/MOVEMENT

- [This Little Light of Mine](#)
- [Jesus Wants Me for a Sunbeam](#)
- [Walking With Jesus](#)
- [Silver and Gold Have I None](#)
- [Twelve Disciples](#)
- [Twelve Disciples \(with sign language\)](#)
- [The Lord Is My Shepherd](#)

BIBLE STORY

Helpers

Jesus had a special job sharing the good news of God's love with everyone. Jesus needed helpers. Jesus called James and John, who were fishermen. Now they will share God's love with others. They will be helpers. Jesus called Peter and Andrew. Now they will share God's love with others. They will be helpers. Jesus needed many helpers. Jesus chose twelve special helpers to share God's love. Jesus wants us to be helpers, too.

LET'S READ TOGETHER

- ***Indestructibles: My Neighborhood***, by Maddie Frost
- ***Lift the Flap: Community Helpers***, by Wonder House Books
- ***Mommy's Big Helper***, by Rufus Downy
- ***Indestructibles: Let's Be Kind***, by Amy Pixton
- ***This Is the Church***, by Sarah Raymond Cunningham
- ***Whose Hat Is This?*** by Sharon Katz Cooper



APPLY IT

ACTIVE PLAY:

- **This Little Light of Mine**—Finger motions. Teacher demonstrates and helps infant to do the motions.
- **Jesus Wants Me for a Sunbeam**—Infant holds a Sunbeam paper plate “mask” to face and sways while singing.
- **Walking With Jesus**—Teacher either holds an infant while walking around the room or infants who are able to walk can walk around on their own while singing.
- **Silver and Gold Have I None**—Infants have small blankets to pick up and then move to the music around the room.
- **The Lord is My Shepherd**—Infants feel the soft fluffy lamb, either made with cotton balls on a paper plate, or small stuffed toys.

RHYMING:

Pick Up Toys

Pick the toys up
Big and small.
With these hands
We'll do it all.
We can do it
You and me
Helping others
One, two, three.

Tune: Twinkle, Twinkle, Little Star

I will sing and play with you
Jesus helped His good friends, too.
I can help you tie your shoe,
To help you know that God loves you.
I will sing and play with you.
Jesus helped His good friends, too.



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Tummy Time**—Practice tummy time to help infants develop the muscles necessary to lift their heads. Tape pictures of community helpers to cardboard boxes for infants to look at and try to reach.
- **Leg Push**—While the infant is on their back, gently push your hands against their feet. Talk about what the infant is doing and encourage their ability. “You are pushing with your feet, you are strong!”
- **Reach**—Place a piece of contact paper, sticky side out, to a wall. Attach aluminum foil or small pieces of felt on the contact paper at various heights and cover with another piece of contact paper. This is to encourage movement toward them, to sit up, or to stand and reach, depending on age.
- **Basket Push**—Put objects such as toys, balls, and towels in a laundry basket, making it heavy enough to support them as they stand. Allow the infant to push the basket around the room. Discovery baskets are a great way for infants to use all their senses and work on grabbing and even throwing. Add items that have different textures.

FINE MOTOR:

- **Puffed Cereal**—Infants are given puffed cereal and a container so that they can put the cereal in and take it back out.
- **Fabric Pull**—Have infants pull fabric pieces from a tissue box.
- **Egg Grab**—Place colorful plastic eggs in an egg carton or basket for the infant to grasp and replace.
- **Dusting**—Infants can dust chairs and table(s) with dry washcloths while singing “This Is the Way We,” substituting the words: This is the way we help our teachers, help our teachers....

SENSORY DEVELOPMENT:

- **Sensory Box**—Tape short pieces of ribbon to the edge of the box hanging down. Let infants try to grasp the ribbon. Also cut out shapes in other areas of the box.
- **Sound Shaker**—Recycle a can from nuts or other snacks. Cover the container with colorful tape and put small pebbles inside for noise. Tape lid shut. Make several with different items inside for different sounds. Use different containers.
- **Texture Brushes**—Allow infants to feel a variety of brushes and use descriptive words for prickly, soft, etc.
- **Bubbles**—Use soap bubbles to blow bubbles for infants to watch and follow with eyes, or to reach and pop, if they can.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Using pictures of children who need help, such as untied shoes or toys out of reach, ask how the child feels. Use the child's name and ask: "How can I help?" "God loves you and so do I!" "I'm happy to help you!"
- When changing the infant, ask them if they feel better when they are all cleaned up and dry. Tell them you are happy to help them. Same when feeding them or helping with other things throughout the day. Tell them you're happy to help them like Jesus would help us.

EXPRESSING FEELINGS:

- Make faces showing emotions of happy, sad, surprised, angry. Say the word to describe the emotion you're acting out. See if they can copy you.
- Talk about helping other children or sharing. How does that make the other child feel?

INTERPERSONAL RELATIONSHIPS:

- Talk to infants about the helpers they have. We love to help each other. Jesus is happy when we help each other.
- Use polite words when speaking to infants. Say please and thank you when you ask them to do something.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language**—Demonstrate sign language for the following words: help, please, thank you, diaper.
- **Feelings**—Describe an infant's feelings and experiences. For example, when you see that they are hungry, you can say, "You're telling me you're hungry. Okay, your milk is coming right up!" Although babies won't understand your words right away, your tone of voice and actions will make them feel understood. Hearing these words over and over again will help them eventually understand your words.

LISTENING/RECEPTIVE:

- **Name**—Sing a song and place the infant's name in it to help them learn to recognize their own name. For example, sing [What's Your Name?](#)
- **Music**—Play a simple musical instrument like a maraca; let the infant grasp it if possible to learn that they can help make different sounds.

- **Noisy or Quiet**—Use plastic eggs and fill them with various items such as dried beans, flour, rice, and other items available. Tape each egg shut and place in a basket. Have the infant choose an egg and shake it. Talk with them about the noise it made, if it was noisy or quiet. Once it has been determined if the sound was noisy or quiet, then have them place the egg in a basket labeled with a picture of being quiet or loud. Then have the infant choose another egg and shake it. Ask them if they think the sound it made was noisy or quiet and see if they can determine on their own which basket to put the egg in.

PREWRITING:

- **Move the Magnet**—Use a small plastic container with a flat lid, place a magnetic item in the container, and secure the lid. Give the infant a magnetic wand and have them place the wand on the lid and move the magnetic item in the container around. Have several containers with different magnetic items in them for the infant to explore.
- **Grasping**—Place a gallon bag almost filled with hair gel and small beads inside another gallon bag. Tape to floor. Let the infant try to grasp the beads in the bag.
- **Magnetic Lines and Shapes**—Use the large-sized craft sticks (plain or colored) and add a piece of magnetic strip on one side. Have pictures of lines, such as a straight line, horizontal line, diagonal line, and zigzag line, and some shapes, such as a square, triangle, and rectangle. To start, show the infants how to place the large craft sticks on a magnetic board or large baking sheet. Talk with the infants about the craft sticks making lines, their colors, etc. Next, show them one of the line pictures, say the name of the line, and then show them how to make the line using the craft sticks. Talk with the infants about what lines or shapes they are creating with the craft sticks.

PREREADING:

- **Reading**—Run your finger below the text you are reading in a simple board book, emphasizing the left to right, up and down progression that reading takes.
- **Roll and “Read”** —Using a cube with clear pockets, put in pictures of different movements with the word of the movement. Have the infant roll the cube, say the movement they see on the top, and then do the movement.
- **Name Beat**—Using a small bongo drum, tap the drum when saying each infant’s name to the number of syllables in their name. A-lex, So-phie, Car-o-line, etc.

VOCABULARY:

- **Mimic**—At 5-7 months, an infant may imitate some of the sounds you make, such as coughing, laughing, clicking, etc. When talking with the infant, encourage them to mimic the sounds you make.
- **Community Helpers**—Make pictures of the community helpers for infants to identify. Let them point to them as you say their names. Suggestions: Jesus, mommy, daddy, big brother/sister, teacher, firefighters, police officers, etc.





COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **No Mess Paint**—Put glue, shaving cream (or alternative creamy mixture), and a little food coloring or paint in a baggie. Tape to table or floor. Let the infant mix it and then make marks in the mixture.
- **Collage**—Create buildings and a town by stacking blocks. Take pictures of the infant's "houses" or "cities."
- **Music**—Play music like [Community Helpers](#) and act out the occupations, like "dig dig" for construction workers.

MATH:

- **Numbers & Operations**

- **One, Two, Buckle My Shoe**

- One, two buckle my shoe (*pretend to tie shoe*)

- Three, four knock on the door (*pretend to knock on door*)

- Five, six pick up sticks (*pretend to pick up sticks*)

- Seven, eight lay them straight (*pretend to lay sticks down*)

- Nine, ten a big fat hen!

- **Shapes**

- **Balls**—Infant begins to recognize a sphere as a ball. Play with balls, rolling, bouncing. Use a variety of sizes to help them recognize the properties of spherical objects.

- **Blocks**—Continue with other shapes such as square blocks and triangles.

SCIENCE:

- **Sensory Bottle**—Infants can lie on their tummies and play with bottles that have baby oil and colored water in them with a little boat. Make sure to glue the lid shut using super glue or a hot glue gun.
- **Color**—Let infants color with markers on a paper towel. Then observe what happens when the teacher sprays water on the paper towel.
- **Wind**—Use a handheld fan that is infant safe or access an area around the air conditioner vent. Tie some ribbons around this area. Let infants watch/feel the ribbons blow in the "wind." Feel the "wind."

SOCIAL STUDIES:

- **Helpers**—Read "Whose Hat Is This?" Have hats available for infants to wear and talk about how people in the community help us. For example the nurse helps us feel better and puts a Band-Aid on, etc.





ASSESS

Record developmental milestones.



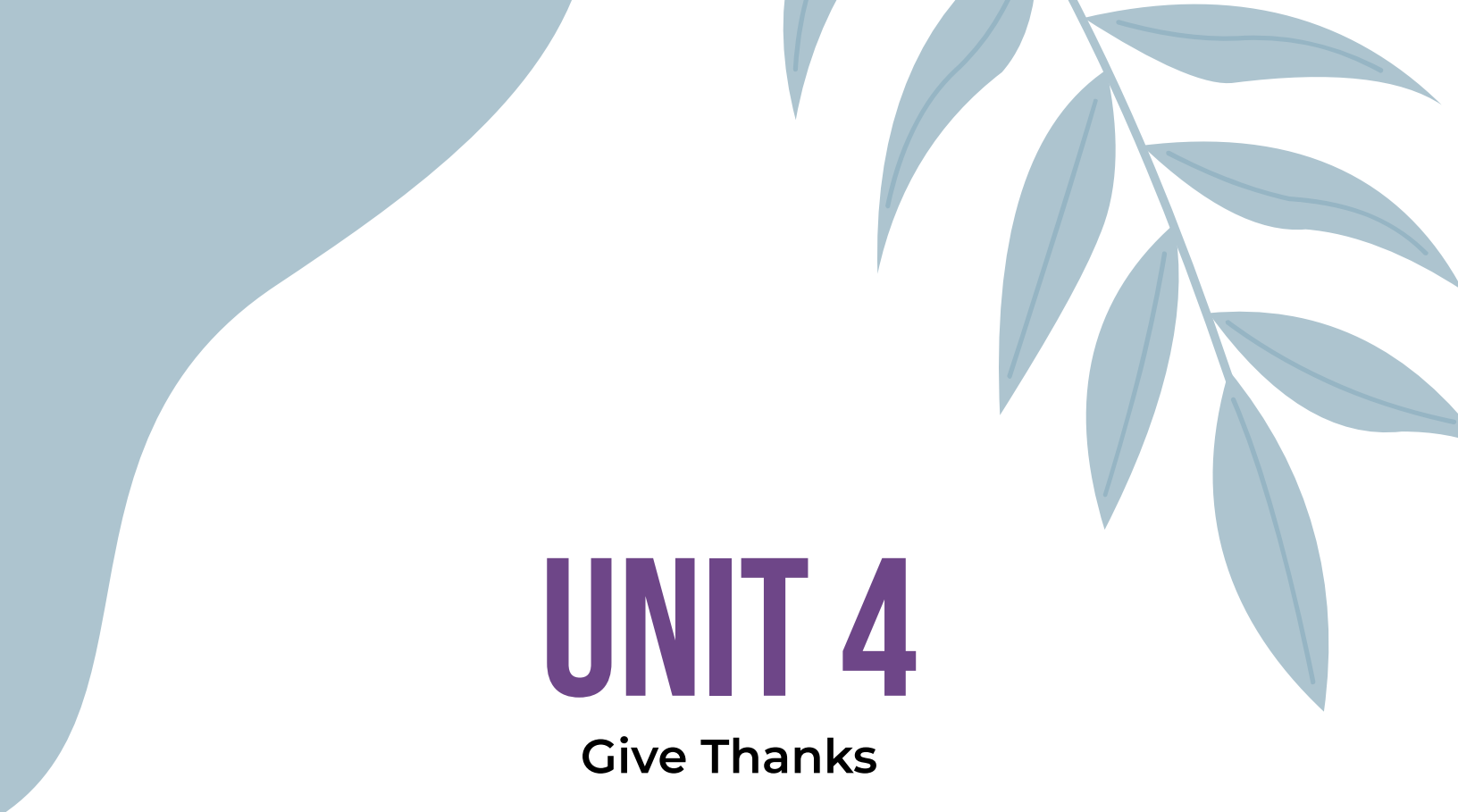
CELEBRATE

At the end of this unit, celebrate by having the teacher take a picture of the infant with the caption: “_____ is growing to be a helper at home, at school, and in the community.” Add the art to the portfolio.



MATERIALS

- Yellow paper plates with centers cut out for faces; cut outside edges in (rounded) points to represent sunshine
- Cotton balls are glued to a paper plate to form lambs, or stuffed toy lambs
- Small blankets
- Laundry basket
- Items with various textures: hard, soft, fluffy, smooth, rough, etc.
- Puffed cereal
- Small containers
- Fabric scraps
- Ribbon pieces
- Plastic eggs
- Snack container with lids
- Colored paper
- Paintbrushes
- Yarn
- Dusting cloths
- Variety of brushes: soft, rough, prickly, squishy
- Soap bubbles for blowing bubbles
- Water bottle
- Cloth bag
- Maraca or other simple instrument
- Gallon plastic bags
- Hair gel
- Beads
- Labeled pictures of mops, brooms, other tools
- Pictures of Jesus, firefighter, police officer, doctor, nurse
- Blocks—soft and/or wooden
- Hats—community helper hats for nurses, firefighters, construction workers, etc.



UNIT 4

Give Thanks

Weeks 13–16

Memory Verse:

“Give You thanks.”

Psalm 128:1



BIG IDEA

Give thanks for food, people, environment, and Jesus' love.



ENGAGE

MUSIC/MOVEMENT:

- [5 Loaves and 2 Fish](#)
- [Jesus Feeds 5000](#)
- [Feeding the 5000](#)
- [Thankful](#)
- [Give Thanks](#)
- [Jesus Loves Me](#)
- [Praise Him, Praise Him](#)
- [Jesus Loves The Little Ones Like Me](#)

BIBLE STORY:

Thank You

One day Jesus and His disciples decided to take their boat to a quiet place and rest. When they stopped the boat, there was a BIG crowd. Everyone wanted to talk to Jesus. After many hours, the disciples told Jesus that it was getting late, and that the people were getting hungry. Jesus told the disciples that the people did not need to go away. They would all eat together. The disciples only found one boy who had any food, two small fish and five loaves of bread. The little boy was happy to share his five loaves and two fish with everybody. Again, the disciples asked Jesus, "How will five loaves and two fish feed all these people?" Jesus told the disciples to bring the five loaves and two fish to Him. He took the food in His hands, raised it above Him, and said, "Father, bless this food. Amen." Jesus broke the five loaves and two fish, and then told the disciples to begin sharing it with the people. After more than five thousand people ate all they wanted, there were twelve baskets of food left over. Everyone said, "Thank You."

LET'S READ TOGETHER:

- ***Thank You God, Good Night***, by Marianne Richmond
- ***Thank You, Mama***, by Linda Meeker
- ***Thank you, God, For Mommy***, by Amy Park
- ***Five Little Thank-Yous***, by Cindy Jin
- **Picture books about food**



APPLY IT

ACTIVE PLAY:

Fish and Bread

Fill a basket with plastic fish and pretend bread.
Use them for props during the following rhyme:
One little fish, two little fish,
One, two, three, four, five little loaves of bread,
One little fish, two little fish,
One, two, three, four, five little loaves of bread.
—Janet Sage. Adapted.

Pass out the fish and loaves, then count them again.
Then have infants put them back into the basket.

RHYMING:

God Is Great Prayer

God is great
God is good,
And I thank Him for our food.
Amen.

Thank You God (tune Twinkle, Twinkle, Little Star)

Thank you God
for food and prayer.
Teach us how to love and share.
Amen



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Tummy Time**—Place enough water in a plastic zippered bag to form a thin layer when laid flat, add blue food coloring and some small smooth objects (fish if you can find them). Insert into a second bag for security against leaks. Tape it securely to the floor and allow the infant to explore while holding themselves up on their forearms.
- **Cross the Midline**—When changing diapers or when an infant is on the floor, touch the foot to the opposite hand, talking about what you are doing. “Your hand is touching your foot!”
- **Rolling**—To teach the infant to roll back to front: hold a toy or mirror over the infant to get their attention. Move it to the side to encourage them to move to their side. As they learn to follow the object, begin to move it toward their shoulder. You can assist their roll and support their back as they get onto their side. Once on their tummy, help them get their arms placed under them properly.
- **Reaching**—Place play food in a picnic-style basket; pick it up and talk about it. Include different textures and colors. Talk about all the good food God has given us.

FINE MOTOR:

- **Fish Crackers**—Infant is given crackers to pick up with fingers.
- **Ring Grab**—When an infant can sit up, use contact paper with painter’s tape, peel off the backing to reveal the sticky side. Grab different plastic objects that will stick to the wall for the infant to grab and pull down. (Make sure that the masking tape is strong.)
- **Grab Basket**—Fill a basket with plastic colorful fruit and talk about the colors of the fruit and that we are so thankful God made good fruit to eat.
- **Washing**—Sing the following song while helping infants wash their hands:

This is the way I....

This is the way I wash my hands, wash my hands, wash my hands,
This is the way I wash my hands,
Before I eat my food (after my diaper is changed, etc.)

Infants can wash table(s) with dry washcloths while singing the song above, substituting the words: This is the way we wash the table, wash the table....

SENSORY DEVELOPMENT>

- **Taste**—Explore the taste of different foods, such as licking a lemon.
- **Sensory Bottles**—Plastic bottles filled with water and blue food coloring. Add colored sequins that are shiny like fish. Make sure the lid is glued securely.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Hold the mirror so the infant can see their face. Use the infant's name as you tell them that God made their nose, eyes, mouth, etc. and point to their features. "God made you!" "God loves you!"
- When the infant is in a happy mood, clap their hands together, narrating what you're doing. "I have hands that clap, clap, clap. They were made by Jesus." Eventually, the infants will be able to get your attention by making this sound by themselves.

SELF-CONTROL:

- Talk about emotions to the infants in your care.
- [Infant's name] _____ is feeling happy; _____ is feeling sad; _____ is feeling angry.
- Soothe and help them self-soothe.

INTERPERSONAL RELATIONSHIPS:

- Play Peekaboo with hands or a scarf.
- Make a game out of cleaning up toys, sharing toys, and helping others.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language**—Demonstrate the signs for the following words: food, more, pray, thank you, Jesus, fish, bread.
- **Conversation**—Talk face-to-face with the infant. Narrate what you are doing, allowing time for the child to "converse" back to you. Talk to the infant about your routine: "We pray to Jesus to thank Him for our food." Tie activities into how thankful we are for our food, family, friends, toys, etc.
- **Thankful for Our Food**—Have a basket of play food for infants to explore. Describe the food and give its name.

LISTENING/RECEPTIVE:

- **Listening Game**—Make silly sounds while facing an infant and watch for them to mimic your actions.
- **Name**—Continue to talk about what you are doing, making sure to use the infant's name.
- **Preposition Game**—Using a child-sized chair, place the infants according to the preposition said ("The Farmer in the Dell" tune).

Up on the chair x2, (child's name) is sitting up on the chair.
Under the chair x2, (child's name) is under the chair.
Next to the chair x2, (child's name) is standing next to the chair.
In front of the chair x2, (child's name) is standing in front of the chair.
Behind the chair x2, (child's name) is standing behind the chair.

PREWRITING:

- **Name Reveal**—On white construction paper with white crayon, write the infant's name. Have watercolors and paintbrushes available for the infant to paint on the paper. As they paint, their name will be revealed.
- **Push the Paint**—On white paper, using a black marker, draw simple pictures. In a resealable bag, place some bright colored paint. Tape the paper to a table and then tape the resealable bag over that paper. Have the infant use their fingers to push the paint around to reveal the pictures.
- **Drive the Line**—Place masking tape on the floor (long strips) to make various lines. Give the infant a toy car to push along each line (straight line, horizontal line, diagonal line, zigzag line, etc.).

PREREADING

- **Reading**—While reading a book, use your finger to track the words from left to right.
- **Which One Does Not Belong?**—Have three pictures each of fruits and veggies or plastic fruits and veggies for children to see. Show two that are the same and one that is different and talk with the children about what type of fruit or veggie they are and talk about which one is different. Pull out the one that is different and place the one that is the same next to the others. For older infants, have them point out what the fruits and veggies are and then point out which one is different. Then have them remove the one that is different and find the one that is the same and place it with the others that are the same. Use fruits and veggies that infants would be familiar with.
- **Setting the Table**—Have a shoe box sized container and place items inside that the child would use when eating at the table. When taking them out and “setting” the table, say the name of each object. For older infants, first show them each item and “set” the table. Once they have seen the teacher do this, then put the items back in the box. Next, talk with the child about each item by asking if they can take out an item and place it on the table. Suggested items: small cloth place mat, small plate, fork, spoon, napkin, cup.

VOCABULARY

- **Reading**—Point out and name items in the books read.
- **Picture Cards**—Create a set of five to ten 5x8 index cards with no lines. Find pictures or take pictures that are related to the theme. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card or larger. Example: use a picture of a family praying. Describe what you see in writing on the card. Laminate the cards so they will last longer. When showing the card, read what has been written, such as “The family is praying to thank Jesus for their food.” More cards can be added to the set during the month.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Paint in a Bag**—Mixing colors. Squirt finger paint on white paper randomly, put it into a plastic bag, tape it to the floor, and let the infant pat the paint to mix during tummy time.
- **Thankful Tree**—Draw an outline of a tree on white paper. Then have the infant finger paint the leaves in fall colors. The teacher can then write “I am thankful” on the page.
- **Music**—Listen to music and have infants use noisemakers, such as rattles or shakers, to move to the music.

MATH:

- **Counting**

10 Little Fishies

Song “Ten Little Fishes” (tune 10 Little Indians)

One little

Two little

Three little fishes

Four little

Five little

Six little fishes

Seven little

Eight little

Nine little fishes

10 little fishes in my hands

- **Patterns**

Create a pattern with colored fish or other objects (red, yellow, red, yellow).

SCIENCE:

- **Magnets**—Let infants place and remove magnetic fish on a magnetic board.
- **Outside**—Infants can lie on a blanket outdoors and observe the plants, birds, animals, and sky.
- **Discovery Bottle**—Take a water bottle filled with water, add a leaf, a small pine branch, or several small pebble rocks, etc. Glue the lid on. Make several and leave them out for the infants to inspect/discover.

SOCIAL STUDIES:

- **Walking Path**—Create a sensory path that includes grass, sand, water, rocks, or leaves. Items could be put into tubs to feel with hands or to stand in.





ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by creating “Mistletoes Art” with the infant’s fingerprint as the mistletoe. Add the art to the portfolio.



MATERIALS

- Fish crackers
- Painter’s tape
- Gallon freezer reclosable bags
- Blue food coloring
- Plastic bottles
- Washable paint
- Rattles or noisemakers
- Containers
- Packing tape
- Pictures of food and family members
- Baskets
- Plastic Fish
- Magnetic fishes and magnetic board
- Cookie sheet
- Contact paper
- Plastic rings
- Play food
- Food for sensory tasting, such as lemons
- Toy car
- Ribbons
- Pictures of animals
- Grass
- Sand
- Rocks
- Leaves



UNIT 5

God's Beautiful World

Weeks 17–20

Memory Verse:

“In the beginning God
created the heavens and
the earth.”

Genesis 1:1



BIG IDEA

God made my world.

- God Made the Sky, Weather, Sun, Moon, and Stars
- God Made the Waters, Oceans, Lakes, Ponds, Rivers
- God Made the Land, Mountains, Deserts, Prairies, Forests



ENGAGE

MUSIC/MOVEMENT:

- [He's Got the Whole World](#)
- [God, Our Loving Father](#)
- [The Sun Moon & Stars Song](#)
- [Creation Song](#)
- [Twinkle, Twinkle, Little Star](#)
- [Mr. Sun](#), by Raffi (Idea: have a paper or fabric sun to hold and shine on each infant)
- What's the Weather (Tune Clementine), What's the weather, What's the weather? What's the weather, everyone? Is it windy? Is it cloudy? Is there rain? Or is there sun?
- [Five Little Ducks](#), by Raffi

BIBLE STORY

God's Beautiful World—Creation Part I

Long ago, the earth was empty and dark. God decided to make our planet a beautiful place to live in. On the first day of creation, God said, "Let there be light," and there was light. Now there was light and darkness. God called the light "day" and the darkness "night." God was happy. On the second day, God separated the water and the air and named the air "sky." God was happy. Then on the third day, God gathered the water under the sky and land appeared. He named the water seas. Now that there was land, He created all kinds of plants and trees. So, the trees made delicious fruits to eat, and the plants had pretty flowers to smell. God was happy. On the fourth day, God put the big, round sun and moon and the twinkling stars in the sky to give light to our earth. God was happy.

LET'S READ TOGETHER

- ***The God Made series***, by Sarah Jean Collins
- ***Little Genius Weather***, by Joe Rhatigan
- ***What a Wonderful World board book***, by Bob Thiele
- ***God Made the World***, by Debbie Rivers-Moore



APPLY IT

ACTIVE PLAY:

Do you Know Who Made the World song with mirror

The teacher takes the mirror from infant to infant and sings the song “Do You Know Who Made the World” (*Sung to the tune of “Mary Had a Little Lamb”*).

Do you know who made the world,
made the world, made the world?

Do you know who made the world?

It was God who made the world. (*point to the sky*)

(*Replace the word “world” with sky, water, land, plants, and/or weather*)

RHYMING:

Tickle the Clouds poem with actions

Tickle the clouds (*reach arms up*)

Tickle your toes (*tickle their toes*)

Turn around and tickle your nose (*move infant in a circle and tickle their nose*)

Reach down low (*reach arms down*)

And reach up high (*reach arms up*)

Story time is over—

Wave good-bye! (*wave*)

Sun

Sun, sun shining down

Shining on the ground

What a lovely face you have

Yellow, big, and round!



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant’s social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Roll Over**—To encourage infant to roll over, very slowly roll them over from stomach to back, and vice versa, so they can feel the motions their body makes while rolling.
- **Outside**—Spend some time outdoors, if possible, allowing for tummy time, sitting, or lying and rolling over on the playground or a safe area in the grass. Allow infants to grab the grass and feel the texture.
- **Growing Seeds**—Pretending to be little seeds, have infants make themselves as small as possible, curled up with arms close to their sides. Pretend to grow bigger and bigger as they stand and stretch their arms up high like the trees. Let their branches sway in the breeze.

FINE MOTOR:

- **Bubble Play**—Blow bubbles for the babies to watch. Blow a bubble and let the infant reach to pop it to build visual tracking. Popping the bubbles helps build eye-hand coordination.
- **Whole World**—Sing [“He’s Got the Whole World in His Hands”](#) song while you hand the infant a ball with holes in it for their fingers to hold (similar to a wiffle ball or O ball).
- **Grabbing Baskets**—Create interesting baskets of themed objects that will continually encourage infants to engage in grabbing, touching, throwing, pinching, pulling, and so much more. Rotate these materials regularly to meet infant developmental needs and infant interests. Potential basket fillers: age-appropriate loose parts with different textures that are associated with nature or weather.

SENSORY DEVELOPMENT

- **Sensory Bag**—Add white puffy paint and yellow and silver stars (sequins) to a resealable bag. Double bag so there is less chance of leaking. Tape to the wall or floor for the infant to explore.
- **Sensory Tub**—Some ideas of what to add to an age-appropriate sensory tub:
 - Sand with small shovels and scoops (ground up crackers for sand)
 - Water with plastic fish, rocks, boats
 - Feathers and toy birds (may create large yarn pom poms)
 - Wheat grass—grow some wheat grass ahead of time in a tub or on a tray; once the grass is high enough, hide some plastic bugs in the grass





SOCIAL & EMOTIONAL

SELF-HELP:

- Holding a spoon and bring it up to their mouth.
- Begin to hold a sippy cup and bring it up to their mouth to take a drink.
- Help wipe up a spill with a paper towel.
- Hold the infant at the sink so their hands are under the stream of water. Allow infants to wiggle their hands in the stream of water. Talk to them about how important it is to be clean and healthy.

SELF-AWARENESS:

- Take the infant outside to sit or lay in the grass. Hold the mirror so that they can see themselves and the sky above them. Point to clouds, trees, and the infant in the mirror. Use the infant's name as you tell them that "God made the sky," "God made the clouds," "God made the trees," "God made grass," "God made you," and God loves you!"
- Put the infant on their stomach in front of a mirror for tummy time.
- Put two or three infants together in front of a mirror so they can see each other. Talk about each infant by name while touching them so they see and feel you.

SELF-CONTROL:

- As an infant cries during a diaper change, narrate for the infant what you are doing ("two more wipes and then we can put on your new diaper") and that you understand that they don't like it. Then hold and soothe the infant until they stop crying. This teaches the infant that they can count on loved ones to help gain control when they are feeling overwhelmed.
- If an infant takes another infant's toy, give them another toy or one just like it to play with in order to facilitate self-soothing.
- Speak calmly when an infant loses self-control. Provide comfort and consistency to help the infant learn to self-soothe. Talk through the different emotions the infant might be demonstrating.

INTERPERSONAL RELATIONSHIPS:

- Take the infant around to the other infants and teachers when they arrive to have them say good morning. Make a point to say the infant's name and the other infants' names. "_____ wants to say good morning to you, _____."
- Display appropriate nonverbal communication and acknowledge the nonverbal signals (body language, facial expressions) the infants are displaying.
- Narrate to the infant about the nonverbal signals they and the other infants are displaying. "_____, you look sad right now." "Look, _____ is so happy right now. Let's clap our hands with her."



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language**—Continue to add more signs that will help the infant communicate.
- **What's the Sound?**—Have a cloth bag with objects that make sounds that an infant may recognize. Pull out an item from the bag such as a small plastic cow and **say**: Cow, the cow says, “moo.” Examples of items to put in the bag: various animals, various vehicles (car, train, etc.). The idea is that the infant will be able to recognize the object and say the sound it makes. Start out with two or three objects in the bag. The objects in the bag can be changed out once the teachers notice that the infants know the sounds each animal/vehicle gives.
- **Books**—Read books about creation, trees, sky, and weather. Point out the pictures and tell the infant what the word is.
- **Outside**—Go outside for a walk and point out the same things that you saw in the book if you have them near your center. “Remember we saw a tree in the book. See, here is a tree on the playground. There are lots of trees outside.”

LISTENING/RECEPTIVE:

- **What's the Sound?**—Same as above.
- **Find the Sound**—Fill various plastic eggs halfway with noisemakers such as rice, bells, beans, flour, etc. Make two of each egg sound and then tape them shut. Shake them for the younger infants and talk about how the sounds they hear are the same or different. For the older infants, have them listen to find the eggs that have the same sound. **Vocabulary**: shake, rattle, loud, quiet, sound, same/different.
- **What Do You Hear?**—When out for a walk or on the playground, be intentional about pointing out things that you hear to the younger infants and have them listen for the sound of birds, cars, trucks, dogs, etc. For the older infants, ask them what they hear, or have pictures available for them to pick out what they hear.

PREWRITING

- **Chunky Crayon Writing**—Make or buy chunky crayons. Give each infant a chunky crayon and tape down a piece of white construction paper. Let infant scribble on the paper. Have different colors so that the infant can choose another crayon.
- **Sort the Rocks**—Have various sizes of river rocks that will fit in the infant's hand but not in their mouth. Use a marker to draw shapes or pictures of animals or vehicles on the rocks. Write the name of each object on the rock. Put the rocks in a container that they will have to reach into in order to pull out a rock. Have the infants put the rocks into each cup in a muffin tin. For older infants, place a paper with a shape, animal, or vehicle in each cup and help them to match the rocks to the correct paper. Let them explore the rocks and move them around the muffin tin and drop them back into the container. Talk with them about the rocks, how they feel, what is written on each rock, and finding the matching letter, shape, animal, or vehicle. [Story Stones](#) ideas. Change out one or two of the rocks when infants are recognizing the rocks they have been learning and playing with.

PREREADING:

- **Books**—Soft cloth or plastic books about weather, creation, or plants. Read the story to the infant as you point out objects in the pictures.
- **Nature Pictures**—Take nature pictures (your own or download), one large and one small. Write the word on the large photo. Match the photos together with the infants and read the words together. Tell the infants what the nature item is in the picture, along with a description about what is in the photo.
- **Clap Your Name**—Clap out the syllables for each infant's name as you talk with them during various times of the day. Help the infant to clap with you. Examples: Dav-id (2), Josh- u- a (3), Mar-y (2).

VOCABULARY:

- **Mimic**—With your face close to the infant, see if they will mimic your sounds or words like mama or dada.
- **Identification**—What you will need: plastic container lids; pictures of sky, clouds, weather, ocean, pond, rivers, desert, mountains, plains, tundra, etc.; and packing tape. Tape pictures to the plastic lids and place them on the floor. Talk about each one as the infant picks up the different lids.
- **Story Stones**—See activity above.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Sun**—Draw a circle on a white piece of paper. Put the paper and yellow paint in a gallon bag and tape it shut. Have infants paint the sun inside the bag. Remove the paper and let it dry.
- **Textured Ball Painting**—Take white drawing paper and place in a shallow pan or cardboard box. Put a textured age-appropriate ball and a couple colors of nontoxic washable paint into the box. Put dots of paint on the paper and have the infant roll the ball through the paint to make a picture.
- **Ice Paint**—Color water with a few drops of cooked foods (for example, blueberries, carrots, beetroots, and butternut squash) and freeze into ice cubes. Place in an empty kiddie pool or on the ground outside for the infant to interact with as the cubes melt.
- **Music**—Sing or play music geared for infants with a beat that is appropriate for clapping: “If you’re happy and you know it, clap your hands”; “The Wheels on the Bus”; and “Pat-A-Cake.” Clap with the infants who know how to clap and move the hands to clap for the infants who do not clap yet. Encourage clapping on the beat.

MATH:

Math Conversations

- **Measurement**—Talking about size, weight, length of time, etc. are important in helping infants learn basic measurement skills. “Your mom will be here in 30 minutes.” “You drank 6 ounces of milk.” “When you lay next to _____, they are longer than you are.”
- **Sequencing**—Explain to infants the different steps of a process as you do the steps with them. “First we put on your diapers, and then we put on your pants.” “After we read a book, we’ll go outside.” “Before eating, we wash our hands.”
- **More**—An early math concept for infants is: “Do you want more food?” “This pile has more blocks than the other pile.” “This bucket has the most toys inside.”
- **Zero**—Infants should begin to understand the concept of zero. “It’s all gone!” “There’s nothing left!” “There aren’t anymore.”

SCIENCE:

- **Sensory Bag**—Make a sensory bag with two primary colors of paint. Tape to your choice of surface for the infant to mix.
- **Environment**—Let infants observe classroom pets or pictures of animals. Talk about the environment the animals live in and where they would live in the wild.
- **Outside**—Take a nature walk with infants if possible. Let them explore safe nature items outside. Talk about the beautiful world God has made us.

SOCIAL STUDIES:

- **Days of the Week**—Sing “[7 Days of the Week](#)” and follow the directions of the song. Continue to use the words for what day it is and build the vocabulary of time: yesterday, today, tomorrow, etc. Alternate song: “[Days of the Week](#).”
- **Creation**—Sing the song “[Seven Days](#)” and do the motions for each day.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher paint the infant’s hand green and blue to make an earth colored handprint. Add the art to the portfolio.



MATERIALS

- Bubbles
- Mirror
- Wiffle or O ball
- Basket fillers: age-appropriate loose parts with different textures that are associated with the nature or weather
- Tape
- Gallon bags
- White puffy paint
- Yellow and silver stars
- Cloth bag with objects infant can recognize
- Plastic egg with beans or rice to make noise
- River rocks (age-appropriate)
- Plastic container lids
- Pictures of sky, clouds, weather, ocean, pond, rivers, desert, mountains, plains, tundra
- Packing tape
- Chunky crayons
- White drawing paper
- Shallow pan or cardboard box
- Textured age-appropriate ball
- Nontoxic washable paint in various colors
- Kiddie pool or plastic container
- Cooked foods: blueberries, carrots, beetroots, and butternut squash for color
- Sensory tub items:
 - Sand with small shovels and scoops (crushed crackers)
 - Water with plastic fish, rocks, boats
 - Large yarn pom poms, feathers, toy birds
 - Wheat grass and plastic bugs





UNIT 6

Made to Move

Weeks 21–24

Memory Verse:

“God saw that it was good.”

Genesis 1:21



BIG IDEA

God created a wonderful world where bugs crawl, mammals walk, birds and butterflies fly, and fish swim.



ENGAGE

MUSIC/MOVEMENT:

- [God, Our Loving Father](#)
- [Thank You Lord for Making Me](#)
- [Animals, Animals, Jesus Made the Animals](#)
- [God Made All the Animals](#)
- [Jesus Loves Me](#)

BIBLE STORY:

Creation Part II

God was ready to fill up the earth with more of His beautiful creation. So, on the fifth day, God filled the seas with fish. Some fish were yellow. Some fish were orange. He also filled the sky with beautiful birds that flew up, up in the sky. God didn't stop there; He created great big sea animals, like the orca whale. God was so happy. On the sixth day, God filled the earth with animals. Big animals like lions. Small animals like rabbits. God was so happy!

LET'S READ TOGETHER:

- ***Hello, World! Backyard Bugs***, by Jill McDonald
- ***Never Touch the Bugs!*** by Rosie Greening
- ***Indestructibles: Baby Animals***, by Amy Pixton
- ***My First Peek-a-Boo Animals***, by Eric Carle
- ***Flutterby Butterfly***, by Emma Parrish
- ***Butterfly Colors and Counting***, by Jerry Pallotta
- ***Hello, World! Birds***, by Jill McDonald
- ***Listen to the Birds***, by Marion Billet
- ***Fish!*** by Jaye Garnett
- ***Big Fish Little Fish***, by Jonathan Litton
- ***The Funniest Animals God Ever Made***, by Rosie Greening
- ***Would You Ever Pet a Platypus? God's Funniest Animals***, by Thomas Nelson



APPLY IT

ACTIVE PLAY:

- **God Made Me and All of You** (Song) with Mirror/Movement

The teacher takes the mirror from infant to infant and sings the song “God Made Me and All of You” (sing to the tune of “London Bridge”).

God made me and all of you

All of you,

All of you,

God made me and all of you.

He loves us!

(hold a mirror in front of each infant as you say “me and you”; hug self at the end)

He made frogs and birdies too

Birdies too,

Birdies too,

He made frogs and birdies too

Cheep! Cheep! Cheep!

(gently hop infant like frogs/flap their arms like birds)

RHYMING:

Itsy, Bitsy Spider

The itsy, bitsy spider,

Climbed up the water spout. *(place each thumb on opposite pinky finger and walk hands up and down)*

Down came the rain, *(wiggle fingers as hands move down to represent rain)*

And washed the spider out.

Out came the sunshine, *(raise hands, fingers spread like the sun)*

And dried up all the rain.

And the itsy, bitsy spider,

Climbed up the spout again. *(place each thumb on opposite pinky finger and walk hands up and down)*

Here is the Beehive

Here is the beehive, *(make a fist)*

Where are the bees?

Hiding inside where nobody sees.

Watch them come creeping out of the hive,

One, two, three, four, five. *(release one finger at a time from the fist/hive)*

...BUZZ-ZZZ *(wiggle fingers all around)*

What the Animals Do Poem

Flitter Flutter Butterfly

Flitter, flutter butterfly
I couldn't catch you if I tried
Flitter low above the flower bed
Flutter high above my head
Bye, bye butterfly

Open Shut Them Poem

Open, shut them, open shut them, give a little clap.
Open, shut them, open shut them,
put them in your lap.
Creep them, crawl them, creep
them, crawl them,
Right up to your chin.
Open wide your little mouth,
But do not let them in!
Creep them, crawl them, creep them, crawl them,
Right down to your toes.
Let them fly up in the air and,
Bop you on the nose.
Open, shut them, open shut them,
give a little clap.
Open, shut them, open shut them,
put them in your lap.

The Little Turtle Fingerplay

I had a little turtle. (*cup your hand slightly to make a shell*)
He lived inside a box. (*cover the shell with your other hand*)
He swam in the water. (*move both arms as if swimming*)
He climbed on the rocks. (*move arms as if climbing*)
He snapped at a mosquito. (*make a snapping motion with one hand*)
He snapped at a flea. (*snap again*)
He snapped at a minnow. (*snap again*)
And he snapped at me. (*snap again*)
He caught the mosquito. (*snatch the imaginary bug and eat it*)
He caught the flea. (*same as above*)
He caught the minnow. (*again*)
But he didn't catch me. (*shake your head and wag your finger*)





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Tummy Time**—Provide pictures of animals to look at to encourage them to lift their heads.
- **Reaching**—Place stimulating toys that tie in with the theme (bugs, animals, or fish) in front of the infant, or to the side, to encourage them to reach out arms and to move toward the toys.
- **Tug of War**—Give the infant a blanket to hold and gently pull on one end.
- **Song Sammy (I'm Glad I'm Me)**—Play/sing the song and do motions for each animal activity while walking around the classroom.
- **Flying Bird Movements**—Fly infant around on their belly (slowly and supporting head and neck when they are very young).
- **Animal Movements**—Infants can wiggle like little worms, pull themselves with just their hands like seals, or crawl on all fours like bears or puppies. If they have progressed to standing or holding onto something for support, they can begin the movements for hopping like bunnies. Even if their feet don't leave the ground, they can begin to get the feel of bouncing on their legs to develop strength.

FINE MOTOR:

- **Noodle String**—Nylon rope or large yarn knotted on ends to keep from fraying. Cut a pool noodle to different lengths and let the infant string them on rope or yarn.
- **Basket Puzzle**—Use a laundry basket and put toys in it. Then crisscross yarn through the top portion of the basket, enough so the infant can work to reach through and get a toy out easily but the toys don't fall out. Set the basket on its side so the infants can work the toys out of the basket puzzle.
- **Kitchen Whisk**—Put straws into the whisk and have the infant pull or push in and out.
- **Water Paint**—Tape colored paper to the floor and give a wet paintbrush to infants and let them "paint" with it.



SENSORY DEVELOPMENT:

- **Sensory Bag**—Put some small, squishy/stretchy snakes with hair gel in a gallon baggie taped to the wall, floor, or table.
- **Sensory Bottle**—Add colored sand to a bottle. Add small animals, fish, bugs, or birds. Then top off with sand allowing about an inch of room at the top for movement of items. Super glue or hot glue lid on. Allow infants to discover the items in the bottle.
- **Sensory Box**—Affix faux furs in different colors, lengths, and textures; and faux leathers in different textures (both regular and faux suede). These do not need to be big pieces. Let the infants feel the different “animals” God has made.
- **Scratch and Sniff Paint**—Mix 1 tablespoon of white glue, 1 tablespoon of water, and 1 tablespoon of Jell-O powder in a cup. You can make several cups of different colors and paint a simple picture on cardboard. If you want to, you could download a simple picture to paint. Once it is dry, the teacher can rub the picture to release the scent so the infant can smell it. It is both visual and tactile.

SELF-HELP:

- Let the infants clean their own faces and hands with a damp washcloth (finish up with help from the teacher)
- Encourage them to begin to hold their bottle and bring it up to their mouth to take a drink.
- Encourage them to feed themselves a snack by picking up the age-appropriate snack alone.
- Sing the following song while helping infants wash their hands with a washcloth to promote good hygiene:

This is the way I....

This is the way I wash my hands, wash my hands, wash my hands,
This is the way I wash my hands,
Before I eat my food (*after my diaper is changed, etc.*)

- Infants can wash table(s) with dry washcloths, while singing the song above, substituting the words: This is the way we wash the table, wash the table....



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Notice when infants do something helpful. For example: “Thank you for picking up the toy.” “Thank you for handing me your bottle.”

SELF-CONTROL:

- Infants have very little self-control. They usually act on feelings without the ability to stop themselves. However, they can learn to manage their emotions and actions with guidance.

INTERPERSONAL RELATIONSHIPS:

- Have alternative substitutes in place. “This book is not a toy, sweetie. I can’t let you play with it. But how about this instead?”



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language**—Continue to add more signs to help infants to communicate.
- **Ring, Ring**—Using objects or story stones from previous lessons, place a few in front of the infant. Using a play phone, **Say**: “Ring, ring. Are you looking for quack, quack? Let me see if they are here.” Show the young infant the duck and say into the phone, “Yes, the duck is here.” Have the older infant help to find the duck and give them time to say the name if they are able. Use animals, vehicles, and the infant’s name.
- **Paw-Paw Patch**—Using this song, infants learn their name and become familiar with the names of the other infants in their class. [The Paw-Paw Patch tune](#) (sing a little slower for the infants): point to the infant or hold them up during the last verse of the song.

Where oh where, where is (infant’s name)? x3
Way down yonder in the paw-paw patch.

LISTENING/RECEPTIVE:

- **Rhythm Taps**—Give each infant a small plastic cup or small rubber mallet. Tap out a short rhythm for them to listen to. Help the younger infants to tap out the same rhythm. See if older infants are able to copy the rhythm.
- **Give the Sound**—Using the story stones from the previous lessons or the [photo library from Lakeshore](#), show the infants a few animals or vehicles and have them give the sound or help them by giving the sound first and see if the infant can mimic it. Use two or three story stones or photos at a time. Change story stones or cards weekly or when it is observed that the infant is ready for new stones or cards to practice and play with.
- **Hide and Seek Sounds**—Hide various toy animals or vehicles around the room. Play or give the sound of one and then crawl or walk around the room to help the infant find what makes that sound. Continue to make the sound until the animal or vehicle is found.

PREWRITING:

- **Hide and Seek Bag**—Glue the infant’s picture and name onto cardstock or print onto cardstock paper. Place paper into a resealable bag. Place the first bag into a second resealable bag and then put in water beads that have been soaked in water until they have expanded. Close the bag and tape it to a table. Help infants to move the beads around to see who they find. After they find the picture, help them find the name and say the name of the infant they found.



- **Lid Drop**—Using various sizes of yogurt container lids, tape pictures of the environment vocabulary (for example, bugs, animals running or walking, birds flying, fish swimming, and children doing some similar movement activities). Have the infant choose a lid and talk with them about what they see and give the name. Then have them drop the lid through a slot in a small- or medium-sized box.
- **Crack the Egg**—Place pictures of animals, vehicles, fruit, vegetables, or objects inside larger plastic eggs. Help the infant to “crack” the egg and find what is inside. Have the infant give the name and sound if applicable.

PREREADING:

- **Books**—Provide soft cloth or plastic books about movement, bugs crawling, animals moving, birds and butterflies flying, and fish swimming. “Read” the story to the infant as you point out details on each page to help build the infant’s awareness and vocabulary.
- **Class Book**—Make a book with all the infants’ pictures and the teachers who are in the classroom. Look at the book together and say each infant’s name and point to them in the book. For older infants, give them time to try and say the name of the infant or teacher they see or let them point to the picture as the name is said by the teacher.
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards with no lines. Find pictures or take pictures that are related to the theme, such as bugs crawling or animals running. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto 5x8 cards (or larger). Example: create a read-along card with a picture of a dog running. Describe what you see in writing on the card or type it out. Laminate the cards so they will last longer. When showing the cards, read what has been written such as “the brown dog is running fast.” More cards can be added to the set during the month.

VOCABULARY:

- **Reading**—Share books with animals and actions, such as [What Are They Doing?](#) by Molly McIntyre.
- **Action Words**—Let infants copy you as you demonstrate movement words: walk, hop, fly, crawl, etc.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Bugs in the Grass**—Finger paint paper with green, glue googly eyes onto the grass ([example](#)).
- **Animals:**
 - Use various stuffed animals and explore what sound the animal makes ([These Are the Sounds That the Animals Make](#) song).
 - Real animal pictures with animal sounds ([Animal Sounds for Children](#)).

- **Butterfly Feet Art**—Paint feet and use them as the “wings”; add the rest of the features of the butterfly.
- **Ocean Sponge Painting**—Use cut-out ocean animals and greenery; then use sponges to paint the ocean water ([project](#)).

MATH:

- **Comparisons and Measurements**
Have three similar toys of different sizes. Demonstrate lining them up in order by size. Allow the infant to line them up by size and try with other objects.
- **Categorize**
Provide pictures of a variety of land, water, and sky animals. Show the infant how animals can be put into groups according to where they live. Let them practice sorting into categories.

SCIENCE:

- **Bug Melt**—Freeze plastic bugs in an ice cube tray with colored water. Put in a plastic tub. Allow infants to play with the ice cubes as they melt and reveal the bugs.
- **Water Play**—Put water in a bin. Add a bit of food coloring, maybe a bit of dish soap for bubbles. Have infants fish for some rocks and add a few items that will float. Let infants put them in, asking before the process which ones will sink and which ones will float.
- **Sensory Bag**—Use a gallon bag and add some small animals, fish, birds, or bugs, and then add gel or colored water to it. Tape the bag to the floor, table, or high chair. Let the infant explore.
- **Discovery Bottle**—Fill a water bottle with one-third water and a few drops of blue food coloring; then add cooking oil or baby oil. Add small plastic fish. Super glue or hot glue lid on.

SOCIAL STUDIES:

- **Habitat Match**—Create sensory bins with objects for each habitat: pond, ocean, forest, etc. Have infants put the plastic animals into the appropriate habitat. For example, “The whale goes into the ocean where he has lots of fish to eat and he loves to swim. The fox likes the forest where he can run in the trees and find a nice log to sleep in.”



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher offer pictures or plush creatures of some animals, bugs, butterflies, fish, and/or birds to the infant. Allow the infant to pick one or two that excites them. Take a picture of the infant with their favorite creature. Add the photo to the portfolio.



MATERIALS

- Wee Sing Bible Songs
- Handheld mirror
- Pictures or plush animals, bugs, butterflies, fish, and/or birds
- Animal toys
- Blanket
- Whisk
- Colored paper
- Paintbrush
- Washable paint
- Painting paper
- Googly eyes
- Ocean animal cutouts
- Photos of animals
- Stuffed animals
- Plastic lids
- White glue
- Different flavors/colors of Jell-O to make paint
- Cups to mix different Jell-O colors in
- Cardboard box or just a flat piece of cardboard
- Faux fur (a couple different textures and colors)
- Faux leather (a couple different textures and colors)
- Ice cube tray
- Small plastic bags
- Plastic bin
- Food coloring
- Dish soap
- Plastic fish
- Items to sink or float
- Cooking oil or baby oil
- Pool noodle
- Large yarn/nylon rope (about a yard or yard and a half)
- Laundry basket
- Toys
- Regular yarn (several yards)
- Straws
- Squishy/stretchy snakes
- Recycled water bottles for discovery bottles
- Sand, colored or regular
- Small animals, bugs, fish, or birds (to go in baggies or bottles)
- Super glue or hot glue gun



UNIT 7

Rest

Weeks 25–28

Memory Verse:

“God rested.”

Genesis 2:3



BIG IDEA

Jesus took time to rest.



ENGAGE

MUSIC/MOVEMENT:

- [Sabbath Is a Happy Day](#)
- [Keep the Sabbath](#)
- [It's a Great Day](#)
- [Sabbath Song](#)
- [God Made You and Me](#)

BIBLE STORY:

Sabbath Rest—Creation Part III

After working hard during creation week, God decided that on the last day of the week, which was the seventh day, He would take some time to rest and celebrate His hard work with Adam and Eve. He told Adam and Eve that they didn't have to work on Sabbath. Instead, they could enjoy the day together and with Him. Adam and Eve worshiped God and enjoyed singing songs together. They ate yummy food. They laid down on the soft green grass while they looked up at the sky and enjoyed watching the birds flying together. In the afternoon, they put their feet in the cool water and enjoyed watching the fish swim. It was a wonderful celebration for Adam, Eve, and God to enjoy together. God blessed the seventh-day Sabbath and made it a special day. He invites us all to celebrate the joy of the Sabbath with Him every week.

LET'S READ TOGETHER:

- ***Sabbath is for Me***, by Robert Koorennny
- ***Hear, O Little One: In the Morning and in the Evening***, by Eric Schrottenboer
- ***Good Day, Good Night***, by Margaret Wise Brown
- ***Mindful Tots: Rest & Relax***, by Whitney Stewart
- ***I Calm Down: A book about working through strong emotions***, by Cheri J. Meiners
- ***Calm-Down Time***, by Elizabeth Verdick
- ***Sleepyheads***, by Sandra J. Howatt
- ***Goodnight, Veggies***, by Diana Murray
- ***But First, We Nap***, by David W. Miles
- ***Time for a Nap***, by Phillis Gershator
- ***Hibernation Station***, by Michelle Meadows



APPLY IT

ACTIVE PLAY:

1, 2, 3, 4, 5, 6 Days for Us (song) with counting

The teacher touches the heads of multiple infants or counts fingers or toes of one or two infants.

1, 2, 3, 4, 5, 6 days for us

1, 2, 3, 4, 5, 6 days for us

1, 2, 3, 4, 5, 6 days for us

The 7th day is for Jesus

Rest Time/Wake Up (activity)

Similar to a red light/green light game. The infants do various fast-paced activities (wiggle, dance, etc.) and interrupt periodically with “Time to rest!,” at which point infants must stop and pretend to “sleep.” Teachers can gently wiggle smaller infants and then rock when it is rest time. Should create giggles with the children.

RHYMING:

I Wiggle

I wiggle my fingers (*Wiggle fingers*)

I wiggle my toes (*Wiggle toes or feet*)

I wiggle my shoulders (*Shrug shoulders*)

I wiggle my nose (*Scrunch nose*)

Now the wiggles are out of me

And I am as still as still can be (*Sit still*)

Sleepy Fingers

My fingers are so sleepy,

It's time they went to bed.

First you, Baby Finger,

Tuck in your little head.

Ring Man, now it's your turn.

Then comes Tall Man Great.

Pointer Finger, hurry

Because it's getting late!

Let's see if they're all cozy.

No, there's one more to come.

Move over, Little Pointer,

Make room for Master Thumb!



Here is a Cave

Here is a cave. (*Bend fingers to form cave*)
Inside is a bear. (*Put thumb inside fingers*)
Now he comes out. (*Thumb out*)
To get some fresh air.
He stays out all summer
In sunshine and heat.
He hunts in the forest
For berries to eat. (*Move thumb in a circle*)
When the snow starts to fall
He hurries inside.
His warm little cave (*Thumb in*)
And there he will hide.
Snow covers the cave
Like a fluffy white rug. (*Cover with other hand*)
Inside the bear sleeps
All cozy and snug.
—Submitted by Cheryl's Sweethearts ChildCare

Winter Action Poem

Winter is cold (*Hug yourself and shiver*)
There is snow in the sky (*Flutter fingers above your head*)
The squirrel gathers nuts (*Pretend to gather nuts*)
And the wild geese fly (*Flap arms*)
The fluffy red fox (*Cup hands over the head to form ears*)
Has his fur to keep warm (*Stroke arms as if stroking fur*)
The bear's in her cave (*Form a cave shape with your arms*)
Sleeping all through the storm (*Fold hands under cheek and pretend to sleep*)
—Submitted by Cheryl's Sweethearts ChildCare

Here Is the Church

Here is the church. (*Fists together*)
Here is the steeple. (*Use pointer fingers and make a steeple*)
Open the doors and see all the people. (*Open hands and wiggle fingers*)



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Contrast Being Active and Resting**—With an infant in your arms, or sitting facing you on your lap, you can use expressive talk about all the play they do. Bounce gently or move arms and legs while describing walking and running. Then get very still and close your eyes and say, “I get so tired! Then I have to rest! (*Speaking very softly*) But while I rest, my body gets stronger, then I wake up! (*Eyes open wide*) and I can play some more!”
- **Pillow**—Give each infant a small pillow. Demonstrate as you do various things with your pillow, such as “Hold your pillow way up high; stretch! Now put it way down on the floor by your feet. Shake your pillow really fast! Hug your pillow and turn around and around. Now you are so tired! You can put your head on your pillow and rest!”
- **Animals**—Pretend you are various animals. “All the bugs are crawling, crawling, crawling. They crawl up on the chair, they crawl on the ground. Now it’s night time and they all go to sleep! (*Everyone lies down really still*) Now we are birdies! It’s time to wake up! We fly and fly and fly all around. We fly up high. We fly down low. (*Bending knees to go lower*) Then it gets dark and we all go to sleep! (*Pause*) Now we are bunny rabbits! It’s morning! We all wake up and hop, hop, hop! We hop all day and nibble on grass.... Then it gets dark and we all go to sleep!” (*Pause*)

FINE MOTOR:

- **Caves**—Stacking cups: two or three plastic cups that can stack on top of each other. Have the infants place some animals into the cups and dump them out. Make caves for the animals to sleep in.
- **Blocks**—Take some blocks and use some of the blocks to tape pictures of animals sleeping or hibernating on them. Allow infants to stack them and build with them. Build a hibernating/resting habitat.
- **Sensory Bin**—Make a bin that contains sand and small pebbles. Add small animals and trees with easter grass or fake grass from the store. Use a sifter in the bin to scoop animals out.
- **Music**—Make a musical tray with egg shakers, ribbon streamers, homemade drums, a xylophone, discovery bottle shaker, or whatever infant-safe musical items you have.

SENSORY DEVELOPMENT:

- **Sensory Bottles**—Weather sensory bottles
 - 4 Recycled bottles of choice.
 - Bottle one: Add a large sparkly yellow pom pom and some gold glitter; top off with water.
 - Bottle 2: Add several blue pom poms, blue glitter, and some blue food coloring with water.
 - Bottle 3: Add fake fall leaves and gold glitter and fill with water.
 - Bottle 4: Add white small and large pom poms, glitter snowflakes, and white and silver glitter. Top off with water.Make sure to glue lids on with super glue or hot glue.
Let infants play with these on the floor, rolling them or shaking them.

- **Water Bead Bag**—Hydrate water beads, then put in a gallon baggie, and put this inside another gallon baggie. Put duct tape all the way around the baggie and tape to a surface for the infants to explore.
- **Mess-Free Ice Cube Painting**—Items needed: blocks, food coloring, ice cube tray, and paper. Directions are on the site [Ice Cube Painting](#).
- **Sound Blanket**—Use a foil blanket (safety blanket) and lay the infants on their backs to play. They will hear the crinkle and see the sparkle.

SELF-HELP:

- Encourage the infants to clean their own faces and hands with a damp washcloth (finish up with help from the teacher).
- Let the infant throw their own bib in a laundry hamper.
- Encourage the infant to play independently for up to ten minutes.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Infants have different ways of calming down. For example, some infants may need to be rocked or hugged; others do better if they are swaddled or put down for a couple of minutes.

SELF-CONTROL:

- Teach infants to calm down by staying calm yourself; this helps them to feel safe.

INTERPERSONAL RELATIONSHIPS:

- Tell and show an infant what they can do, not only what they are not allowed to do.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language**—Continue to add more signs that will help children communicate.
- **Dress-Up Box**—Have hats, medium pieces of fabric in various colors and textures, small bags/purses, etc. This can be a quiet time activity where the infants can explore dressing up and looking at themselves in the mirror. For the younger infant, the teacher can have them touch the items, place a hat on their head or wrap fabric around them, and talk about which hat they will choose and what color/texture of fabric they will wear. For the older infant, the teacher can give a direction such as, “Can you find the big black hat?” or “If you can find the soft, red fabric, I will put it on your shoulders.” The teacher can give them time to find it and also help them by pointing it out and having them bring it to them. Give the infant time to explore and look at themselves in the mirror.

- **Sing-Song**—Use a sing-song voice when talking about what you are doing during various times and activities throughout the day. Example: quiet time reading using a tune or a poem rhythm: “Books, books, we are reading books. Come with me to read a book.” Or when you are doing an activity: “Washing, washing, we are washing our hands. We wash, wash, wash to keep them clean.” Use any tune that works to create a piggyback song or poem.

LISTENING/RECEPTIVE:

- **Relaxing Sound Cards**—Create cards with pictures of things that produce relaxing sounds, such as water in a stream, birds, wind chimes, ocean waves, piano, etc. Show the infants a card and play the sound that goes with it. Describe the picture and sound that each makes. For older infants, tape the pictures to the wall and as a sound is played, help them to find the picture of what makes that sound (find the various sounds on the internet).
- **Where’s Baby?**—Using a child-size blanket, play a game using prepositions. Put the blanket on the infant and **say**: “Where is the baby (or use the infant’s name)? Is Baby under the blanket or on top of the blanket? Look, the baby is under the blanket.” Prepositions to use: beside, on, under, in front of, behind, etc. Each time place the baby or the blanket in various positions. For older infants, help them place the blanket in the various positions.
- **Narration**—When getting ready to transition, narrate to the infants what is happening. Example: “I am putting away the toys so we can get ready to go outside. I am putting on my jacket to get ready to go outside and now I will help you put on your jacket to get ready to go outside (etc.).”

PREWRITING:

- **Light Table Paint Push**—Purchase a light table or create your own. Instructions for [DIY Light Table](#). Using a 2 gallon resealable bag, place dark colored paint in the bag and spread the paint around the bag. Tape the bag on all sides to the top of the light table so the lights are below the bag. For younger infants, take their hand and move the paint around until there is a clear spot where the light will shine through. For older infants, let them move the paint around on top of the bag until they are able to get the light to shine through.
- **Name Appear**—Using white construction paper and a white crayon, write each child’s name on a piece of paper. Tape the paper down to the table and give each infant a chubby paintbrush. Have water colors that the child can dip their paintbrush in, with help if needed. Have them brush the paintbrush over the white paper until their name appears.

PREREADING:

- **Reading**—Provide soft cloth or plastic books. “Read” books about Sabbath rest, resting quietly, nap time, etc. Point out details on each page to help build the infant’s awareness and vocabulary.



- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find pictures or take pictures of the infants that are related to the theme, such as infants sleeping, relaxing, doing quiet activities, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue each picture and corresponding description onto a 5x8 card (or larger). Example: create a read-along card with a picture of a child resting or quietly looking at a book, along with a written or typed description of what you see. Laminate the cards so they will last longer. When showing the card to the infant, point out what is happening and other details such as “Look at the child quietly resting on their mat.” More cards can be added to the set during the month.
- **Routine Cards**—What’s the Order? Create cards that show pictures you have taken (or found) of the steps an infant takes to get ready for rest time or quiet time. Then show the infant the cards and talk about what is happening in each one in the order of the routine. Example: nap time routine. Card 1—infant sitting on caregiver’s lap reading a story. Card 2—infant with their blanket and drinking a bottle snuggled up on the caregiver’s lap. Card 3—infant in their crib sleeping. Laminate the cards so they last longer. Cards can be made for the various routines the infant experiences in the classroom.

VOCABULARY:

- **Words**—Daytime, nighttime, asleep, awake, moon, stars, sun, pajamas, pillow, bed, blanket. Read a book about bedtime routines such as: *Bedtime*, by Elizabeth Verdick. Point to things that suggest nighttime and say the words, or ask the infant to find the things in the pictures.
- **Object Name**—Place objects in a box that have to do with nighttime, such as a small dollhouse bed, pajamas, small pillow, or pictures of the moon and stars. Let the infant pull something out of the box and talk about what it is.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Block Building**—Build a tower or church; take a picture of the structure. Use soft blocks or wooden blocks.
- **Fork Print Art**—Prepare a white piece of paper with a bear face outline. Give infants a safe infant plastic fork to use as a paintbrush and paint the bear with brown paint. May use different shades of brown and black. Talk about how bears like to sleep in the winter ([example](#)).
- **Praise Music**—Use different noisemakers, rattles, and shakers when you are playing music. We can praise Jesus with music ([homemade guitar](#)).
- **Contact Paper Window Art**—Precut shapes out of tissue paper or construction paper. Attach contact paper with sticky side out to a window with tape. Have infants put shapes onto the sticky side of the contact paper ([picture](#)).

MATH:

- **Counting**

Counting Sheep

It's time to sleep, It's time for bed,
I get my jammies on, then lay down my head.
but I'm not tired, can't fall asleep.
What should I do? Let's count some sheep!
One, two, three,
Four, five, six,
Seven, eight,
Nine and ten.
Now we counted up to ten.
Still not asleep? Let's do it again!

- **Spatial Relationships**

Nesting cups are a great way to introduce the spatial concept of “container” and “contained.” Challenge infant to experiment with how objects fit within one another. Find other objects that fit inside each other using words such as bigger, smaller, inside, on top of, under, etc.

SCIENCE:

- **Animal Habitat Song**—Sing song [Jesus Made the Animals](#).

Matching a polar bear to a snow cave or a squirrel to a tree knot burrow, etc. Use materials you have in your room to make habitats for the animals you choose to highlight.

- **Nature Sounds**—Play nature, weather, or animal sounds and talk about what the infants are hearing.

- **Color Matching Nature**—Get paint color swatches from a home improvement store. Take the children on a walk and match the colors to nature items you find along the way. If a walk isn't feasible, use them on the playground. Maybe take a walk yourself and bring nature items to your playground for the children to see and match.

SOCIAL STUDIES:

- **Habitats Peekaboo**—Tape pictures of animals onto a posterboard. Cover the picture with the habitat like a lift-a-flap book. Possible options would be felt or fabric. Tape securely in place and have the infant lift the habitat to see who lives inside. Talk about each animal and their habitat.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher take a picture of the infant napping. Add the photo to the portfolio.



MATERIALS

- Handheld mirror
- Painter's tape
- Baby food to freeze
- Blocks
- Ice cube tray
- Duplo single-size blocks
- Gallon freezer resealable bags
- Food coloring
- 4 plastic bottles
- 1 large yellow pom pom
- Gold, silver, and blue glitter
- Small and large blue/white pom poms
- Fake fall leaves
- Snowflake glitter
- Super glue or hot glue gun
- Emergency foil blanket
- Plastic cups
- Sifter
- Small animals
- Assorted sized bins
- Duct tape
- Pictures of different animals and people sleeping/hibernating/resting (to tape to blocks)
- Blocks
- Baking soda
- Vinegar
- Dish soap
- Washcloths
- Paint cards free from a home improvement store (nature colors)
- Nature items for your playground (if you are unable to take a nature walk)
- Sand
- Small animals
- Small trees
- Fake grass
- Water beads
- Music tray (age-appropriate musical items)
- Poster board
- Felt or fabric that looks like nature



UNIT 8

Things We Care For

Weeks 29–32



BIG IDEA

We care for pets, plants, the environment, and babies.



ENGAGE

MUSIC/MOVEMENT:

- [He's the Good Shepherd](#)
- [The Lost Sheep](#)
- [Take Special Care of your Belongings](#)
- [Clean Up](#)

BIBLE STORY:

Lost Sheep

Long ago there was a shepherd who watched over 100 sheep. Every sheep was special to the shepherd. The shepherd had a name for each of the sheep. The sheep knew the shepherd's voice. The shepherd loved the sheep. He always made sure that all his sheep stayed together when they went on walks. One day the shepherd had returned from a long walk with his 100 sheep, and as they were all going into their pen, the shepherd began to count his sheep: 97, 98, 99. He only counted 99 sheep. "Where is my little sheep, Benjamin?" He began to look everywhere for little Benjamin. He went up the rolling hills, and he could not find Benjamin. He went down to a water stream, but no Benjamin. The shepherd was feeling sad because he could not find little Benjamin. The shepherd prayed to God and asked for help. "Please, God, help me find Benjamin." Just as the shepherd was walking by some rocks, he noticed that Benjamin's foot was caught by the rocks. The shepherd ran toward little Benjamin and gently took his foot out of the pile of rocks. "Oh, Benjamin, I found you!" The shepherd was so happy that he found his sheep.

LET'S READ TOGETHER:

- ***Baby Be Kind***, by Jane Cowen-Fletcher
- ***Hello, World! Pets***, by Jill McDonald
- ***Tails Are Not for Pulling***, by Elizabeth Verdick
- ***My Growing Garden***, by Rose Colombe
- ***Hello, Garden!*** by Katherine Pryor
- ***Grow Happy***, by Jon Lasser
- ***Everywhere Babies***, by Susan Meyers
- ***Look! Babies Head to Toe***, by Robie H. Harris





APPLY IT

ACTIVE PLAY:

I'm A Little Seed

I'm a little seed hiding deep in the ground (*Cover infant's head with their hands and arms*)
And the sun shines, and the rain falls, and I pop up my head (*Quickly uncover head*)
I reach up my leaves and I stretch up to the sky (*Stretch arms up*)
Jesus made me a beautiful flower (*Bring hands to side of face*)
Blowing in the breeze! (*Gently sway infant from side to side*)

Planting Time—Sung to “Row, Row, Row Your Boat”

Dig, dig, dig the earth (*Make digging motion*)
Then we plant our seeds (*Pretend to drop seeds*)
Jesus sends the rain and sun (*Flutter fingers down then circle arms above head*)
To make our flowers grow (*Stretch arms up*)

RHYMING:

Puppy Dog, Puppy Dog (poem)

Puppy dog, puppy dog, wag your tail.
Puppy dog, puppy dog, let out a wail.
Puppy dog, puppy dog, jump for a bone.
Puppy dog, puppy dog, run on home.
—Author Unknown

I'm a Little Flower Pot—Sung to “I'm a Little Teapot”

I'm a little flower pot mom put out (*Point to self*)
If you take care of me, I will sprout. (*Nod head, point to self*)
When you water me, I will grow (*Make sprinkling motions with right hand*)
Into a pretty flower, don't you know! (*Raise left hand slowly up from floor, make wide circle with hands or arms*)

Baby Jesus

This is baby Jesus ready for a nap. (*Hold up right index finger*)
This is His mother Mary's lap. (*Cup left hand, palm up*)
Lay Jesus down and cover Him up. (*Place finger in palm, fold left hand over it*)
Watch Mary rock Jesus down and up. (*Rock hands as if rocking a baby*)
Jesus bounces on Joseph's knee. (*Bend left index finger and bounce them up and down*)
Jesus played with His father like you and me! (*Point to others and self*)



Dancing Sheep (poem)

Shhh! It's time to go to sleep (*Put finger to mouth, pretend to sleep*)
But into my bedroom one sheep creeps. (*Creep fingers*)
"Don't go to bed," the one sheep said.
"I would rather dance instead!"
Soon he was... (*Draw these words out*)
Dancing on the ceiling! (*Move hands above head in "dancing" motion*)
He was dancing on the floor! (*Move hands on floor as mentioned above*)
He was dancing on the window! (*Move hands to one side*)
He was dancing on the door! (*Move hands to other side*)
He kept on...
Dancing on the ceiling! (*Sing faster*)
He was dancing on the floor!
He was dancing on the window!
He was dancing on the door!
(*Repeat several times getting faster each time through*)
"Stop that dancing, silly sheep.
It is time to go to sleep!"
Soon the sheep lay on the floor.
Soon the sheep began to snore.
So I started ... (*Draw these words out*)
Dancing on the ceiling!
I was dancing on the floor!
I was dancing on the window!
I was dancing on the door!
—Written by Susan M. Bailey



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Assisted Sitting**—Once an infant can hold their head steady, at about four months, try sitting the infant on your lap. Try slowly rocking back and forth, encouraging the infant to keep their upper body aligned with their lower body. The infant may still be wobbly, so hold the infant close and be ready to support their head, if necessary.
- **Sitting On the Floor**—Sit on the floor with the infant between the legs, and provide support as they learn to sit up. Having this support helps the infant develop the muscle control and coordination needed to sit and stay upright.
- **Crawling Fun**—Set a firm pillow between you and an infant who can crawl. Hold a toy in your hand and invite the infant to crawl toward you around or across the pillow. “I’m so glad I get to play with you, (name)! Your (sister, brother, mommy) loves to play with you, too! God gave you a family to take care of you!”
- **Pick Up**—Find an empty container such as a box or large paper bag. Have large toys like a ball, doll, or toy car. Play pick up and put away. “This is how we take care of our toys when we are done playing!”
- **Box It**—Fill a few boxes with heavy textbooks. Tape them up and cover with something colorful such as contact paper. Infants can push them around, climb up on them, or over them. Fill others with packing material that will make the box sturdy, but lightweight. These can be lifted and stacked up.
- **Garden**—Use toy garden tools to show how we dig holes to plant seeds, use the hoe to get the weeds out, and rake the leaves up to make the yard pretty.

FINE MOTOR:

- **Flower Bin**—Put edible flowers in a bin with water or use dry flowers. Use scoops, alligator tweezers, colander, and other items you choose; let the infants explore.
- **Flower Stick**—Tape contact paper with the sticky side out to the wall. Create parts of a plant or flower and laminate them. Stick laminated flower petals and other flower parts to the contact paper. Let the infants use their pincer grasp to get the different parts of the flower off of the contact paper. Have a basket or container for them to put the parts in. Also have a picture posted of the different parts of flowers/plants for the infants to see. Infants can kick at contact paper and feel the flowers and sticky contact paper. Or have tummy time and reach for flowers.
- **Color Pull**—Take a colander and weave colorful pipe cleaners in and out of the holes. Let the infants work them in/out and around. Bend the ends tightly so they won’t scratch/poke. Infants can reach for this colorful activity also during tummy time.
- **Wiffle Ball Roll**—Tape paper towel tubes to the wall. Have a bin with wiffle balls to put through the tube. Set another bin under the tubes to catch the balls.



SENSORY DEVELOPMENT:

- **Sensory Bag**—Add a white paper and a couple different flowers into a closable bag and seal with tape. Duct tape it to the floor, table, or wherever the infant is playing. Let the infant bang on the bag during tummy time or playtime. Allow infants to squish the flower onto the paper. Then take out paper and let it dry.
- **Animal Wash**—Use whatever plastic animals you have on hand. House pets would be great for this unit. Set up a bin with rocks, dirt, and other outside environment items. Add a separate bin with soapy water, a couple toothbrushes, and some washrags. Let the infants take care of the animals that God has made.
- **No Mess Paint**—Use a large piece of bubble wrap. Place a couple dollops of paint on one side then fold it over to make a pocket and wrap it with duct tape. After this step, securely attach the pocket to a tabletop surface or the floor for tummy time, by taping it securely all the way around with painter's tape. Let the infants mix the colors and enjoy the texture.
- **Balloon Sensory Balls**—Take different colored balloons and put flour, rice, lentils, beans, oats, and other textures you can think of in different balloons. Cover with panty hose and tie off. Let infants explore the different textures. Always monitor for breaks in balloons.

SELF-HELP:

- Encourage infants to clean their own face and hands with a damp washcloth.
- Encourage infants to help wipe the table after snack with a wet cloth.
- Encourage infants to play independently for up to fifteen minutes.



SOCIAL & EMOTIONAL

SELF-AWARENESS

- Self-regulation is an advanced skill, and it takes time to develop.

SELF-CONTROL

- Respond with tenderness and structure during stressful moments.

INTERPERSONAL RELATIONSHIPS

- Coaching and modeling provided by caregivers foster self-regulation development in infants.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language** (Continue to add signs to help infants communicate)
- **Taking Care of Baby**—Provide dolls and blankets. Show the infants how to hold the baby and rock the baby. Talk about the baby crying, how to pat their backs, how to sing to babies, etc. For older infants, give them time to explore and try holding the babies, rocking the babies, etc.
- **Music**—Sing song “This is the Way We...” Have a basket with a doll, blanket and bottle, stuffed animals, pet brush, pretend plants in a pot, small watering can, etc. Sing: “This is the way we rock the baby (x3). This is the way we rock the baby when it’s time for a nap or to help them calm down. This is the way we brush the dog (x3). This is the way we brush the dog to clean their coat.” These are just examples; please add your own and be creative.

LISTENING/RECEPTIVE:

- **Paper Towel Rolls Rhythm**—Collect paper towel rolls and give two to each infant. Help them to tap their paper towel rolls to the rhythm of the syllables in the vocabulary they are learning. Show a picture of a dog and tap rolls one time. Show a flower and tap two times. Show a picture of a baby and tap two times, etc. Also tap the syllables in their name as it is spoken.
- **Who Says?**—Using the items that make a sound from the language basket, pick two different items and place them in front of the infant. Example: pick out the dog and a cat. Say, “Who says meow?” Allow the infant time to look at and then choose the one they think says “Meow.” If they have chosen the cat say, “Yes, the cat says meow.” For younger infants, say both sounds and then pick up each one and say the sound they each give. Hold the cat and say, “The cat says meow.” Use domestic pets and farm animal pets.
- **Where’s the Dog?**—Use a toy dog (or other animal) and a shoe box to play a preposition game. Place the dog around the box in various places such as on the box, in, under, beside, over, in front of, behind, etc. For older infants, let them place the dog somewhere around the box and say where they have placed the dog. Use a tune to sing where the dog is. Tune idea: The Paw Paw Patch song. –“Where oh where, where’s the dog (x3), The dog is standing under the box.”

PREWRITING:

- **Mud Cubes**—Mix brown paint and water; then freeze. Place a large piece of white butcher paper on the sidewalk and give each infant a “mud cube.” Allow the infants to scribble on the paper. Discuss the lines they are making as they “write” on the paper. Straight lines, swirl lines, curvy lines, zigzag lines, horizontal lines, vertical lines, etc.
- **Birds On a Line**—Find pictures of birds and put them on cardstock and then laminate them. Cut out the birds and place a magnetic strip on the back. On a metal cookie sheet, use painter’s tape to place a horizontal line, curvy line, and zigzag line. Infant places the birds on different lines. Talk about the name of the lines, how many birds there are, colors, etc. Possible resource: song and song cards for “[Five Little Sparrows](#),” by Charlotte Diamond.

- **Line Book**—Create a book with pictures of lines found in or out of the classrooms and also have a page of a thick line to trace and the name of the line. Laminate the pages and place in a small binder or use rings to put it together. Show the book and talk with the infants about the lines they see. Have them trace, or help them trace, the line with their pointer finger.

PREREADING:

- **Reading**—Provide soft cloth or plastic books. Read the story to the infant as you point out objects in the pictures. Choose books that show pets, babies, plants, gardens, and other environments and how they are cared for.
- **Language Basket**—Make cards (4x6) with pictures taken or found online of pets, babies, plants, fruits, vegetables, etc. Have the plastic items that infants can find in a basket and match to a picture on a card.
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find pictures or take pictures that are related to the theme, such as children taking a dog for a walk, parents giving their child a bath, a person watering a plant, or working in a garden. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of a child taking a dog for a walk. Describe what you see, written or typed. Laminate the cards so they will last longer. When showing the card, read what has been written on the card, such as “The child is taking the brown dog for a walk.” More cards can be added to the set during the month.

VOCABULARY:

- **Word Cube**—Attach pictures of animals to six sides of a cube. Let the infant toss the cube and name the animal that comes up. Ask what the animal says or demonstrate what it does (hop, fly, crawl, etc.).
- **Nature**—Laminate some pictures of natural scenic spots and wildlife. Name the features of mountains, rivers, lakes, oceans, and the animals who live there. Place them in an area where the infants can see them throughout the day. Talk about the beautiful world that God made for us and how we show Him our love when we take good care of it.
- **Key Words**—Review the key words used in the various activities.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Animal Prints**—Paint pet footprints on paper. Take plastic animals, dip feet into paint, and use on paper to paint and explore.
- **Ball Painting**—Have a secured plastic box. Put the paper inside with paint and a ball. Have infants shake the box to create a picture. Take the paper out to let it dry.
- **Thumbprint Flowers**—On a white sheet of paper, draw a stem with leaves. Then have the infant dip thumbs or fingers in paint to make the flower petals.
- **Praise Music**—Use different instruments to move with the rhythm of the music.

MATH:

- **Counting**

Count animals or flowers.

- **Problem Solving and Spatial Relationships**

Show the infant an object and then put it under a blanket or out of sight. Allow the infant to explore to figure out where the toy went. Ask, “Where did the (name of toy) go?” Use words such as under, behind, beside, in, on, etc.

- **Spatial Relationships**

Help infants understand the physical relationship between objects. “Can you help me put this animal in the basket?” “You’re sitting next to _____ (friend’s name)!”

SCIENCE:

- **Peekaboo Board**—Make a peekaboo board. Use a poster board or large piece of cardboard. Make 5x7 colored cards with one circle of an animal print on the front of each card. Zoo animals/house pets, for example. Print a matching picture of the animal to put underneath the card. Glue the pictures to the board, then glue the 5x7 animal print circle cards just at the top so they are a flap for peekaboo. Infants can look at what the printed design matches.

- **Magnet Bottle Activity**—Put paper clips or cut pipe cleaners (about 1 inch) into a plastic bottle. Glue on the lid with super glue or a hot glue gun. Put a magnet wand out for the infants to use and explore magnets. Infants can play with the bottle during tummy time.

- **Appearing Animals**—Use a muffin tin and place small animals on the bottom of each tin. Cover them with baking soda. Help infants shake vinegar out of bottles over the baking soda and discover the animals in the bottom of each tin. Add food coloring under a layer of baking soda for a fun surprise.

- **Discovery Bottles**—Fill one plastic bottle with ice cubes and one with hot water. Add flower petals for color. Have infants feel each bottle and talk about hot and cold. Use during tummy time or active table time.

SOCIAL STUDIES:

- **Environment**—Plant seeds as a class and grow a plant or flower. Talk about how we can take care of our environment by taking care of our plant.
- **Nature**—Laminate some pictures of natural scenic spots and wildlife. Name the features of mountains, rivers, lakes, oceans, and the animals who live there. Place them in an area where the infants can see them throughout the day. Talk about the beautiful world that God made for us and how we show Him our love when we take good care of it.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by creating “Flower Art” with the infant’s footprint as the flower. Add a stem and grass to complete the picture. Add the art to the portfolio.



MATERIALS

- Boxes filled with heavy books
- Handheld mirror
- Toy garden tools
- Contact paper
- Reclosable bags—gallon and quart size (freezer)
- Vinegar
- Food coloring
- 3 Plastic bottles
- Baking soda
- Shaker bottle
- Bubble wrap
- 5-6 Balloons, not inflated
- Nylons
- Different dry goods: beans, dry oats, flour, etc.
- Paper
- Plastic animals
- Plastic box with a secure lid
- Washable paint
- Dolls
- Pet brush
- Animal sound
- Ice cube tray
- Pictures of birds
- Paper clips
- Muffin tin
- Super glue or hot glue gun
- Containers/bins/baskets
- Packing tape/duct tape
- 5x7 pictures of animals/animal furs or skins for a circle cutout to match
- 5x7 colored cards
- Poster board or large piece of cardboard
- Edible flowers or fake
- Picture of plant or flower parts
- Laminated flower parts
- Scoops
- Alligator tweezers
- Colander
- Pipe cleaners
- Paper towel tubes
- Wiffle balls
- Dish soap
- Washrags
- Toothbrush
- “Clean” dirt



UNIT 9

Friends

Weeks 33–36

Memory Verse:

“Love each other.”

John 15:12



BIG IDEA

Jesus gave us friends who we can share, play, and explore the world with.



ENGAGE

MUSIC/MOVEMENT:

- [Friends Forever](#)
- [Jesus is My Best Friend](#)
- [Jesus Loves Me](#)
- [Friends](#)
- [Friends, Friends 123](#)

BIBLE STORY:

David & Jonathan—Friends Forever

There once were two young boys who were very good friends. One was a shepherd boy and the other one was a prince. David, the shepherd boy, was humble and kind, and Jonathan was a mighty prince. The boys were very different, but one thing they had in common was their love for God. While David played his harp and took care of sheep, Prince Jonathan was busy at the palace training to be a soldier. Often, after they both finished their work, they would meet by the pond and go fishing. Sometimes they would take long walks. Jonathan and David promised each other that they would always be friends and be kind to each other's family.

After the Story: Talk with the infants about being friends.

LET'S READ TOGETHER:

- ***Indestructibles: Things That Go!*** by Amy Pixton
- ***Zoom, Zoom, Baby!*** by Karen Katz
- ***Red Truck, Yellow Bus: A Book of Colors,*** by Scholastic
- ***Ball,*** by Dr. John Hutton
- ***Indestructibles: Let's Be Kind,*** by Amy Pixton
- ***Babies in the Forest,*** by Ginger Swift
- ***Forest Baby,*** by Laurie Elmquist
- ***Will You Be Friends with Me?*** by Kathleen Long Bostrom



APPLY IT

ACTIVE PLAY

This Is the Way—Song with age-appropriate vehicles

Infants are handed the vehicles to drive or touch while the teacher sings.

This is the way we go to school,

Go to school, go to school,

This is the way we go to school

So early in the morning!

This is the way we play with friends

Play with friends, play with friends

This is the way we play with friends

So early in the morning.

This is the way we share our toys

Share our toys, share our toys

This is the way we share our toys

So early in the morning.

This is the way we love Jesus

Love Jesus, love Jesus

This is the way we love Jesus

So early in the morning.

Find the Friends

Collect pictures of friends at different ages or pictures of the infants in the classroom together in pairs or small groups. Have each of the pictures in a basket. The teacher or the infant will choose a picture out of the basket and then point out the friends in the pictures. **Say:** Look, we see friends. Let's find the friends in the picture. Or **Say:** Which friends do you choose? Allow the infant to point or pick out a friend group.

RHYMING

The Airplane

The airplane has great big wings. (*Arms stretched out*)

Its propeller spins around and sings, "Vvvvv!" (*Make one arm go round*)

The airplane goes up. (*Lift arms*)

The airplane goes down. (*Lower arms*)

The airplane flies high. (*Arms outstretched, turn around*)

Over the town!



The Train

Choo choo choo choo choo choo choo choo!
Billy and Johnny, Maria and Sue, *(Use infant names)*
All of them watch for the train to pass through.
Ding dong, ding dong, ding dong ding!
See the engine puffing, hear the bell ring.
Click clack, click clack, click clack clack,
Tell me please, will you come back?

Friends

I have two friends, *(Hold up 2 fingers on left hand)*
And they have me; *(Hold up 1 finger on right hand)*
Two friends and me, *(Bend each from left to right)*
That's one, two, three *(Hold up while saying 1,2 3)*
—by Cindy from Maryland

The Wide-Eyed Owl

There's a wide-eyed owl,
with a pointed nose,
with two pointed ears,
and claws for his toes.
He lives high in a tree.
When he looks at you
he flaps his wings,
and says, "Whoo, Whoo, Whoo."
(Use actions on each line that are appropriate)
—Original Author Unknown

Gray Squirrel

Gray squirrel, gray squirrel
Swish your bushy tail! *(wave arm up and down)*
Gray squirrel, gray squirrel
Swish your bushy tail! *(wave arm up and down)*
Wrinkle up your funny nose *(scrunch your nose)*
Hold a nut between your toes *(pretend to hold a nut)*
Gray squirrel, gray squirrel
Swish your bushy tail! *(wave arm up and down)*
—Original Author Unknown





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Balls**—Give infants various sizes of balls to roll and chase.
- **Ball Roll**—Roll the ball back and forth while sitting on the floor with legs open. Some infants can learn to roll a ball as early as 8 months. It may take longer for others. This is a fun activity once an infant is able to sit up independently. This is one of the first experiences an infant may have with the concept of sharing and learning to play together.
- **Pillow Climbing**—Put out various-sized pillows on the floor and allow the infant to climb and crawl over them. For older infants, make a pillow path to follow. Larger cushions can be propped up so the infant can crawl under them.
- **Pull Up**—Place toys on a low table to encourage them to pull themselves up to a standing position so they can reach and play with the toys.
- **Walking**—When an infant is able to walk while holding onto things, line up some sturdy pieces of furniture with toys strategically placed to encourage them to move from place to place to reach the objects.

FINE MOTOR:

- **Car Painting**—Provide a piece of paper, car, and nontoxic paint. Put a bit of paint on a tray, run the car through it, and let the infant “paint” tracks on the paper.
- **Cardboard Box**—String cups upside down from the edge of an open cardboard box. Let the infant throw a small blown-up beach ball or another similar item at the cups. Or for tummy time, let the infant reach for cups.
- **Bag of Dirt**—Fill a gallon bag with dirt and squishy/stretchy worms. Put dirt and squishy/stretchy worms in a gallon zipper bag, then in another. Tape around all edges. Then tape to the surface of your choosing for your age group.
- **Donut Pull**—Tape contact paper to the wall. Attach plastic doughnuts to it; let the babies take them off and put them on.

SENSORY DEVELOPMENT:

- **Smelling Bottles**—Use shaker bottles/empty spice bottles and add cotton balls with essential oil scents. Example: lavender, orange, etc. Infants can then explore and smell each scent.
- **Water Play**—Put a small amount of water in a baking sheet or shallow tub and add a water toy. Prop infant on pillow (like a boppy pillow) or towel for tummy time. Extra supervision would be required for this activity.
- **Sock Sound**—Use wrist and ankle bells to have infants kick or shake and listen to the sound of the bells.
- **Color**—Tie contrasting ribbon on an embroidery ring and hang it so the infant can look at the ribbon when lying on their back.

SELF-HELP:

- Begin finger feeding (if age appropriate) by giving a few bite-size pieces of food during meal time.
- Encourage infants to help with dressing after diaper changes by extending their legs to get them through their pantlegs or push their arms through shirt sleeves when putting a shirt on.
- Begin two-handed play with simple toys.
- Have them hold the bottle or cup independently.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Gentle snuggles or kind words can help calm an infant so they can regroup and manage their emotions better.

SELF-CONTROL:

- Teach infants about feelings and emotions by teaching them a vast vocabulary of feelings words.

INTERPERSONAL RELATIONSHIPS:

- Read picture books about expressing feelings to infants.





LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language** (Continue to add signs to help infants communicate)
- **Whose Turn Is It?**—Have a shape drop box with the shapes. Give each infant a shape and say, “Whose turn is it to put their shape in the box?” “It’s Emma’s turn to put her yellow star shape in the matching spot in the box.” Give each infant a turn while saying their name and describing the shape they have. This can also be done between a teacher and an infant. The teacher can say, “Miss Sullivan is putting the yellow star in the shape box.” The teacher places the star shape in the star cutout on the lid and says, “Now it’s Emma’s turn to put in the red circle.” The teacher helps the infant place the circle shape into the circle cutout on the lid. The teacher and infant take turns with the rest of the shapes. Resource: [Fisher-Price Baby’s First Blocks](#).
- **Point**—While reading books to an infant, ask the infants to point to something in the picture that you described. If the infant is unsure, help them point to the item described.

LISTENING/RECEPTIVE:

- **Loud or Quiet**—Take pantyhose and cut it into sections and have some balloons. Take items such as beans, salt, flour, sand, rice, water beads, nuts and bolts, etc. and place these various items in a balloon and then tie the end. Then place the balloon in the pantyhose section and tie off both ends. Drop each balloon into a metal pot or container and have the infant listen to the sound it makes. Talk about whether the balloon was loud or quiet. Have older infants choose balloons they want to drop into the metal container.
- **Open-Shut Them**—Follow the directions using the song, [Open, Shut Them](#). Sing the song slowly so that the infants can process what they hear into what they need to do. Demonstrate the movements so the infants can learn them. For the younger infants, help them do the movements while singing the song.
- **Whose Name Is It?** —Sing this song so the infant can begin to recognize their name. Help the younger infants do the motions and give the older infants time to do the motions on their own. Be sure to demonstrate the motions. [Name Song](#)

PREWRITING:

- **Floor or Wall Scribbles**—Tape a large sheet of white butcher paper to the floor or on the wall for those infants who can stand. Give them each a chunky crayon or marker and have them scribble on the paper with various colors of crayons or markers. Talk with the infants about the lines they have made on the paper. Use the line vocabulary from the previous unit.
- **Noodle Towers**—Take several medium-sized balls of play dough and press them down a bit onto a tray or paper plate. Stick a straw in the middle of each play dough section and then have the older infants stack rigatoni pasta on each straw. For younger infants, have plastic napkin rings for the infant to stack onto the straws.



PREREADING:

- **Reading**—Soft cloth or plastic books. “Read” the story to the infant as you point out objects in the pictures. Choose books that show friends, such as infants playing together, on outings, sharing a meal, etc.
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards with no lines. Find or take pictures that are related to the theme such as infants playing together, infants sharing with each other, infants sharing a meal, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of infants playing together. Write or type a description of what you see. Laminate the cards so they will last longer. When showing the card, read what has been written on the card such as “Emma and Troy are playing with the blocks together; they are friends.” More cards can be added to the set during the month.

VOCABULARY:

- **Review**—Review vocabulary from stories and activities.
- **Match the Friend**—Take pictures of the infants in your classroom. Print two of the same picture of each infant. Using 4x6 cards, glue the pictures onto cards and then laminate them so they will last longer. Place one set of cards on the floor or table. Place the other set in a basket and then help the older infant to pick out a card. **Say:** “Look, you have a picture of (name of infant), let’s find the matching picture of (name of infant).” Help the infant to find the matching picture.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Circle of Friends Art Sign**—Trace or paint a color handprint for each infant. Then arranged in a circle to create a wreath.
- **Collage City**—Use blocks and vehicles (cars, trucks, airplanes) to create a city collage; take pictures.
- **Painting**—Provide a white piece of paper and use different paint tools such as a roller, spiking balls, cars, etc.
- **Music**—Use colorful scarves and move to the beat of the music, waving the scarves around.

MATH:

- **Shapes**—Identify naturally occurring shapes in the classroom. “This block is a rectangle, but this ball is shaped like a circle.” Example: books, clocks, signs, etc.
- **Quantity Words**—While playing near another infant, use words to indicate quantities such as “You have many blocks. Does Susie have many blocks? She has none! Can we give her some blocks?” (More, all, nothing, etc.)

- **Sequencing**

First, we put your socks on and then your shoes.
After we play outside, we will have a snack.
Before we eat, we wash our hands.

SCIENCE:

- **Bubbles**—Infants can lie on a blanket outdoors and observe either bubbles from a bubble machine or you blowing bubbles.
- **Sensory Bag**—Take a plastic zip bag and fill it halfway with 50/50 water and oil (double bag and seal with tape). Also add your choice of food coloring in the water. Tape to the surface of your choice. Let the infants explore.
- **Flowers**—Take flowers apart and laminate petals. Small flowers can be laminated also. Cut large circles around the laminated flowers/petals/leaves. Place these in a basket and let the infants explore them.

SOCIAL STUDIES

- **Hearts**—Have precut heart shapes out of white paper. Put into a small container with red, pink, and purple paint and a couple of golf balls. Close the container and have infants shake it. Take the hearts out to dry. Write a verse or the memory verse of the week on the heart. Share the hearts with church members or families.



ASSESS

Record developmental milestones.



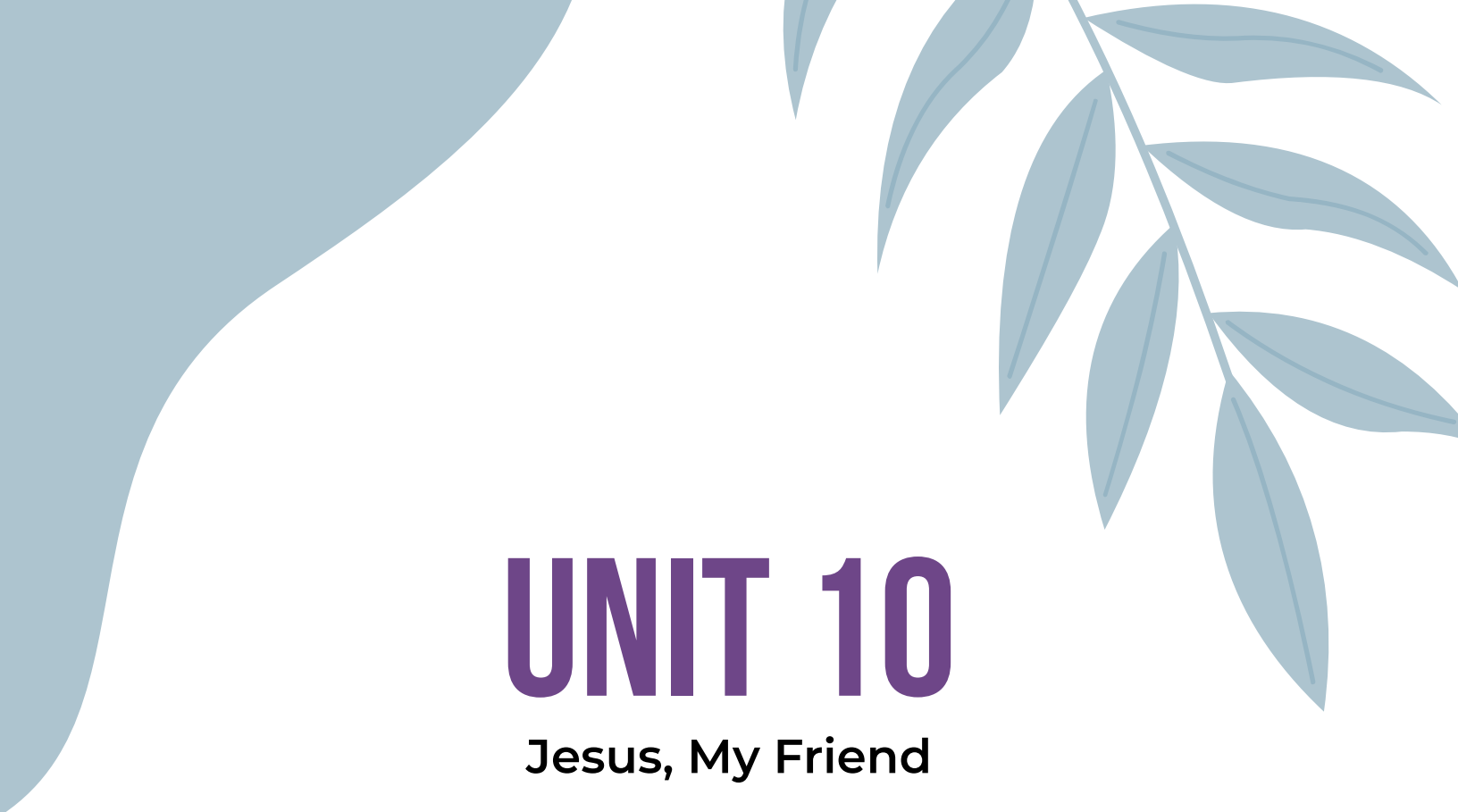
CELEBRATE

At the end of this unit, celebrate by creating “Happy Camper” art with the infant’s footprints as the tent. Add “_____ is a happy camper.” Add the art to the portfolio.



MATERIALS

- Age-appropriate vehicles/large plastic cars
- Pictures of friends in the class
- Plastic balls of different sizes
- Handheld mirror
- Shape blocks—circle, square, etc.
- Pantyhose
- Balloons
- Dried beans, salt, flour
- Blocks—wooden or soft
- Items from nature for a collage
- Paper
- Painter's tape
- Tray
- Ribbons, contrasting colors
- Embroidery ring
- Yarn
- Bubbles
- Blanket
- Basket
- Fresh small flowers
- Laminator
- Gallon freezer resealable bags
- Vegetable oil
- Food coloring
- Plastic sensory bottles
- String
- Washable paint
- Dirt (from store or garden)
- Cardboard box
- Cups
- Small light-weight ball (blow-up beach ball)
- Squishy/stretchy worms
- Contact paper
- Plastic doughnut, plastic rings
- Plastic seasoning bottles
- Bells or other small noisemakers
- Essential oils
- Cotton balls
- Boppy pillow or towel
- Water toys/animals, fish, etc.
- Scarves



UNIT 10

Jesus, My Friend

Weeks 37–40



BIG IDEA

Jesus is my friend when I'm happy, sad, angry, and scared.



ENGAGE

MUSIC/MOVEMENT:

- [If You're Happy and You Know It Clap Your Hands](#)
- [Jesus, You have the Power to Heal](#)
- [Jesus Is the Healer](#)
- [Naaman](#)

BIBLE STORIES

Happy, Helpful Girl

Many years ago, there was a **happy**, helpful girl. While working for Captain Naaman and his wife, she often sang songs and talked to God. The **happy**, helpful girl noticed that Captain Naaman had white spots on his body, called leprosy. The **happy**, helpful girl began to pray for Captain Naaman. She had a great idea: if only Captain Naaman would see the prophet Elisha, he could be healed. The **happy**, helpful girl noticed that Mrs. Naaman was very **sad** and **afraid** for Captain Naaman. "Mrs. Naaman, I know a prophet named Elisha. If Captain Naaman would go to him, I believe God would heal him." Mrs. Naaman told Captain Naaman what the **happy**, helpful girl told her. Captain Naaman was **excited** to hear this news but was also **scared** that he would not be healed. Captain Naaman began his trip to visit the prophet. Elisha told Captain Naaman to dip in the Jordan River seven times, and then he would be healed. Captain Naaman was **angry**! Captain Naaman's servants told him to do what the prophet asked him to do. So, Captain Naaman went to the Jordan River and went under the water once. When he came up, the spots were still there. He went under the water two, three, four, five, and six times. Each time he came up, he still had the white spots. Captain Naaman was about to give up, but he decided to go into the water a seventh time. When he came out of the water, the spots were all gone. Captain Naaman was so **excited**! He couldn't wait to return home to show Mrs. Naaman and the **happy**, helpful girl that God had healed his leprosy.

LET'S READ TOGETHER

- ***How Does Baby Feel?*** by Karen Katz
- ***I Feel Happy: Why do I feel happy today?*** by DK
- ***Baby's Feelings: A First Book of Emotions***, by Little Hippo Books
- ***Jesus Loves Me***, by Cottage Door Press
- ***Don't Forget to Remember***, by Ellie Holcomb
- ***Jesus***, by Devon Provencher



APPLY IT

ACTIVE PLAY:

Who Am I?—Song with mirror. The teacher takes the mirror from infant to infant and sings the song, “Who Am I?”

Who am I, who am I,
Someone special to Jesus.
I’m his friend, I’m his friend,
I look just like Jesus.

Who Is This? (Show a picture of infant Jesus while singing the song below)

Who is this, who is this,
This is my friend Jesus.
He’s my friend, He’s my friend,
I look just like Jesus.

RHYMING:

Jesus Is Our Friend (Sung to “London Bridges”)

Jesus is our friend today
Clap your hands, shout hooray
Jesus is our friend today
We love Jesus!
Jesus is our friend today
Stomp your feet, shout hooray
Jesus is our friend today
We love Jesus!
Jesus is our friend today
Turn around, shout hooray
Jesus is our friend today
We love Jesus!
—Original Author Unknown

Rhyme

All the big fish like to be (*Move hands like a fish*)
Underneath the wavy sea. (*Move hands up and down*)
God made swimming fish I know (*Point up*)
Just because he loves me so. (*Point to self*)
Big white horses gallop fast (*Move hands up and down, or physically gallop*)
Through the fields of tall, green grass. (*Rub hands together*)
God made all of them I know (*Point up*)
Just because he loves me so. (*Point to self*)
—Original Author Unknown



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Seesaw**—Sit on the floor facing the infant. Invite the infant to hold your hands. Lean back and forth, gently pulling the infant's hands and saying, "Back and forth. Seesaw."
- **Tug-of-War**—With pretty scarves. Allow infants to grasp the scarf and pull gently to encourage muscle resistance in arms and core.
- **Vehicle Push**—Provide various sizes of cars and trucks for infants to push around while crawling on the floor. An RC car operated by an adult can provide fun for an infant to chase.
- **Ride-On**—Toys that promote gross motor development, such as ride-on toys, rocking horses, or something to bounce on, can be introduced as the infant develops strength.

FINE MOTOR:

- **Muffin Tin Sort**—Provide infants with multiple sizes of soft balls in a container. Then allow infants to play with the balls, putting them in the tin and in the basket.
- **Stacking**—Tray with stacking toys and cups. You could also use measuring cups and Tupperware. Infants use grasping skills to move, stack, and play with the cups and Tupperware.
- **Music**—Make a tray with musical instruments appropriate for the age of infants. Let infants use their fine motor skills to explore the instruments.

SENSORY DEVELOPMENT:

- **Sticky Ball**—Use a small to medium ball and cover it with masking tape, putting sticky sides out, making a sticky ball. Let the infant play with it.
- **Sensory Lights**—Put small flashlights or small strings of lights in colored Tupperware or colored water bottles. Put infants on tummies for tummy time. Turn room lights low for greater contrast.

SELF-HELP:

- Offer bite-size pieces of food during mealtime for finger feeding (if age appropriate).
- Start introducing open cups during playtime and let infants play and explore cups so they can get comfortable with them.
- Encourage two-handed play with simple toys.
- Begin to play independently for up to 20 minutes.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Teachers can model cause and effect through their own words, activities, and stories.

SELF-CONTROL:

- Ongoing dialogue with parents about their infant's social-emotional growth will help you work together for the infant's benefit.

INTERPERSONAL RELATIONSHIPS:

- Ask parents about strategies and routines that work at home. Offer ideas and explain the approaches you use with their infant.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language** (Continue to add signs to help infants communicate)
- **My Friend, Jesus**—Using a handheld mirror, tape a picture of Jesus to the side of the mirror. Have infants take turns holding the mirror and looking at Jesus' face next to theirs in the mirror. Sing this song to the tune of "Who Am I? I Am Special to Jesus":
My friend Jesus, My friend Jesus,
I see him (*Smiling*) with me. (*Laughing, nodding, swaying, blinking, etc.*)
My friend Jesus, my friend Jesus,
He is always with me.
- **Expanding the Sentence**—As teachers point out objects in the story or have infants point to various objects, once they have found and pointed at the object then expand the sentence. Example: Ask the infant to point to an object on the page. "Can you point to the yellow duck?" Once the infant has pointed to it, then say, "The yellow duck is swimming in the pond." If there is more than one duck, then say, "Let's count the yellow ducks swimming in the pond." Help the infant point to each duck.

LISTENING/RECEPTIVE:

- **My Friend, Teddy**—Give each infant a small teddy bear to hold. Sing the song “Teddy Bear, Teddy Bear.” Have them do the motions with their bear as they hear the instructions. Sing the song slowly so they have time to process the instructions. For younger infants, help them with the motions or model the motions with your own teddy bear.
Teddy bear, teddy bear,
I can hug. (*Sing the first two lines twice*)
Teddy bear, Teddy bear,
Hug, hug, hug.
(*Other motions: rock, stand, kiss, jump, etc.*)
- **Can You Hear Me Now?**—Create a “phone” using plastic tubing, two plastic funnels, and Duct tape. [See instructions here](#). Stretch the phone across the table or floor area. Have an infant on one end of the phone and the teacher on the other end. Show them how to put the phone to their ear as the teacher talks into the other end. When the teacher sees the infant begin to talk into their end, then the teacher can put the phone to their ear. The teacher can play games with the infant, such as saying, “What does the cow say?” while showing a cow picture or toy and having the infant give the sound through the phone.
- **Ring the Bell**—Using service bells, have the infant take turns ringing the bells. The teacher can use the bells to play listening games by ringing the bell once and having the infants copy. Ring the bell twice and give the infant time to process the action and then copy. Do up to three rings and then do 1, 2, and 3 rings in various orders.
- **Hokey-Pokey Game**—The teacher can hold the younger infant on their lap as they sing the Hokey Pokey song and help the infant do the motions. For the older infant, help them do the motions on their own or model. As infants listen to the instructions, give them a few minutes to process the information and then do the motions. [Hokey Pokey Song](#).

PREWRITING:

- **Cave Drawings**—Using a large box, open one end so the infants can go in with chunky crayons or markers and make lines and scribbles all on the inside of the box.
- **Velcro Pull**—Place the various sizes of Velcro rollers in a basket. Stick two of each together and show the infant how to pull them apart. Once they are pulled apart, they can stick them back together. [Velcro rollers for fine motor development](#).
- **Touch and Feel Line Book**—Using cardboard, chenille stems and/or sandpaper, and glue to create a line book. Glue a chenille stem-shaped line onto a small piece of cardboard for a page to the book. Lines: vertical, horizontal, zigzag, wavy, etc. As the infant is exploring the book, have them touch each line and then the teacher will describe the line and say the name.

PREREADING:

- **Book Nook**—Create a book nook using a small soft rug or extra crib mattress. Add soft pillows, a basket with a few board books, and “reading buddies” (small stuffed animals).
- **What Does It Say? Match**—Have plastic animals on the floor along with matching picture cards of each animal. Give the sound of an animal and have the infant find it and place the plastic animal on the matching picture card. Do this for each animal. Use common animals that infants would be familiar with.

- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find or take pictures that are related to the theme, such as pictures of Jesus with infants, Jesus with angels, Jesus with the disciples, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of Jesus with infants and describe what you see in writing on the card or type out. Laminate the cards so they will last longer. When showing the card, read what has been written on the card, such as “Jesus is telling stories to the infants outside on the grass.” More cards can be added to the set during the month.

VOCABULARY:

- **Review**—Review vocabulary from stories and activities.
- **Naming Colors**—Have objects in the primary colors (red, yellow, blue) along with a laminated sheet of paper in each color. Pick an object and give the color and then the name of the object. Example: “Red, the apple is red.” Then place the item on the matching color of laminated paper.
- **I Spy**—After the infant has been introduced to the objects and colors, place the objects back on the carpet. Say, “I spy a red apple.” See if the infant can recall which object is the red apple. Once they have found it, have them give it to the teacher.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Color Match**—Provide items of the same color and have infants match the items together in a basket or small bin.
- **Music**—Waving scarves to various instrumental songs.
- **Self-Portraits**—Take a picture of each infant, have them use safe paint and put fingerprint dots in one color over the whole page. Associate colors with feelings. Examples: yellow for happy, blue for sad, red for angry (*color emotion guide*).

MATH:

- **Counting Song**

One, two, three – Jesus loves me
 One, two – Jesus loves you!
 Three and four – he loves you more
 Than you’ve ever been loved before.
 Five, six, seven – We’re going to heaven
 Eight, nine – Glory Divine
 Now we’ve sung right up to ten, let’s go back and sing it again.
 (We’ve no time to sing it again, on the second time through.)

- **One-to-One Correspondence**

The doll has two feet – let’s count: (*As you point*) One, two

You have two apple slices, Let’s count them... I have more than you! I have three! (*Count*)
I’m going to eat one of mine. Now we have the same!

SCIENCE:

- **Music**—Make a tray with musical instruments appropriate for the age of infants. Let infants use their fine motor skills to explore the instruments, hearing the sounds, feeling the vibrations, or seeing the movement(s) of the instruments.
- **Velcro Stick**—Use velcro curlers and let the infants explore the sticking together and pulling apart. Or just the texture of the curlers. Or you can make some velcro toys out of water bottles with sticky-backed velcro.

SOCIAL STUDIES:

- **Children of the World**—Make your own pictures of children from different countries and have a story about each child. These can be used with the songs [Jesus Loves The Little Children](#) or [It’s A Small World](#) and each infant can wave the faces around.
- **Foreign Language Hello**—Sing the song [Hello](#) and learn greetings in different languages



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by taking a picture of the infant smiling. Add the photo to the portfolio.



MATERIALS

- Handheld mirror
- Washable paint
- Noisemaker instruments
- Colorful scarves
- Cars or trucks
- Muffin tin
- Soft balls
- Basket
- Primary color items
- Stacker toys
- Trays
- Cups
- Measuring cups and Tupperware
- Musical instruments age-appropriate for infants
- Small to medium ball
- Teddy bears
- Handheld bells
- Large cardboard box
- Chunky crayons or markers
- Masking tape
- Small flashlights or light strings with battery
- Colored Tupperware or water bottles
- Velcro curlers
- Plastic animals
- Pictures of animals
- Children's faces from around the world





UNIT 11

Happy, Healthy Me

Weeks 41–44

Memory Verse:

“Whatever we eat or
drink, praise God.”

1 Corinthians 10:31



BIG IDEA

Jesus created us to take care of our bodies.



ENGAGE

MUSIC/MOVEMENT:

- [Healthy Food Song](#)
- [A Healthy Meal](#)
- [Obey, Obey The Lord](#)
- [My Body, Strong and Good](#)
- [Head and Shoulders, Knees, and Toes](#)
- [Two Little Eyes](#)

BIBLE STORIES:

Daniel & Friends Choose Healthy Foods

We all like to eat yummy food. A young boy named Daniel also enjoyed eating yummy and healthy foods. Daniel and his three friends were given special clothes and the King's food at the palace. Daniel and his three friends knelt by their beds and prayed to God that he would help them make wise choices. That evening, the four boys were called and taken to the dining room to eat. When they saw all the food on the table, they whispered to each other, "This is not the food that God wants us to eat. What do we do?" Daniel went to a man standing in the back of the dining room; please let us eat our fruits, vegetables, nuts, and grains for ten days. And let us drink water instead of the king's wine. So, the young boys were allowed to eat the foods they enjoyed and were healthy. After ten days, the king called the four boys into his chambers because he wanted to see how sick they looked. To the king's surprise, the boys looked healthier and stronger than any other young boys who ate the king's food; because of this, they were allowed to eat the healthy food they were used to eating. Daniel and his friends remained faithful to God for many more years.

LET'S READ TOGETHER:

- ***This Is How We Stay Healthy***, by DK
- ***Eating the Rainbow***, by Star Bright Books
- ***Play with Your Plate!*** by Judith Rossell
- ***Bless This Food***, by Ginger Swift
- ***My First Padded Book of Food***, by Wonder House Books
- ***Eat Your Colors***, by Amanda Miller
- ***Indestructibles: Baby, Let's Eat!*** by Amy Pixton



- **Stir Crack Whisk Bake**, by America's Test Kitchen Kids
- **Rah, Rah, Radishes!: A Vegetable Chant**, by April Pulley Sayre
- **Go, Go, Grapes!: A Fruit Chant**, by April Pulley Sayre



APPLY IT

ACTIVE PLAY:

Five Red Apples (poem)—Teacher counts infant's fingers or toes.

Five red apples high in a tree,
 One looked down and winked at me.
 I shook that tree as hard as I could,
 One fell down.... mmmm it was good!
(Continue until all the apples have fallen from the tree)

Counting Food (poem with mirror)—Teacher shows the infant their reflection in the mirror when it is their turn and names a different vegetable or other food item each time.

One, two, three, four
 _____ (infant name) is at the kitchen door.
 Five, six, seven, eight.
 Eating _____ (food) off her plate.

RHYMING:

Banana

Bananas are my favorite fruit *(Pretend to hold a banana)*
 I eat one every day;
 I always take one with me, *(Put in pocket)*
 When I go out to play. *(Wave goodbye)*
 It gives me lots of energy *(Make muscle)*
 To jump around and run, *(Teacher moves infant up and down)*
 Bananas are my favorite fruit – *(Rub tummy)*
 To me they're so much fun!

Picnic

Going on a picnic,
 Gotta pack a lunch.
 What should we bring to munch, munch, munch?
(Suggest different foods)
 Ready for a picnic,
 Ready with a lunch,
 Now we're ready to munch, munch, munch!

Pat a Cake

Pat a cake, Pat a cake, baker's man (*Clapping*)
Bake me a cake as fast as you can;
Pat it and prick it and mark it with a "B,"
(*Pat infant as you say "pat," poke infant as you say "prick"*)
And put it in the oven for Baby and me.
(*Point to infant and then yourself as you say the words*)

Here Are My Ears

Here are my ears (*Point to ears*)
Here is my nose (*Point to nose*)
Here are my fingers (*Show fingers on hand and wiggle them*)
Here are my toes (*Point to toes*)
Here are my eyes (*Point to eyes*)
Both open wide (*With hands make open wide motion*)
Here is my mouth (*Point to mouth*)
With white teeth inside (*Smile and show "white teeth"*)
Here is my tongue (*Point to mouth/tongue*)
That helps me speak
Here is my chin (*Point to chin*)
And here are my cheeks (*Point to cheeks*)
Here are my hands (*Wave hands*)
That help me play
Here are my feet (*Point to feet/stomp/walk/making stepping motions*)
For walking today



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Catch the Apple** (or other item)—Move the apple slowly in front of the infant. As they follow with their eyes or reach for it, stop long enough that they can catch it with their hands. Praise them for catching the apple and talk about how good the apple is for them. Who made the apples?
- **Reaching/Bending**—With various types of fruits and vegetables, talk about how they grow. “Apples grow high on the tree. Can you reach up high to pick the apples? Where do the potatoes (carrots, etc.) grow? Can you reach down low and dig them up?”
- **Chair Line Up**—Line up chairs with some space between and encourage the infant to move from one chair to the other. Placing a toy or object on each chair may entice them to move from chair to chair.

FINE MOTOR:

- **Squish It**—Put slices of banana in a zipper bag with a little food coloring and let infants squish the fruit.
- **Fruit Basket**—Fill basket or muffin tin with different play fruits or vegetables. Let infants have tummy time to grasp or sort. Talk about healthy foods that God gave us to eat.
- **Fruit Tree**—Make a tree outline and tape it to a surface. Take a resealable bag and add some small play fruit in the baggie with clear hair gel. Tape the baggie shut then tape over the tree. Let the infant play and move fruit over the tree.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Cut open a pumpkin, squash, or cantaloupe; scoop out some of the insides and put them into a resealable bag. Tape the bag securely to the surface of your choice, and let the infants explore the contents mess free. Or the infants could explore the texture and taste of the inside of a pumpkin, squash, or cantaloupe.
- **Sensory Bottle**—Mash or crush citrus fruit and put it in a spice bottle (with a lid that lifts open). Cover the top with a thin piece of cloth and then the lid. Let infants smell the different fruits, with the supervision of a teacher.
- **Fruit and Veggies**—Provide cut up apples, sweet peppers, or other mild fruits or vegetables and let the infants experience the texture and taste of each.

SELF-HELP:

- Begin eating with infant-safe spoon/fork.
- Use open cups during playtime, and let infants play with and explore the cups so they can get comfortable with them.
- Start exploring how to use a hairbrush.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Model respect in your relationships with other caregivers so infants can sense positive emotions and see examples of caring relationships.

SELF-CONTROL:

- Put infants where they can make eye contact, babble back and forth, and share engagement.

INTERPERSONAL RELATIONSHIPS:

- Move an infant from stressful situations to a quiet area and continue to give comfort until they are calm.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language** (Continue to add signs to help infants communicate.)
- **Talking**—Talk face-to-face with the infant. Narrate what you are doing, allowing time for the infant to “converse” back to you. Talk to the infant about your routine. “You wash your hands after you get your diaper changed because germs are bad for you and you want to be healthy,” or “you eat your vegetables because Jesus wants you to be healthy and grow up big and strong.” Tie activities into how Jesus made the infant and how Jesus grew up to be strong and obedient just like the infant will.
- **Food Basket Upset**—Have some plastic fruits and vegetables in a basket and dump them out in front of the infants. Explain how these are healthy foods that God made for us to enjoy. Have each infant put an item back in the basket by using descriptive language so they can know which item to put back. Example: “Sam, can you find the red apple? Yay! Now, place it back in the basket.”

LISTENING/RECEPTIVE

- **The Apple Preposition Game**—Use a play grocery basket and a plastic apple (or other fruit or veggie at different times). Place the apple and basket in front of the infant. Ask the infant to place the apple in various positions. Place the apple in the basket, next to the basket, hold the apple over the basket, under the basket, in front of the basket, behind the basket, or turn the basket over and have the infant place the apple on the basket. See how well the infant is able to follow directions and understand the instructions. For younger infants, help them hold the apple and say the directions while helping them place the apple where directed.

- **(Infant's Name, Infant's Name), What Do You See?**—Have several stuffed animals or plastic animals out in front of the infant. Say, “Riley, Riley, what do you see? I see a....” Have the infant choose an item to hold and then say, “I see a (brown bear) looking at me.” Give each infant a turn to choose an animal to use in their sentence. Give the infant time to try and say what they have chosen. For younger infants, say the name of the item with a descriptive word to help build vocabulary.
- **Singing Instructions**—When it is time for clean up or a transition, sing the instructions to the infants. Example: “Clean up, Clean up, it’s time to put the blocks away. Everyone find a block and clean up.” Or, “Let’s put our shoes on, shoes on, shoes on, let’s put our shoes on so we can go outside.” Resources to consider: [*“I’m A Mess” and “Clean It Up” by The Laurie Berkner Band*](#). Play the songs to let the infants know it is time for clean up and also while they are helping to clean up. Getting ready to go outside or home: [*“Let’s Go!” by The Laurie Berkner Band | Getting Ready Song*](#).

PREWRITING:

- **Popsicle Stick Drop**—Have a small oatmeal container and cut a slot in the lid. Show the infant how to pick up a popsicle stick and place it in the slot, let it go, and let it fall into the container. Use colorful popsicle sticks if available.
- **Finger Paint Lines**—Make infant-safe finger paint and have them use their fingers to make lines on finger paint paper. Talk about the lines they are making with their fingers using the paint. [Safe Finger Paint Recipe](#).
- **Velcro Line**—Create velcro lines on the wall. Have ping pong balls with velcro on them in a basket. Have the infant take the velcro ping pong balls and place them on the lines. Talk about the lines the infants are filling with the velcro covered ping pong balls. Lines: vertical, horizontal, zigzag, curvy, circle, etc.

PREREADING:

- **Book Baskets**—Have several board books and baskets. Place each book in a basket with props that go with the story. Read the book to the infants and use the props when appropriate. Give the infants turns finding and holding the props. Example: [“I Went Walking” by Sue Williams](#). Have plastic or small stuffed animals that represent the animals in the book so infants can hold each one when read aloud.
- **Fruit and Veggie Match**—Have picture cards of fruits and veggies, along with plastic fruits and veggies, and include the name of each on the respective card. Help the infant to match a plastic fruit or veggie to the matching card. Talk with the infant about the fruit or veggie using descriptive words. Example: “Let’s find the green broccoli,” or “Can you find the long orange carrot?”
- **Grocery Shopping Environmental Print**—Have families bring in empty boxes or containers of their infant’s favorite foods. Place the boxes and containers on a shelf and have a few play grocery baskets near the shelf. To help remember whose favorite food is whose, write the infant’s name on the containers. Talk with the infants about the names of the foods on the containers. Share whose favorite food it is or for older infants, ask whose favorite food it is. Give the infants time to go grocery shopping and then talk with them about the food they choose to put in their baskets. See if they can tell you what the food is.

VOCABULARY

- **What's for Lunch?**—Have a plastic plate, fork, spoon, and cup. Have plastic foods to choose from and food containers. Have infants help set the table and then choose foods to place on the plate and juice or milk to pretend to eat. Talk with the infants about getting ready for lunch. Use the correct names for each item and have the infants help add food to the plate or pretend to pour juice or milk into the cup. Then they can pretend to eat lunch. Possible resources: [Plastic Food](#) or cut out pictures of meals and other foods and then laminate.
- **Infant/Toddler Photo Library Lakeshore**—Use these cards or create your own to help build the infant's vocabulary. Show a few pictures at a time and talk about what it is. Example: "Look, this is a picture of an apple. It's red and yummy." For older Infants, let them choose a picture from the two or three the teacher has laid out on the table or floor. Help them say what the name of the item is in the picture or describe what is seen in the picture.
- **Review**—Review vocabulary from stories and activities.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Fruit Painting**—Using different cut up fruits (apples, oranges, etc.) and dip fruit in paint then stamp on paper to create fruit prints.
- **Lemon Playdough** or Apple Playdough ([recipe link](#)).
- **Tear It Up**—Premake fruit and vegetable cutout shapes and have infants glue torn paper pieces onto the cutouts.
- **Dot Paint**—Premake fruit and vegetable cutout shapes. Use stamp dots, Q-tips to paint dots, fingerprints, or use stickers to decorate the shapes.

MATH:

- **Measurement**—Heavy and light. Compare different objects or toys. What things are heavy? "Are your muscles strong enough to pick up the table?"
- **Measurement**—Near and far (distance). "How many steps does it take to walk to the door, to the slide, etc." "Which one is farther away?"
- **Sorting**—"Let's put the blocks in the box and the trucks in the basket."

SCIENCE:

- **Matching**—Help infants match play or real fruit and vegetable to a picture of where it grows, underground, on a plant or tree, etc. Talk about how God made colorful healthy fruits and vegetables for us to eat.
- **Oranges**—Take a clementine orange or other segmented fruit/vegetable and talk about how it is already divided to share with friends. Count how many pieces there are. Do this activity with supervision.
- **Washing**—With the help of the teacher, the infants can "wash" fruit and vegetables for snack time. Then try some different types to eat, like berries. Or help peel a banana.

SOCIAL STUDIES:

- **Food to Table**—Read:
- *Grow! How We Get Food from Our Garden*, by Karl Beckstrand
- *My First Book of Growing Food*, by Duopress Labs.



ASSESS

Record developmental milestones.



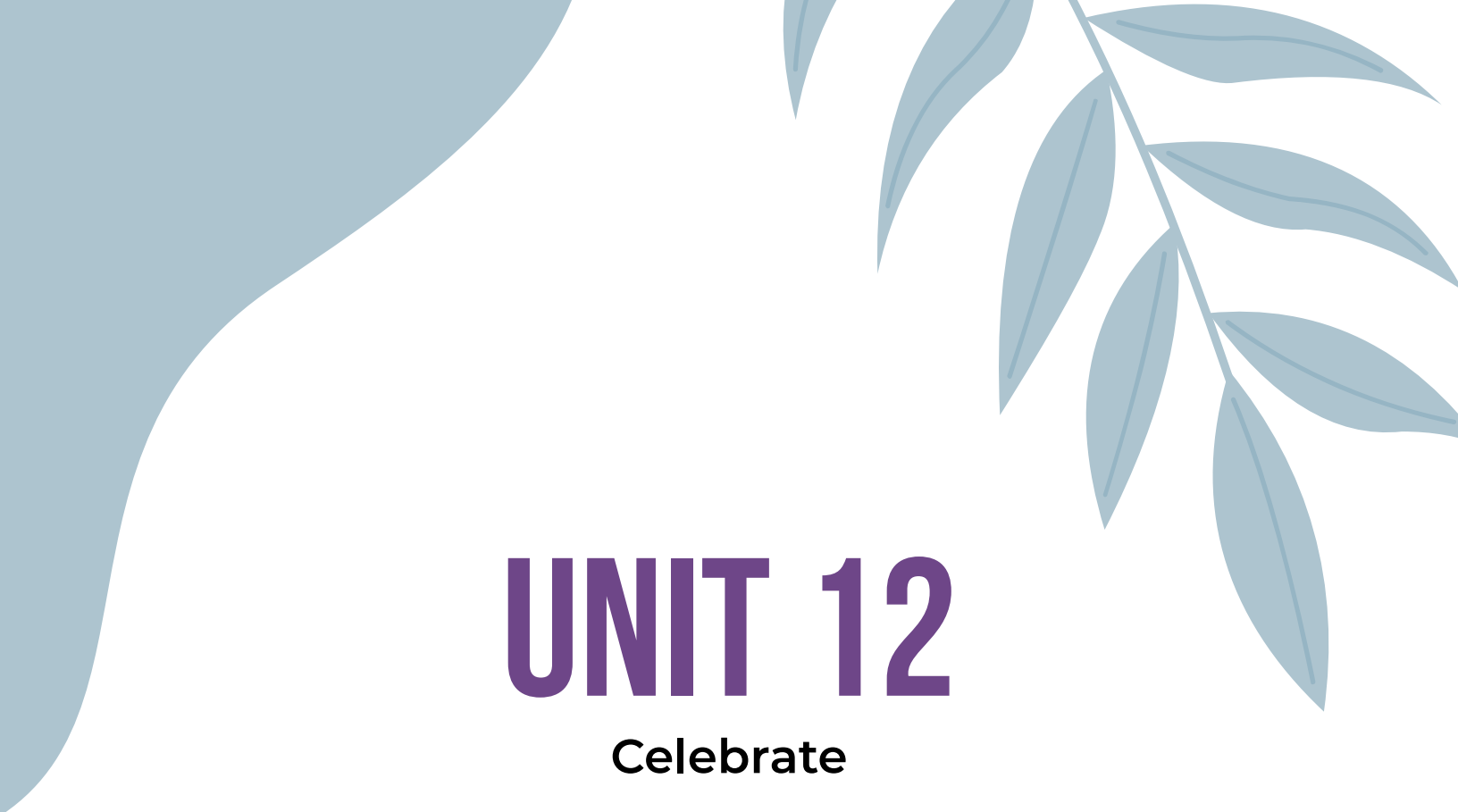
CELEBRATE

At the end of this unit, celebrate by taking a picture of the infant eating. Add the photo to the portfolio.



MATERIALS

- Handheld mirror
- Washable paint
- Real fruits and vegetables
- Dot stickers
- Banana
- Gallon size closable bags
- Basket or muffin tin
- Play fruit or vegetables
- Paper
- Clear hair gel
- Pumpkin, squash, or cantaloupe
- Sensory bottle
- Hairbrush
- Citrus fruit
- Spice bottle
- Thin piece of cloth
- Apples, sweet peppers, or other mild fruits or vegetables
- Pictures of where the fruits/vegetables grow
- Clementine orange or other segmented fruit/vegetable
- Bin for washing fruits/vegetables
- Empty oatmeal container
- Colorful popsicle sticks



UNIT 12

Celebrate

Weeks 45–48

Memory Verse:

“Rejoice and be glad in it.”

Psalm 118:24



BIG IDEA

Jesus loves to celebrate with us and wants us to be in Heaven with Him someday.



ENGAGE

MUSIC/MOVEMENT:

- [Heaven Is a Wonderful Place](#)
- [Jesus Loves Me](#)
- [When I Get to Heaven](#)
- [Picnic In Heaven](#)
- [Heaven Is For Kids](#)

BIBLE STORY:

Jesus' Second Coming

I love taking trips. Some trips are far away, and others are close by. Before going on a trip, I pack a suitcase with everything I need to take on my journey. But there is a trip I can't wait to take. I won't need to pack my suitcase; all I will take is myself. This trip is to a place far away from earth; the place is called Heaven. It is a beautiful place that God and Jesus have prepared for us to live with them forever. There are streets of gold and big mansions for us to live in. Would you like to go? Someday, Jesus will come back to take us to this beautiful place. We won't have to pack a suitcase, but we must prepare to go in a different way. To prepare for our trip to Heaven, we must prepare our hearts and give our life to Jesus. Jesus wants us to tell as many people as possible about this beautiful trip. When Jesus returns, we will travel in a big cloud, and many angels will be with Him. Heaven is a lovely place, and I want to go there. How about you?

LET'S READ TOGETHER:

- ***Indestructibles: Baby, See the Colors!*** by Ekaterina Trukhan
- ***My Very First Book of Colors***, by Eric Carle
- ***What's Your Favorite Color?*** by Eric Carle
- ***Just in Case You Ever Wonder***, board book by Max Lucado
- ***Little Joy***, by Nadine Brun-Cosme
- ***The Joyful Book***, by Todd Parr
- ***Baby Touch and Feel: Happy Birthday!*** by DK
- ***Who Sang the First Song?*** by Ellie Holcomb
- ***Hooray! It's Your Birthday!*** by Brick Puffinton
- ***Look & Learn: Let's Make Music***, by National Geographic Kids





APPLY IT

ACTIVE PLAY:

Heaven Is a Happy Place—Sung to “Sabbath is a Happy Day.” Infants play noisemaker instruments and wear crowns.

Heaven is a happy place
Happy place, happy place
Heaven is a happy place
I will live with Jesus

All the Dogs Bow Wow (Show pictures of animals and of heaven)

All the dogs bow wow
And the cats meow
And the roosters cockadoodledoo
All the hens cluck cluck
And the ducks quack quack
And the cows moo moo
And the sheep baa baa
And the turkeys gobble gobble gobble.
There'll be lions there
And a big brown bear
And I'm sure there'll be a tall giraffe.
There'll be kangaroos
Little bunnies too
Big gray elephants
Little monkeys too
And we'll all be happy up in Heaven.

RHYMING:

Color Poems

Rainbow Fingerplay

I see a rainbow in the sky (*Sweep hand overhead in half circle*)
Each time the sun shines through the rain (*Hold hands in a big circle, then make fingertips fall like rain*)
It tells God's promise not to send (*Point index finger to heaven*)
A flood on all the earth again. (*Stretch arms open wide for the earth*)
—Ethel Grace Stones





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the infant classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the infant. Sensory play enhances the overall development of an infant's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Rainbow Sticks**—Provide rainbow sticks with colored ribbons securely attached: red, orange, yellow, green, blue, and purple. These can be used at all ages and stages. Tummy time: dangle the ribbons on either side to promote head turning or rolling. Sitting and standing infants can hold the rainbow sticks, moving them way up high in the sky.
- **Texture Crawl**—Provide a “Texture Crawl” space by taping down a long piece of butcher paper. Collect textured materials that are scratchy, bumpy, shiny, smooth, etc. Attach materials with tape and space them out along the paper. You can describe how they feel as the infants move from one to the other.
- **Tunnel**—Create short tunnels with blankets draped over furniture or boxes and encourage infants to crawl through using toys.
- **Animal Walk**—An infant who has begun to walk will enjoy taking stuffed animals for a walk. Tie a ribbon or long scarf around the neck or middle of a stuffed animal. Model how to take the animal for a walk and let them pull it along as they walk back and forth across the room.

FINE MOTOR:

- **Puff Cereal**—The infant is given puff cereal to pick up with fingers.
- **Zip Bag**—Make a baggie with clear hair gel, shaving cream, drops of paint or food coloring, and some fun party confetti. Tape to the surface of choice and let infants use fingers to mix items.
- **“Jesus Loves the Little Ones Like Me, Me, Me”**—Sing while you do the hand motions gently with the infant. Have a picture of the infant and Jesus and celebrate how Jesus loves them. Help them point to the picture of Jesus and themselves.
- **Grabbing Basket**—Put celebration items in your basket. Noisemakers, party hats, an infant friendly mirror, etc. Celebrate with the infants.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Tape a cake picture under the bag. Add oil, water, and food coloring along with plastic confetti, small birthday candles, etc. to a gallon bag. Put this bag inside another bag for leak proofing. Duct tape to the surface of choice. Allow infants to squish and explore the bag, pretending to decorate the cake.
- **Sensory Bottle**—Use a plastic bottle and add water, oil, and food coloring with your celebration items; glue lid. With supervision, allow infants to roll the bottle around to see items float and swirl.
- **Twinkle Lights**—Using a cardboard box, poke Christmas lights through holes and hang paper party balls from the edge of the box. Lay the infants on tummies or backs to look at lights and/or reach for the party balls.

SELF-HELP:

- Offer a range of different textured foods (if age appropriate).
- Practice drinking from a safe open cup.
- Encourage playing for two to three minutes with a single toy.
- Start exploring how to take off/put on shoes.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- Anticipate the infant's physical and emotional needs before they become frustrated.

SELF-CONTROL:

- When an infant becomes upset, quickly respond with reassuring words and physical affection.

INTERPERSONAL RELATIONSHIPS:

- Whether feeding, changing a diaper, or consoling a crying infant, keep your thoughts focused on the infant.





LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Sign Language** (Continue to add signs to help infants communicate.)
- **The Party Basket**—Have a basket with various plastic foods, dishes, and party decor. For younger infants, the teacher can have them touch the items while giving the name of the items. For the older infant, the teacher can give a direction such as, “Can you find the birthday cake?” The teacher can give them time to find it and also help them by pointing it out and having them bring it to them. Give the infants time to explore and look for the item in the basket. The basket can be left out for the infants to explore for dramatic play.
- **Picture Book Reading**—Have board books with pictures of celebrations or create your own book with pictures. While looking at each page, ask questions such as: “Can you point to _____? Let’s count the _____. Do you see the color _____ (*Blue, red, yellow, green, orange, purple*)? Let’s find the party hats.” For younger hands, help them point to the items. Give older infants time to point to the item named. Describe what is seen in the picture and talk about what type of celebration it may be.

LISTENING/RECEPTIVE:

- **Stop and Go Listening Game**—Play music and have the infants practice listening by stopping when the music stops and moving when the music is playing. Help the younger infants by modeling and/or helping them. Give older infants time to stop and go. Possible Resource: “[Stop and Go](#),” by Ella Jenkins (some of the movements in this song are for older infants but the teacher can model and the infants can just move and have fun).
- **Let’s Sort**—Have baskets or bowls with the colors that have been introduced in them. Use colored paper or fabric. Have items in the various colors and have the infants sort them into the various containers. For older infants, say, “Can you find the yellow flower and put it in the yellow bowl?” For younger infants, help them find the item the teacher has named/is describing and help them place it into the correct basket.
- **Grab Bag of Sounds**—Have a small bag with various animals and vehicles that the infants have been introduced to. Have the older infants put their hand in the bag, pull out an item, and make the appropriate sound. Help the younger infant pull out an item and give the sound it makes.

PREWRITING:

- **Pound the Playdough**—Give each infant a ball of playdough and plastic playdough stampers on a tray. Flatten out the playdough for the infants. Show them how to press the stamper into the playdough. Have the infants stand at a low table so they can use their body weight if needed. Have younger infants sit in chairs and give them some playdough in a plastic bag to squish. Possible resource: [Easy Grip Dough Rollers Lakeshore](#).
- **Decorate the Cake**—Use white poster board to cut up various-sized ovals or rectangles, then stack and tape them to a wall. Give the infants markers that they can use to color lines on the cake. Have circle stickers in various colors that they can stick onto the cake as well. The [round stickers](#) can be found in an office supply store.



- **Peg the Line**—Use pegs on a peg board to make lines. Talk with the infants about the lines they are making. Possible resource: [My First Pegs](#).

PREREADING:

- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards with no lines. Find pictures or take pictures of the infants that are related to the theme such as infants at a birthday party, at a wedding, infants participating in activities at a birthday party or wedding, etc. Print out the picture and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Laminate the cards so they will last longer. When showing the card to the infant, point out what is happening and other details, such as “Look at the infant blowing out the candles on the birthday cake.” More cards can be added to the set during the month.
- **Class Book**—Have parents bring in a picture of their infant at a party, eating cake, or participating in an activity. Use the pictures to create a class book. As the teacher reads the book to the infants, describe what is happening in the picture, give names of items and people if possible.
- **Book Baskets**—Continue to create book baskets with various books and props that go with the book. The book baskets can be rotated monthly.

VOCABULARY

- **Review**—Review vocabulary from stories and activities.
- **Infant/Toddler Photo Library Lakeshore**—Use these cards or create your own to help build the infant’s vocabulary. Show a few pictures at a time and talk about what it is. Example: “Look, this is a picture of an apple, it’s red and yummy.” For older Infants, let them choose a picture from the two or three the teacher has laid out on the table or floor. Help them say what the name of the item in the picture is, or describe what is seen in the picture.
- **Naming Colors**—Have objects in the primary colors (red, yellow, blue) and secondary colors (orange, purple, green) along with a laminated sheet of paper in each color. Pick an object, give the color, and then the name of the object. Example: “Red, the apple is red.” Then place the item on the matching color of laminated paper.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Music**—Let infants use noisemaker instruments and praise music to express themselves.
- **Paper Plate Crowns**—Paint and decorate a paper plate, then cut from center to edge in a triangular shape ([picture](#)).
- **Music**—Rainbow dance rings to wave to music ([picture](#)).
- **Make Fluffy Cloud Dough**—8 cups of flour mixed with 1 cup vegetable oil.
- **Sticky Cloud Art** ([picture](#))—Tape contact paper to the wall and have infants use crumpled paper to put clouds onto the sticky side of the paper.



MATH:

- **Counting**—How many blocks can you stack on top of each other? Let's count them.
- **Compare Block Towers**—Which one has more blocks? Which one is taller?
- **Collecting, Organizing, Sorting**—"Let's put the big blocks on this shelf and the little blocks on this shelf."

SCIENCE:

- **Wind**—Use a cardboard box and tape paper streamers to the edge. Use a fan that is placed out of reach to blow the streamers. Let infants watch the streamers blow in the wind.
- **Sensory Bag**—Add two primary color paints. Tape the baggie to a surface of your choice. Let the infant mix the paint colors to see what new color it makes.
- **Bubbles**—Have a teacher blow bubbles for the infants to watch and try to reach for.

SOCIAL STUDIES:

- **Celebrations**—Explore different ways cultures celebrate holidays. Sing [Celebration](#).



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the Teacher take a picture of the infant wearing a crown. Add the photo to the portfolio.





MATERIALS

- Age-appropriate play crowns
- Noisemaker instruments
- Pictures of dog, cat, rooster, hen, duck, cow, sheep, turkey, lion, bear, giraffe, kangaroo, bunny, elephant, monkey, Heaven
- Painter's tape
- Puff cereal
- Clear hair gel
- Shaving cream
- Confetti
- Gallon freezer resealable *bags*
- Vegetable oil
- Flour
- Paper plates
- Washable paint
- Noisemaker instruments
- Circle rings
- Colorful ribbons
- Contact paper
- Plastic bottles
- Playdough
- Dough rollers
- Stickers
- Cardboard box
- Tape
- Paper streamers
- Fan
- Bubbles
- Food coloring
- Pictures of the infants and Jesus
- Grabbing basket
- Noisemakers, party hats, an infant-friendly mirror
- Cake picture
- Birthday candle
- Oil
- Christmas lights
- Paper party hanging balls



APPENDIXES

LESSON PLAN – WEEKS 1 AND 2

WEEK 1

Month: August

Engage	Music		Bible Story		Books					
	God Made Me My Body Strong A Little Prayer Jesus Loves Me		God Created Adam and Eve		1,2,3 God Made Me! God Made You Nose to Toes					
Apply It	Active Play			Rhyming						
	Who Am I?			God made you, God made me.						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Body awareness		Puffed Cereal		Sensory Bag					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Paint - Hands		Counting		Outdoors		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Listening Game		Grasping		Books		Conversation	

WEEK 2

Engage	Music		Bible Story		Books					
	God Made Me My Body Strong A Little Prayer Jesus Loves Me		God Created Adam and Eve		God Made Us Ten Little Fingers and Ten Little Toes					
Apply It	Active Play			Rhyming						
	Who Am I?			God made you, God made me. Here are my eyes.						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Tissue Paper Kick		Wiffle Ball		Icy Bottle					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Paint - Feet		Counting		Animals		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Name		Grasping		Picture Match		First Language Sounds	

LESSON PLAN – WEEKS 3 AND 4

WEEK 3

Engage	Music		Bible Story		Books	
	Jesus Loves Me Head, Shoulders, knees, and Toes Two Little Eyes		God Created Adam and Eve		My First Book About Me	
Apply It	Active Play			Rhyming		
	Who is this?			God made you, God made me. Here are my eyes. I Clap My Hands		
Physical Development	Gross Motor		Fine Motor		Sensory	
	Tummy Time		Grabbing baskets		Twinkle Lights	
Cognitive Development	Creative Expression	Math		Science		Social Studies
	Music	Spatial		Water Play		Faces
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing		Pre-reading	Vocabulary
	Sign language Conversation	Listening Game	Ribbon pull		Books	Stuffed Animals

WEEK 4

Engage	Music		Bible Story		Books					
	Jesus Loves Me Head, Shoulders, knees, and Toes Two Little Eyes		God Created Adam and Eve		Baby Loves the Five Senses Series Tummy Time!					
Apply It	Active Play			Rhyming						
	Who is this?			God made you, God made me. Here are my eyes. I Clap My Hands						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Soft Spaces		Washing		Shaker Bottle					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Cereal Painting		Spatial		Discovery bottle		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Sounds		Ribbon pull		Picture Match		Conversation	

SOCIAL EMOTIONAL			
Self-Awareness	Self-Control	Interpersonal Relationships	
Hold the mirror so the child can see himself/herself. Use the child's name as you tell them that God made their nose, eyes, mouth, etc. and point to their features. "God made you!" "God loves you!" When the child is in a happy mood, clap their hands together, narrating what you're doing. " I have hands that clap, clap, clap. They were made by Jesus". Eventually the babies will be able to get your attention by making this sound by themselves.	Talk about emotions to the infants in your care... [Child's name] _____ feeling happy; _____ feeling sad; _____ feeling angry Soothe and help them self-soothe...	Play Peek-a-Boo with hands or a scarf. Get close to the infant's face and try imitating their facial expressions and gestures. The goal is for the infant to imitate you. Talk about how God made your smile. God made your tongue...	
ASSESSMENT			
Week 1	Week 2	Week 3	Week 4
CELEBRATE			
At the end of this unit, celebrate by taking a picture of each baby. Create a portfolio that will include each month's celebration activity.			

LESSON PLAN – WEEKS 1 AND 2

WEEK 1

Month: _____

Engage	Music		Bible Story		Books	
Apply It	Active Play			Rhyming		
Physical Development	Gross Motor		Fine Motor		Sensory	
Cognitive Development	Creative Expression	Math		Science		Social Studies
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing	Pre-reading	Vocabulary	

WEEK 2

Engage	Music		Bible Story		Books	
Apply It	Active Play			Rhyming		
Physical Development	Gross Motor		Fine Motor		Sensory	
Cognitive Development	Creative Expression	Math		Science		Social Studies
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing	Pre-reading	Vocabulary	

LESSON PLAN – WEEKS 3 AND 4

WEEK 3

Engage	Music		Bible Story		Books	
Apply It	Active Play			Rhyming		
Physical Development	Gross Motor		Fine Motor		Sensory	
Cognitive Development	Creative Expression	Math		Science		Social Studies
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing	Pre-reading	Vocabulary	

WEEK 4

Engage	Music		Bible Story		Books	
Apply It	Active Play			Rhyming		
Physical Development	Gross Motor		Fine Motor		Sensory	
Cognitive Development	Creative Expression	Math		Science		Social Studies
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing	Pre-reading	Vocabulary	

0-12 MONTHS DEVELOPMENTAL MILESTONES

Name: _____ Date of Birth: _____

Enter the date for the developmental milestone:

SOCIAL EMOTIONAL	2 Months	4 Months	6 Months	9 Months	12 Months
Begins to smile					
Can briefly calm themselves					
Eyes look at caregiver					
Smiles spontaneously					
Chuckles (not yet a full laugh)					
Looks at you or makes sounds to get your attention					
Knows familiar faces					
Likes looking in the mirror					
Laughs					
Shy or fearful around strangers					
Shows facial emotions					
Looks when name is called					
Reacts when you leave					
Smiles or laughs playing peek-a-boo					
Plays games with you like Pat-a-cake					
LANGUAGE	2 Months	4 Months	6 Months	9 Months	12 Months
Makes sounds					
Turns head toward sounds					
Cooing ('oooo' or 'aahh')					
Responds by making sounds					
Turns head toward the sound of voices					
Takes turns making sounds					
Blows "raspberries"					
Makes squealing noises					
Makes different sounds like "mamama" and "bababa"					
Lifts arms to be picked up					
Waves "bye-bye"					
Calls parent "Mama" or "Dada" or similar					
Understands "No"					

COGNITIVE	2 Months	4 Months	6 Months	9 Months	12 Months
Pays attention to faces					
Begins to track objects with eyes					
If hungry opens mouth					
Notices their hands					
Puts objects into mouth to explore them					
Reaches for toy with one hand					
Closes lips to show when finished eating					
Looks for objects when dropped					
Bangs objects together					
Puts objects into a container					
Looks for objects that they see you hide					
PHYSICAL	2 Months	4 Months	6 Months	9 Months	12 Months
Begins to hold head up					
Moves both arms and both legs					
Opens hand briefly					
Holds head steady, unsupported					
Holds a toy					
Uses arm to swing at toys					
Brings hands to mouth					
Pushes up onto elbows/forearms when on their tummy					
Roll from tummy to back					
Pushes up straight with arms when on tummy					
Leans on hands when sitting					
Gets to a sitting position on their own					
Moves objects from one hand to the other					
Uses fingers to rake food					
Sits without support					
Pulls up to stand					
Walks holding onto something					
Drinks from a cup without lid					
Uses pincher grasp to pick up food					

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>



“I [God] Choose you....”

Jeremiah 1:5



“God gives us families...”
Psalm 68:6



“God is Love.”

I John 4:8



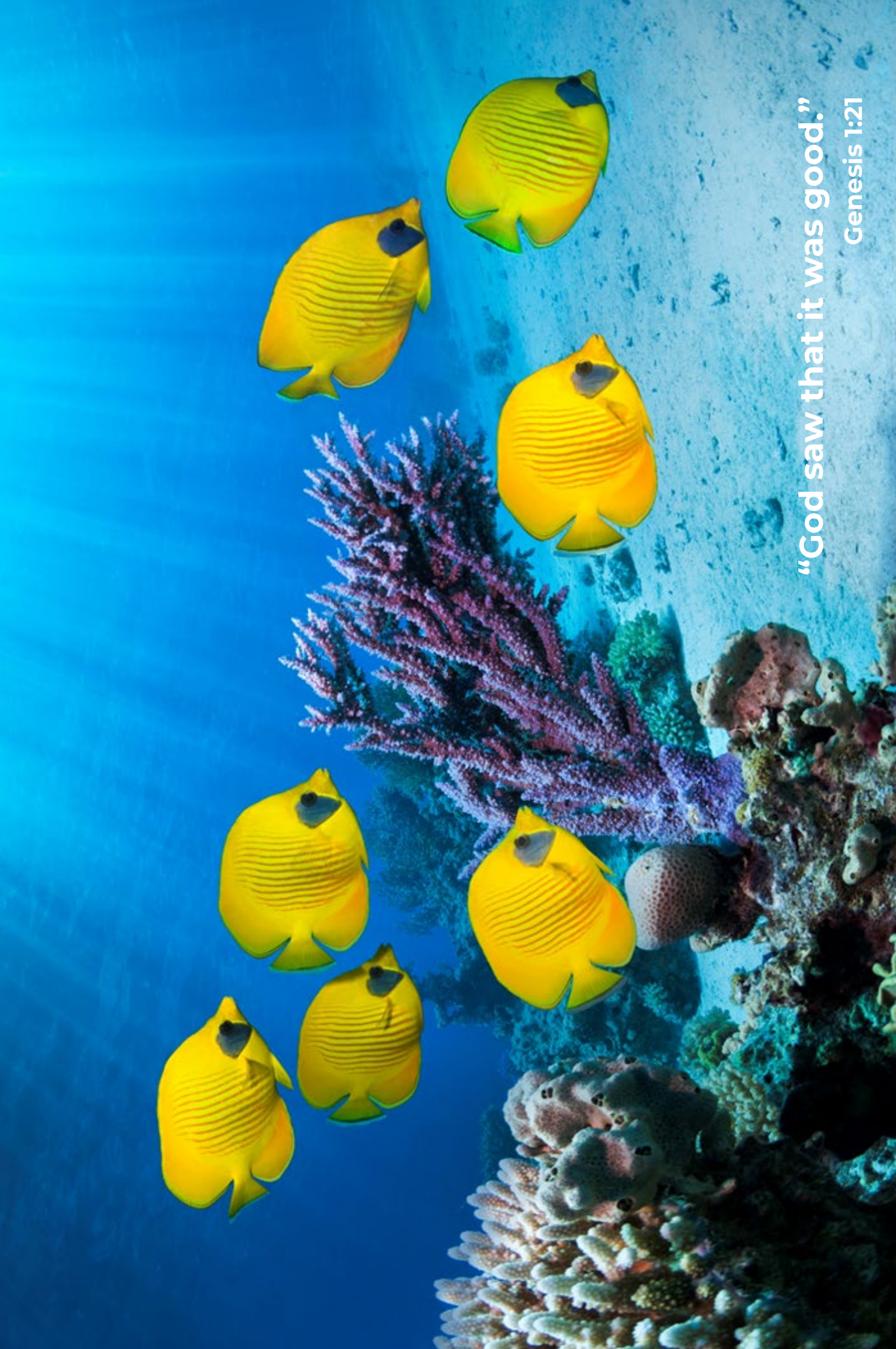
“Give You thanks.”

Psalm 128:1



“In the beginning God created the heavens and the earth.”

Genesis 1:1



“God saw that it was good.”

Genesis 1:21



“God rested.”

Genesis 2:3



“Take care of everything.”
Genesis 2:15



“Love each other.”

John 15:12

MEMORY VERSE **UNIT 9**



“A time for”

Ecclesiastes 3:4



“Whatever we eat or drink, praise God.”
1 Corinthians 10:31

MEMORY VERSE **UNIT 11**



“Rejoice and be glad in it.”
Psalm 118:24

MEMORY VERSE **UNIT 12**



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