



Sensory Summer

WEEK 6	MAGNETS	Pipe Cleaners (w/water)	Bingo Chips (w/water)	Letters (w/water)	Ice Cubes (w/magnets inside)	Fishing (paper clip fish)
		Magnetic Letters	Puzzle Search	Sorting (colors)	Sorting (shapes)	Sorting (magnetic/not)
WEEK 7	CEREAL	Measuring & Mixing	Filling (Funnels/bottles)	Numbers	Shapes	Letters
		Build a Rainbow	Patterning	Stringing	I Spy	Smashing
WEEK 8	SAND	Sand Pies	Build & Smash	Measuring & Mixing	Filling (Funnels/bottles)	Construction Site
		I Spy	Writing (lines/squiggles)	Tubes	Light Table	Water
WEEK 9	WATER AND ICE	Scooping & Pouring	Ice Castles	Painting	Alphabet Soup	Pom Pom Sort
		Car Wash	Water Balloons	Kitchen	Painting (colored ice cubes)	Color Mixing
WEEK 10	WATER BEADS	Sorting	Light Play	Tubes & Funnels	Shaving Cream	Scooping
		Egg Carton	Bead Filled Balloons	Frozen Beads	Smashing Beads	Filling

Infant Curriculum Themes For Summer

Morag Hunter-Carsch



Infant Curriculum Themes For Summer:

Resources in Education ,2000 **Beginnings & Beyond** Ann Miles Gordon,Kathryn Williams Browne,1989 Upon completion of study with Beginnings Beyond students will have an in depth understanding of the fundamentals of early childhood education from its history to present issues and future trends They will appreciate the emphasis on multiculturalism and NAEYC s developmentally appropriate practice This approach promotes a both and viewpoint maintaining that there is more than one correct way to care for and educate young children The text focuses on this viewpoint in discussions of early literacy spiritual development discipline diversity and anti bias strategies and family relationships Beginnings Beyond also stresses the importance of maintaining an awareness of each child s needs and interests by featuring such concepts as multiple intelligence ecological theory and NAEYC s Code of Ethical Conduct The use of a variety of sidebars chapter activities integrated technology and other extras enhance the student s interest in and retention of the material **Classroom Music for Little Mozarts -- Curriculum Book and CD, Bk 1** Christine H. Barden,Donna Brink Fox,Karen Farnum Surmani,Gayle Kowalchyk,E. L. Lancaster,2004 This adaptation of the Music for Little Mozarts piano curriculum is designed to provide classroom music instruction for 4 5 and 6 year olds in the preschool or kindergarten setting It is a comprehensive approach to musical learning that develops singing movement and listening skills simultaneously with an introduction to musical styles and concepts Ten detailed lesson plans are included along with reproducible activity pages for the children The curriculum materials combine to create an exciting and imaginative atmosphere in the classroom No keyboard instruction is included but the classroom edition can serve as a recruitment class for the piano course Perfect for teachers with limited preparation time and all levels of musical experience The comb binding creates a lay flat book that is perfect for study and performance The CD includes all of the songs stories and activities For music teachers who want to offer this program piano accompaniments are included as an optional enhancement to the lesson Assessment materials and correlations to the National Standards for Music Education are also included Worship in the Primary School Elaine McCreery,1993 **The Summer Session ...** Washington University (Saint Louis, Mo.),1950 Young Children ,1996 Research in Education ,1974 Zero to Three ,1997 **EBOOK: FIRST YEARS AT SCHOOL** Angela Anning,1997-01-16 Review of 1st edition I found the whole account a model of clarity with a good blend of theory and practice which many authors would do well to note Ted Wragg TES The First Years at School 2nd Edn is a practical and reflective discussion of the education of 4 to 8 year olds based on a sympathetic recognition of the complexities of being an early years teacher Angela Anning begins by reviewing the historical and ideological traditions of British infant and primary schools tracing how we have reached the position where teachers feel themselves to be torn between child centered and utilitarian demands in educating young children She then provides a detailed and authoritative critique of recent thinking about the cognitive social and emotional development of children and explores the complexities of teachers

roles She discusses the organization of the classroom the structuring of learning in the school day and the content of the curriculum She tackles the implications of the series of changes in the National Curriculum Orders and the national assessment systems for seven year olds and their impact on pre fives and children with special educational needs The second edition brings the debate about the post Dearing Key Stage One curriculum and its implications for pre school education bang up to date This will be vital reading for both student and practising teachers of young children *Teachers College Record* ,1929 A Practical Guide to Early Childhood Curriculum Claudia Fuhrman Eliason,Loa Thomson Jenkins,1977 We learn often in life but only once as a child This popular book will help future teachers make the most of this special time Here is complete coverage of how children learn what they can learn and how to teach them The focus is on creating a child centered curriculum that addresses children s needs in all developmental areas physical social emotional creative and cognitive The authors provide a wealth of meaningful teaching strategies accompanied by lesson plans activities recipes and more that will meet the needs and interests of children ages three to eight all synchronized to these children s developmental skills and cognitive capabilities For teachers and future teachers specializing in Early Childhood Education **Assessment And Testing In The Primary School** Colin Conner,2003-10-04 First Published in 2004 The terms assessment and testing conjure up all sorts of images in most people s minds Rows of desks in quiet halls working to the clock trying to remember the answers to obscure and sometimes irrelevant questions Recent invitations to teachers to reflect upon an occasion when they remember being assessed or tested drew up long forgotten memories of the 11 plus or taking a first driving test Often these were memories tinged with unhappiness sadness and a feeling of failure Assessment for many of us has been an emotional experience and it is not surprising that we should reject facing children with such experiences too early in their lives This book looks at assessment as a positive experience in the primary classroom as a fundamental feature of teaching and successful learning **Understanding Child Development** Rosalind Charlesworth,1983 **Programs and Courses** University of Northern Iowa,2006 Meaningful Assessments of the Young Child Margaret B. Puckett,Janet K. Black,2008 This book is not for the tired and timid but for those committed professionals who wish to think through a plan that is coherent cohesive learner and family focused and work through the development of a defensible reliable and valid authentic assessment system KEY TOPICS Discusses emerging research in the area of brain development research and its implication for assessment practices Provides information on the standards movement and how these standards can have either a negative or positive impact on developmental goals Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children Provides an added chapter on portfolio systems Places more emphasis on the discussions of diversity and inclusion MARKET For educators and school administrators **British Education Index** ,1997 **The Practical Infant Teacher** Philip Boswood Ballard,1929 **Journal of the American Medical Association** American Medical Association,1910 **Michigan Child Care Matters** ,2002 **The Art of**

Reading Morag Hunter-Carsch, 1989

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