

## Emergent Curriculum

### ISU Lab School – Lab 2 Weekly Planning Form

Date: February 17-21, 2025

Teachers: Janet & Molly

|   | Blocks (1, 3, 10, 11, 14, 21)  | Easel (7, 14, 19, 33)   | Sensory (1, 3, 22, 26)   |
|---|--|---|--|
|   | Little People Circus and Farm Accessories; Large vehicles, Soft Alphabet Blocks, Sign Language Blocks, Little people   | N/A   | Plastic Noodles<br>Tongs<br>Bowls                                  |
| <b>Writing, Literacy, &amp; Library (9, 12, 15, 16, 17, 18, 19)</b><br>Pencils, Colored Pencils, Markers, Crayons,<br>Paper, Stencils, Clip Boards,<br>Variety of Library Books   | <b>Outdoor/ Large Motor (3, 4, 5, 6, 7, 27, 32)</b><br>Shopping Carts, Scooters/Bikes, Teeter Totter, Play House, Play Food and Baskets, Large Duplo Box Block, Balls<br>Climbing Mats, Blanket and Books, Foam Blocks                     | <b>Science &amp; Technology (24, 25, 26, 27, 28)</b><br>Large Ocean Animals, Acrylic Insect Specimens,<br>Magnetic Builders, Chicken Life Cycle |  |
| <b>Math &amp; Manipulatives (3, 7, 11, 13, 20, 21, 22, 23)</b><br>Quad Builder Bricks, Shape Sorter, Nesting Cups, Pathway puzzle, Number puzzles, Passenger counting cars, Animal<br>Dominoes, Soft Linking Shape Blocks | <b>Dramatic Play (2, 10, 11, 14, 29, 30, 36)</b><br>Baby dolls, diapers, dishes, food,<br>measuring cups, phones, money,<br>Multicultural Jackets/Coats, Stuffed animals<br>Cut apart fruits and veggies<br>Construction clothes and tools | <b>Music &amp; Movement (5, 8, 15, 34, 35)</b><br>Variety of Balls, Tambourines, Rainsticks   | <b>Nutrition Activity (3, 7, 10, 22)</b><br>Pouring milk and water |

|   | Monday  | Tuesday  | Wednesday  | Thursday   | Friday   |
|---|---|--|--|--|--|
| <b>Observations leading to activities and changes to the lesson plan –</b>  | Switch<br>insects to<br>Prisma<br>blocks  | Switch<br>dominos<br>for fine<br>motor<br>boards                             | Lots of discussion<br>about Pizza<br>toppings - Switch<br>dramatic play<br>to Pizza shop | Read 'Very Hungry<br>Caterpillar' story.<br>Children talk<br>about tasting<br>same fruits. | Friends<br>walking around,<br>pretending to<br>sing w/ microphones<br>offer singing<br>activity. |
| <b>Large Group Activities</b><br>(books, songs, activities, etc.)           | <b>Books:</b> ABC<br><b>Songs/Transition:</b> Hello<br>Hello Can You Clap<br>Your Hands | <b>Books:</b> Hello School<br><b>Songs/Transition:</b><br>Down By The<br>Bay | <b>Books:</b> Pete the Cat<br>Pizza Party<br><b>Songs/Transition:</b><br>Freeze Dance    | <b>Books:</b> Jamberry<br><b>Songs/Transition:</b><br>Quiet as a mouse                     | <b>Books:</b> There was<br>An Old Lady Who<br><b>Songs/Transition:</b><br>Mr. Alligator          |
| <b>Small Group Activities</b><br>(e.g. cooking, math, science,<br>art, etc) | Painting w/<br>brushes  | Powerful<br>Interactions   | Where are<br>you hiding?   | Sensory<br>Snow  | Powerful<br>Interactions   |
| <b>Lead Teacher for the Day</b>   | Molly   | Janet  | Molly  | Janet  | Molly  |

Through daily interactions and exploration, children are naturally learning about the following Teaching Strategies Gold Objectives for development & learning: 1, 2, 3, 8, 9, 10, 11, 31, 37, 38