

October 2018

Mon 29	Tue 30	Wed 31	Thu 1	Fri 2
Mosquitoes and Flies				
<p>Individual Child Plan</p>				
<p>Indoor Group Experiences</p> <p>Shoo Fly</p> <p>Ask children what makes flies come around. Play the song "shoo fly". review the song's actions introduced in "starting the day"</p>	<p>Indoor Group Experiences</p> <p>Shoo Fly</p> <p>Ask children what makes flies come around. Play the song "shoo fly". review the song's actions introduced in "starting the day"</p>	<p>Indoor Group Experiences</p> <p>Shoo Fly</p> <p>Ask children what makes flies come around. Play the song "shoo fly". review the song's actions introduced in "starting the day"</p>	<p>Indoor Group Experiences</p> <p>Shoo Fly</p> <p>Ask children what makes flies come around. Play the song "shoo fly". review the song's actions introduced in "starting the day"</p>	<p>Indoor Group Experiences</p> <p>Shoo Fly</p> <p>Ask children what makes flies come around. Play the song "shoo fly". review the song's actions introduced in "starting the day"</p>
<p>Outdoor Group Experiences</p> <p>Mosquito, Mosquito Fly</p> <p>Play this game as you would play Duck, Duck Goose. Adaption: Invite children to fly around the playground pretending to be flies and mosquitoes.</p>	<p>Outdoor Group Experiences</p> <p>Mosquito, Mosquito Fly</p> <p>Play this game as you would play Duck, Duck Goose. Adaption: Invite children to fly around the playground pretending to be flies and mosquitoes.</p>	<p>Outdoor Group Experiences</p> <p>Follow the Crumbs</p> <p>Make a "Crumb" path outdoors using small balls of yellow paper. Invite children to pretend to be flies and follow the "crumbs". Place a snack at the end of the path.</p>	<p>Outdoor Group Experiences</p> <p>Follow the Crumbs</p> <p>Make a "Crumb" path outdoors using small balls of yellow paper. Invite children to pretend to be flies and follow the "crumbs". Place a snack at the end of the path.</p>	<p>Outdoor Group Experiences</p> <p>Run Children, Fly Mosquitoes</p> <p>Create start and finish lines about 25 feet apart. Divide children into two groups. Designate one group to be "mosquitoes." Have both groups stand behind the starting lines. Have the first group begin running towards the finish line when you say "run children" After a few seconds, say "fly mosquitoes" signaling the second group to chase the first group. If a mosquito catches a child before he or she makes it to the finish line, that child becomes a mosquito. Continue until all children have become mosquitoes or until children no longer have an interest in continuing the game.</p>
<p>Changes to Environment</p> <p>Science</p> <p>Insect Photos, magnifying glass. Invite children to look at insect photos through a magnifying glass.</p>	<p>Changes to Environment</p> <p>Science</p> <p>Insect Photos, magnifying glass. Invite children to look at insect photos through a magnifying glass.</p>	<p>Changes to Environment</p> <p>Science</p> <p>Insect Photos, magnifying glass. Invite children to look at insect photos through a magnifying glass.</p>	<p>Changes to Environment</p> <p>Science</p> <p>Insect Photos, magnifying glass. Invite children to look at insect photos through a magnifying glass.</p>	
<p>Family Partnerships</p> <p>Parents as Partners</p> <p>Encourage parents to help their children learn to identify and manage their emotions. Suggest that parents pay attention to bugs in their yard, specifically mosquitoes and flies we have talked about this week and the bees and ants we will talk about next week.</p>	<p>Family Partnerships</p> <p>Parents as Partners</p> <p>Encourage parents to help their children learn to identify and manage their emotions. Suggest that parents pay attention to bugs in their yard, specifically mosquitoes and flies we have talked about this week and the bees and ants we will talk about next week.</p>	<p>Family Partnerships</p> <p>Parents as Partners</p> <p>Encourage parents to help their children learn to identify and manage their emotions. Suggest that parents pay attention to bugs in their yard, specifically mosquitoes and flies we have talked about this week and the bees and ants we will talk about next week.</p>	<p>Family Partnerships</p> <p>Parents as Partners</p> <p>Encourage parents to help their children learn to identify and manage their emotions. Suggest that parents pay attention to bugs in their yard, specifically mosquitoes and flies we have talked about this week and the bees and ants we will talk about next week.</p>	<p>Changes to Environment</p> <p>Science</p> <p>Insect Photos, magnifying glass. Invite children to look at insect photos through a magnifying glass.</p>
<p>Social Emotional Development</p> <p>Camp Site</p> <p>Make a camp tent by draping a sheet over a table. Invite children to pretend to be campers using camping supplies. Provide a spray bottle filled with water and lemon extract labeled mosquito spray. Encourage children to look at books in the tent.</p>	<p>Social Emotional Development</p> <p>Camp Site</p> <p>Make a camp tent by draping a sheet over a table. Invite children to pretend to be campers using camping supplies. Provide a spray bottle filled with water and lemon extract labeled mosquito spray. Encourage children to look at books in the tent.</p>	<p>Social Emotional Development</p> <p>Camp Site</p> <p>Make a camp tent by draping a sheet over a table. Invite children to pretend to be campers using camping supplies. Provide a spray bottle filled with water and lemon extract labeled mosquito spray. Encourage children to look at books in the tent.</p>	<p>Social Emotional Development</p> <p>Camp Site</p> <p>Make a camp tent by draping a sheet over a table. Invite children to pretend to be campers using camping supplies. Provide a spray bottle filled with water and lemon extract labeled mosquito spray. Encourage children to look at books in the tent.</p>	<p>Family Partnerships</p> <p>Parents as Partners</p> <p>Encourage parents to help their children learn to identify and manage their emotions. Suggest that parents pay attention to bugs in their yard, specifically mosquitoes and flies we have talked about this week and the bees and ants we will talk about next week.</p>

Drop the Beanbag 6-12 months

Invite little ones to drop beanbags into a box. Older infants may be able to toss the beanbags to the box. Add variations for children who enjoy this activity.

Objectives:

A.2.b. Moves body to achieve a goal

A.3.b. Picks up and releases objects

Cognitive Development

Rattle Retrieval 6-12 months

Tie a rattle to one end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the chair and then retrieving it again.

Objectives:

D.2.c. Begins to repeat actions to get an effect

D.3.b. Looks in right direction for toys dropped or partly hidden by blanket

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Individual Child Plan

Dance With me

Play "Puppy Dance". Invite walkers to dance with you. Hold the hands of beginning walkers. Pick up non walkers and dance with them in your arms.

Objectives:

B.1.c. Engages in positive relationships and interactions with adult

B.4.a. Shows interest and awareness of others

Read-Aloud

Backyard Bugs

Ask children about their experiences with flies and mosquitoes. Read the story. Focus on the fly and the mosquito. Teach the ASL signs for fly and mosquito. Talk about the habits of each. Ask a volunteer to show you the fly's eyes.

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Floor Covers

Change a baby's environment by placing her on a colorful beach towel or blanket during floor time. Place a Photo Activity Card on the towel or blanket. Sit with the baby and talk with her about the image on the card. Ask her to point to the image on the card.

Objectives:

C.3.a. Points to pictures when named by an adult

Cognitive Development

Photo Activity Cards

Present Photo Activity Cards #51 & 52. Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach the ASL signs for mosquito and fly.

Art Activity

Water Bottle Flies

Invite children to glue tissue paper to water bottles. After the glue dries, we will attach eyes and wings and hang the flies from the ceiling.

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Changes to Environment

Creativity Station

Waxed paper, black crayons

Invite children to use black crayons to draw on waxed paper to make wings. Cut the waxed paper to make fly wings. Cut the waxed paper into wing shapes after children have finished coloring. Explain that flies are the only insects that have just one pair of wings.

Language

"There Was an Old Lady Who Swallowed a Fly"

Present the story using the "There Was an Old Lady Story Props". Ask: What was the first animal the old lady swallowed?

Cognitive Development

Bug Buzzers

Invite children to make mosquito and fly buzzers from toilet paper tubes. Help children secure a piece of waxed paper to one of their tube with a rubber band. Show children how to blow through the open end of their tube to make a buzzing sound. Have children blow into their bug buzzers instead of saying "buzz" while reciting the poem.

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Changes to Environment

Pretend and Learn

Bug Eyes, Antennae, paper plates

Invite children to dress up with bug eyes, paper plate wings, and antennae and pretend to be bugs.

Language

"Guy the Fly Likes Pie"

Tell children that you need their help telling a story. Say: The story I am going to tell you is about a fly who likes cherry pie. Each time I stop reading, you will need to say the words "cherry pie" and rub your tummy.

Art Activity

Fly and Mosquito Painting

Cut out triangle sponges and have children dip sponges into paint and onto paper. Once dried, color eyes and legs and antenas.

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Changes to Environment

Fine Motor

Black tissue paper, pastry brush, scoop, bowl

Make small balls of black tissue paper to represent flies. Invite children to sweep the "flies" into the scoop and dump them into the bowl.

Read-Aloud

Backyard bugs

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Art Activity

Mosquito Towel Tube

have children color paper towel tubes. Then attach wings eyes and legs to tubes to create mosquito.