MyTeachingStrategies®

Erica Kampfe, Brianna Scharla - Sun Ridge 3

September 2020

Mon 7	Tue 8	Wed 9	Thu 10	Fri 11
Insert title here	Untitled	Untitled	Untitled	Untitled
	Outdoor Group Experiences **Outside Time** Allow the children to explore the outdoor play space, support their use of new materials.	**Outdoor Group Experiences** **Outside Time** Allow the children to explore the outdoor play space, support their use of new materials.	**Outdoor Group Experiences** **Outside Time** Allow the children to explore the outdoor play space, support their use of new materials.	**Outdoor Group Experiences** **Outside Time** Allow the children to explore the outdoor play space, support their use of new materials.
	Choice Time **Day 4 Choice Time** Allow children to explore the room and materials. Draw their attention to activities and interests of their peers. Comment on similarities and differences between children's choices of materials and how they use them. Children will become more comfortable in the space around them and will gradually play alongside others.	**Choice Time** **Day 5 Choice Time** Allow children to explore the room and materials. This opportunity is essential to children's developing comfort level, sense of initiative, and safe exploration of new materials.	**Choice Time** **Choice Time** Allow children to freely explore the play space and the materials. Remind children of their interests from the previous week and support them in finding the same materials they used.	**Choice Time** **Choice Time** Over several days, children will continue to select the same or similar materials and often repeat their actions to confirm that they same result, sound or movement will occur each time. Comment on materials that children enjoy using. Narrate the choices they made and remind them of how they previously used those materials.
	Bodily Care **Bodily Care** During bodily care routine, describe children's surroundings and draw attention to visuals. Such as pictures and shapes on the wall, mirror, etc. Allow time for children to process your comments and to respond either nonverbally or verbally.	**Bodily Care** **Bodily Care** Point out and describe the hand washing photo sequence as you support the children in moving through the steps. Continue referencing the photographs.	**Bodily Care** **Bodily Care** Describe what children might be touching and experiencing: the dampness of a wet wipe, or cold water as a child's hands are washed. Use descriptive words to build their vocabulary.	**Bodily Care** **Bodily Care** Acknowledge children's feelings as you move through the bodily care routines. Children's emotions shows them that you understand and validate their feelings. It is helpful to explain the process of the bodily care routines so that children know what to expect.
	Meal Time **Mealtimes** Draw attention to other children and what they are doing during mealtime. Note similarities and differences between them. "You have a red cup and Molly has a red cup. Two red cups at this table today."	**Meal Time** **Meal Time** As children finish their serving and reach or ask for more, respond by saying "You wanmore?" As you simultaneously use the corresponding hand sign. Make the sign by touching your fingertips on each hand to your thumb to sign "more".	**Meal Time** **Meal Time** Join children at their level and participate in meal time. Eating small portions of the same food that children are eating can help model for and encourage them to try new food items. Children are more likely to engage at mealtimes and learn healthy eating practices when a trusted adult joins them at their level for this part of the routine.	**Meal Time** **Meal Time** Remember to interact with your children when the opportunity presents itself. This can be done during meal time and support children's idea of a social mealtime experience.
	Group Time w/ Materials (Small Group) **Exploring Water** Lead children to the water table and assist them in finding a spot where they have space to explore. As children explore this material, offer scoops or sponges as another way to see what they can do with it. Accept each child's individual level of comfort with participation.	**Group Time w/ Materials (Small Group)** **Group Time** Provide each child with a pan and two or three pots and pans or cooking utensils. Allow children to use the materials they choose.	**Group Time w/ Materials (Small Group)** **Group Time** Let the children know we are going to be exploring art materials. Spread paper on the floor or table, add paint to the paper, and offer toddlers paintbrushes. Allow children to explore the texture of the paint and move it around the paper as they choose.	**Group Time w/ Materials (Small Group)** **Dishwasher and Coffee Cans** Cut a hole in the top of the lid and put it aside as a backup material: wooden clothespins, including peg and spring types. Prep the canisters by attaching a few clothespins to the rim of each canister, putting some inside the canister, and some outside of the canister. Show the children that there are two kind of clothespins, some that are open and some that they have to squeeze to open. Provide each child with a canister and several clothespins.