### Nutrition: Older Toddlers - Using Fingers to Retrieve Smaller Foods as Appropriate

- Snack: Jellies & Jello sticks
  - To 12m
  - Playground

### Music: (Consistent Goals 15, 34, 35, 36)
- "What is my baby saying?"
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<table>
<thead>
<tr>
<th>Time/Location</th>
<th>Observation</th>
</tr>
</thead>
</table>

**Teacher Works from 7:30 am until 4:00 pm:** See separate paper on staff filling. In room 4:00 until 5:30.

**Teacher Works 5:30 am until 5:30 pm:** See separate paper on staff filling. In room 7:30 am until 9:00.

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**Toxics:**
- No tobacco, alcohol, rugs, or other hazardous substances present in the classroom, classroom supplies and other materials are stored properly and are not accessible to children.

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**Changes to the Environment:** A variety of materials, books, and center choices are available for the children to learn, play, and explore. The materials are rotated regularly.

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**Date of Observation:**

**Tuesday, June 5, 2018**

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**Emergent Curriculum Planning Form**

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**Notes:**
- Every activity we do in lab 2 works on the following Teaching Strategies: Gold assessment criteria: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39.

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**Changes to Routine and Schedule:**
- The daily schedule remains consistent with minor adjustments to accommodate the children's needs and interests.

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**Nutrition:**
- Older Toddlers – Using tools to retrieve snacks from storage as appropriate.

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**Music (consistent goals 12, 34, 35, 36):**
- Tip Top Car
- Noisy Nora
- More, More, More said by the Baby
- Little Blue Truck
- Little Duck

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**Peek and Play:**
- Book of the day (consistent goals 8, 9, 10, 15, 16, 17, 18):

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**Art Opportunity (consistent goal 33):**
- Fruit: More pictures than 7a, 12a.
- Give a new piece of paper to give:
- Fruit get located as a 1.0.
- Fruit was located as a 1.0.
- Fruit was located as a 1.0.

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**Goals:**
- Classrooms, classrooms, classrooms, are very important part of our curriculum.
<table>
<thead>
<tr>
<th>Time/Location</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15 AM</td>
<td></td>
</tr>
</tbody>
</table>

Every activity we do in lab 1 works on the following teaching strategies: Gold assessment criteria: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 24, 28, 30, 31, 32, 37, and 38.

**Goals:**
- These strategies and other experiences are very important part of our curriculum.
- These activities help children develop and explore the environment. Earning, sorting, and making the classroom functional, and getting dressed up and participating in activities are all crucial experiences for children.
- Teachers work from 7:30 AM until 4:00 PM. See separate paper on staff filling in from 4:00 until 5:30.

**Changes to the Environment:**
- A variety of manipulative books, and center choices are available for the children to learn, play, and explore. The materials are rotated regularly.

**Date of Implementation:**
Wednesday, June 6, 2018
Nutrition: Older Toddlers – Using Tongs to Retrieve snack foods as appropriate

Music (constant goals 12, 34, 35, 36):

Shine it Sew it Away it Peter and Ellen Allard

Feed and Ducky

Tip Top Car

Noisy Nora

More More

More said the Baby

Lil Blue Truck

Book of the Day (constant goals 8, 9, 10, 15, 16, 17, 18):

<table>
<thead>
<tr>
<th>Time</th>
<th>Objective</th>
<th>Materials/Procedure</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30</td>
<td>Toys</td>
<td>Tug of War</td>
<td>#2 was using the More. #3 was playing a violin. #2 was quiting the More.</td>
</tr>
<tr>
<td>9:32</td>
<td>Reading</td>
<td>Story time</td>
<td>Reading Story. Got ready for bed.</td>
</tr>
<tr>
<td>3:4</td>
<td>Yoga</td>
<td>Yoga class</td>
<td>Toddlers ask for a buggy.</td>
</tr>
</tbody>
</table>

Every activity we do in lab 1 works on the following Teaching Strategies Gold Assessment criteria: 1.2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 22, 29, 30, 31, 32, 33, 34, 35, 36, and 38.

Goals: These routines and other experiences are a very important part of our curriculum. Health and Goodbye, Preparation and transitioning, eating and mealtimes, bushes, lengths, sleeping and nutrition, and getting dressed are all routines we experience every day. In the classroom, these routines and other experiences are an integral part of our curriculum. Teachers work from 7:30 am until 12:00 pm. Separate paper on start time in from 1:00 until 5:00. Teachers work from 9:00 am until 5:00 pm. Separate paper on start time in from 7:30 until 9:00.

Date of Implementation: Thursday, June 7, 2018

Lab 1: Emergent Curriculum Planning Form
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Materials/Procedures</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Tip Top Car</td>
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</tr>
<tr>
<td>9:15 AM</td>
<td>156 9th Ave</td>
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<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>102 6th Ave</td>
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</tr>
<tr>
<td>10:15 AM</td>
<td>102 6th Ave</td>
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</tr>
</tbody>
</table>

**Every activity we do in Lab 1 works on the following Teaching Strategies Gold Assessment Criteria:** 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 30, 32, 33, 37, and 38

**Goals**:  
- Active listening and other experiences are a very important part of our curriculum.  
- Teaching Strategies, Teaching activities, and teaching methods, including team teaching and self-teaching, are used to help students understand the concepts.  
- Teaching methods and techniques are varied to meet the needs of each student.  
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**Changes to the Environment**: A variety of manipulative books, and center choices are available for the children to learn, play, and explore. The materials are rotated regularly.

**Date of Implementation**: Friday, June 8, 2018