# Emergent Curriculum

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

<table>
<thead>
<tr>
<th>Blocks (1, 3, 10, 11, 14, 21)</th>
<th>Easel (7, 14, 19, 33)</th>
<th>Sensory (1, 3, 22, 26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large and small vehicles, car ramps, wooden blocks,</td>
<td><strong>Blade paper chalk</strong></td>
<td><strong>NA</strong></td>
</tr>
<tr>
<td><strong>Writings, Literacy, &amp; Library</strong>: (9, 12, 15, 16, 17, 18, 19) <strong>Pencils, Colored Pencils, Markers, Crayons, Rulers, Paper, Stencils, Clip Boards, Books, Stickers</strong></td>
<td><strong>Outdoor/Large Motor</strong>: (3, 4, 5, 6, 7, 27, 32) <strong>Shopping Carts, Scooters/Bikes, Teeter Totter, Play House, Play Food and Baskets, Large Duplo Box Block, Balls, Blanket and Books, Tent and Tunnel</strong></td>
<td><strong>Science &amp; Technology</strong>: (24, 25, 26, 27, 28) <strong>Visual Explorers, large wild animal</strong></td>
</tr>
<tr>
<td><strong>Math &amp; Manipulatives</strong>: (3, 7, 11, 13, 20, 21, 22, 23) <strong>Creative builders, puzzles, monster-box, shape sorts, nesting cups</strong></td>
<td><strong>Dramatic Play</strong>: (2, 10, 11, 14, 29, 30, 36) <strong>Baby dolls, diapers, dishes, food, measuring cups, phones, money</strong></td>
<td><strong>Music &amp; Movement</strong>: (5, 8, 15, 34, 35) <strong>bells, drums, basketball hoop, balls</strong></td>
</tr>
<tr>
<td></td>
<td><strong>construction toys/cut apart feed</strong></td>
<td><strong>Nutrition Activity</strong>: (3, 7, 10, 22) <strong>Spicy foods</strong></td>
</tr>
</tbody>
</table>

### Observations leading to activities and changes to the lesson plan –

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children noticing letters in each other's names on cubby labels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Large Group Activities (books, songs, activities, etc.)

- **Book**: *Little Penguin Gets the Hiccups*
- **Songs/Transition**: Down by the Station

### Books:

- **Dragon's Breath**
- **Farmer in the Dell**

### Books:

- **Dragons Love Tacos**
- ** abc**

### Books:

- **Dinosaurs Song**
- **Wheels on the Bus**

### Books:

- **Monster Goes to Bed**
- **Itsy Bitsy Spider**

### Small Group Activities (e.g., cooking, math, science, art, etc.)

- **Played outside in the snow**
- **Talking about and working through big ideas**

### Practice Fire Drill

### Exploring rhythm sticks

### New Toys to explore

### Lead Teacher for the Day

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tayler</strong></td>
<td><strong>Janet</strong></td>
<td><strong>Tayler</strong></td>
<td><strong>Janet</strong></td>
<td><strong>Tayler</strong></td>
</tr>
</tbody>
</table>

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

**Color Code for Large Group/Small Group Activities Focus Area:**

- *Math-Red*  *Science-Green*  *Literacy-Purple*  *Social Emotional-Blue*  *Physical Activities-Orange*
- *Language Development-Pink*  *Cognitive Development-Yellow*  *Social Studies-Tan*  *The Arts-Teal*