



Month: March Week: 3 Subject: Science

Day 1	Topic(s) Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	Foundation(s) SC1.2 Demonstrate awareness of the physical properties of objects
Indicators	Younger Infants	Older Infants
	May visually track the movement of objects inside the sensory bottle.	Can shake, roll, or flip the bottle, responding to movement changes.
Activity: The teacher will introduce a sensory bottle filled with water, glitter, and floating feathers . Younger infants will be encouraged to watch the slow movement inside the bottle as it is tilted and rolled. Older infants can grasp, shake, and explore cause and effect as the floating feathers move inside. The teacher will describe the movement (<i>"Look! The feathers are floating up and down!"</i>) and encourage infants to interact by rolling the bottle.		
Resources/Materials • Clear plastic bottle filled with water, glitter, and floating feathers • Tape	Key Vocabulary: Float Shake Move	Support:



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Day 2	Topic(s)	Foundation(s)
	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SC5.1 Demonstrate scientific curiosity
Indicators	Younger Infants	Older Infants
	May track the movement of rolling eggs with their eyes.	Can attempt to push or roll the eggs, exploring movement.
Activity: The teacher will place large plastic eggs on a flat surface and gently roll them back and forth. Younger infants will observe and track the movement, while older infants will be encouraged to push the eggs, watching how they move in different directions. The teacher will describe the rolling action ("<i>The egg rolls fast! Now slow! Can you roll it too?</i>"), encouraging engagement with cause-and-effect concepts.		
Resources/Materials	Key Vocabulary:	Support:
Large plastic eggs	Roll Fast Slow	

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Infant Curriculum

Day 3	Topic(s)		Foundation(s)	
	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle		SC1.1 Demonstrate ability to explore objects in the physical world	
Indicators	Younger Infants		Older Infants	
	May watch the feathers move as the teacher blows them.		Can attempt to grasp, pat, or blow the feathers as they float.	
Activity: The teacher will introduce light feathers and demonstrate how they float when gently blown into the air. Younger infants will observe and track the feathers as they drift , while older infants may be encouraged to reach, bat, or attempt to blow the feathers themselves . The teacher will describe what is happening (“ <i>Look! The feather is floating! Can you catch it?</i> ”) and engage infants in a gentle cause-and-effect game with the floating motion.				
Resources/Materials ● Soft, lightweight feathers ● Open play space for floating exploration		Key Vocabulary: Feather Float Catch		Support:

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Day 4	Topic(s)	Foundation(s)
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Infant Curriculum

	Theme: Birds & Eggs Discovery Number: 9 Letter: Hh Color: Purple Shape: Rectangle	SC3.1 Demonstrate awareness of life
Indicators	Younger Infants	Older Infants
	May watch birds outside or in pictures while listening to the teacher.	Can point at birds, make sounds, or respond to visuals of birds eating.
Activity: The teacher will show images or live views of birds eating and describe how birds eat different foods. Younger infants will listen to the teacher's voice and track the birds , while older infants may be encouraged to point, babble, or make bird sounds ("chirp-chirp!") in response. If safe, the teacher may take infants outside to observe real birds at a feeder while narrating their actions (<i>"The birds are pecking! They are eating the seeds!"</i>).		
Resources/Materials - Picture cards of birds eating - Safe outdoor viewing area (if possible)	Key Vocabulary: Bird Eat Peck	Support:

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Day 5	Topic(s)	Foundation(s)
	Theme: Birds & Eggs Discovery	SC5.1 Demonstrate scientific curiosity



Infant Curriculum

	Number: 9 Letter: Hh Color: Purple Shape: Rectangle	
Indicators	Younger Infants	Older Infants
	May listen and watch as the teacher describes different birds.	Can point to birds in pictures or respond when asked about birds.
Activity: The teacher will review the week's bird-related activities by showing pictures of different birds and asking questions ("Did we see this bird outside?"). Younger infants will observe and listen , while older infants may be encouraged to point to birds they recognize or mimic bird sounds. The teacher will use repetition to reinforce learning, ending with a fun bird sound play session ("Chirp like a bird! Flap your arms!").		
Resources/Materials - Picture book or flashcards with different birds - Plush bird toy (optional for engagement)	Key Vocabulary: Bird Look Sound	Support: