



Encouraging Motor Skills

- Dear Parents,
- The foundation for motor development (large muscle control) is wired during the first two years of life. Babies move from having no control over their movements to having enough control, balance and coordination to walk. The brain wires this important circuitry through experience.
 - Little ones need to be active. The more they move, the more agile, coordinated, and strong they become.
 - Limit the time little ones are restrained. Research indicates that children today spend more time restrained than they did in previous decades. Physical growth cannot develop when little ones are restrained.

What You Can Do

Non-Mobile Infants

- Provide open floor space. Any time your baby is not sleeping, she should be on the floor in a safe space. Floor space allows her to wiggle and move more freely.
- Exercise your infant's arms and legs during floor time. Help your baby roll from tummy to back and then back to tummy.
- Provide tummy time. Prop your baby on your tummy. Encourage him to lift his head by talking to him.
- Sit your baby in your lap and hold her hands. Encourage her to stand up.
- Suspend an empty paper towel tube from your baby's mobile. Encourage him to swing at the tube.



Mobile Infants

- Crawl with your baby. It makes it more fun!
- Cut the sides from medium-size boxes to create tunnels for your baby to crawl through. Place a blanket over a table to create another type of tunnel.
- Teach your little one simple exercises. Make it a routine to exercise together daily.
- Provide riding toys and push toys.
- Place a blanket on the grass outdoors and invite your child to roll back and forth across the blanket.
- Take your child to the park. Encourage him to swing (develops balance) and climb (develops muscles).
- Play movement games:

Musical Freeze: Play music and dance. When the music stops encourage your little one to hold a pose.

Cat and Mouse: You be the cat that chases a mouse (your child).

Animal Antics: Move like an elephant, a fish, a butterfly and other interesting animals.

Chasing Bubbles: Blow bubbles and invite your child to chase them.

frogstreet

Frog Street Infant © 2015 Frog Street Press

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •What's That Noise? (C3) Continue to make noises with your mouth. Incorporate different sounds like of rattles or musical toys, ----- •Look at My Face (C13) Hold a baby in front of you. Bring him close, make some sounds with your mouth and wait a few moments for him/her to take in your facial features while making different sounds. 	<ul style="list-style-type: none"> •Photo Activity Card 5 rattle • sonaja Teach the ASL signs for <i>rattle • sonaja</i> <i>sing • cantar</i> <i>mouth • boca</i> 	<ul style="list-style-type: none"> •What's That Noise? (C3) Continue to make noises with your mouth. Incorporate different sounds like of rattles or musical toys, ----- •Look at My Face (C13) Hold a baby in front of you. Bring him close, make some sounds with your mouth and wait a few moments for him/her to take in your facial features while making different sounds. 	<ul style="list-style-type: none"> •Photo Activity Card 5 rattle • sonaja Teach the ASL signs for <i>rattle • sonaja</i> <i>sing • cantar</i> <i>mouth • boca</i> 	<ul style="list-style-type: none"> •What's That Noise? (C3) Continue to make noises with your mouth. Incorporate different sounds like of rattles or musical toys, ----- •Look at My Face (C13) Hold a baby in front of you. Bring him close, make some sounds with your mouth and wait a few moments for him/her to take in your facial features while making different sounds.
Social Emotional Development	<ul style="list-style-type: none"> •Peek-a-Boo (SE7) Play Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on his/her back or sitting. ----- •Greetings (SE12) Make up a greeting for each baby. Use the greeting when the baby arrives and throughout the day. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Cuddling and Snuggling Games Snuggle Up (p 192) Sit and hold the baby and recite "Snuggle Up." 	<ul style="list-style-type: none"> •Peek-a-Boo (SE7) Play Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on his/her back or sitting. ----- •Greetings (SE12) Make up a greeting for each baby. Use the greeting when the baby arrives and throughout the day. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Cuddling and Snuggling Games Snuggle Up (p 192) Sit and hold the baby and recite "Snuggle Up." 	<ul style="list-style-type: none"> •Peek-a-Boo (SE7) Play Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on his/her back or sitting. ----- •Greetings (SE12) Make up a greeting for each baby. Use the greeting when the baby arrives and throughout the day.
Physical Development	<ul style="list-style-type: none"> •Hold My Finger • Sujeta mi dedo (P1) Making different sounds place your finger in a baby's palm and encourage him/her to grasp your finger. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo. 	<ul style="list-style-type: none"> •Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo. 	<ul style="list-style-type: none"> •Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo. 	<ul style="list-style-type: none"> •Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo. 	<ul style="list-style-type: none"> •Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>



Class: Infant B (6-12 months) Focus: Sounds	Date: April 17-21, 2017	Week: 33
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Motor Skills	
English Vocabulary: rattle, ear, eyes, body	Spanish Vocabulary: sonaja, oido, ojos, cuerpo	
American Sign Language (ASL): rattle, ear, eyes, body		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice while under the box. Place a baby's hand on your throat as you speak and then in front of your mouth as you speak.	•Read <i>Merry-Go-Round</i> • <i>El Carrusel</i>	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice while under the box. Place a baby's hand on your throat as you speak and then in front of your mouth as you speak.	•Read <i>Merry-Go-Round</i> • <i>El Carrusel</i>	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice while under the box. Place a baby's hand on your throat as you speak and then in front of your mouth as you speak.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Make a rattle Shake the rattle fast and then soft and talk about the different sounds it makes. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for rattle • sonaja ear • oreja eyes• ojos cuerpo • body 	<ul style="list-style-type: none"> •Shake the Rattle Make rattles with different things inside and talk about different sounds. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for rattle • sonaja ear • oreja eyes• ojos cuerpo • body 	<ul style="list-style-type: none"> •Make a rattle Shake the rattle fast and then soft and talk about the different sounds it makes.
Social Emotional Development	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.
Physical Development	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.
Objectives	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening



Class: Infant C (12-18 months)	Focus: Sounds	Date: April 17-21, 2017	Week: 33
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Encouraging Motor Skills	
English Vocabulary: <i>ears, hands, feet, body</i>		Spanish Vocabulary: <i>oidos, manos, pies, cuerpo</i>	
American Sign Language (ASL): <i>ears, hands, feet, body</i>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> Greet every child by name. UNITE: Sing "Five Little Ducks" • "Cinco patitos". CALM: Invite children to follow you lead. CONNECT: With Lily name the children that are absent and send them well wishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: Sing "Five Little Ducks" • "Cinco patitos". CALM: Invite children to follow you lead. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE:(<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> Sing, Sing a Song (L47) Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some important words in the song and see if little ones can add the missing word. 	<ul style="list-style-type: none"> Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> Sing, Sing a Song (L47) Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some important words in the song and see if little ones can add the missing word. 	<ul style="list-style-type: none"> Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> Sing, Sing a Song (L47) Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some important words in the song and see if little ones can add the missing word.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Dancing Shadows (C50) Dance with babies between light source and a wall to create dancing shadows. Use soft and normal tones of music. 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> •Dancing Shadows (C50) Dance with babies between light source and a wall to create dancing shadows. Use soft and normal tones of music. 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> •Dancing Shadows (C50) Dance with babies between light source and a wall to create dancing shadows. Use soft and normal tones of music.
Social Emotional Development	<ul style="list-style-type: none"> • Gently Rock (SE63) Show little ones how to rock a baby doll while singing "Rock-a-Bye Baby" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> • Gently Rock (SE63) Show little ones how to rock a baby doll while singing "Rock-a-Bye Baby" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> • Gently Rock (SE63) Show little ones how to rock a baby doll while singing "Rock-a-Bye Baby" (<i>Frog Street Baby Songs CD</i>).
Physical Development	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around.
Objectives	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs</p>



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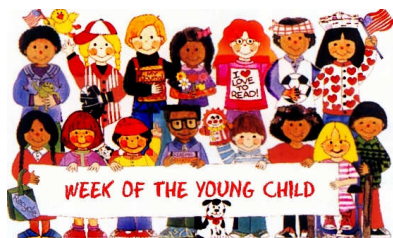
Infant A Lesson Plan

Celebrating Our Youngest Learners!

Theme: Week of the Young Child

Week: April 24-28, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALI: Active Learning for Infants LS: Learning Spaces</p>							
<p>Monday <i>Sing, dance, celebrate, learn I can play and learn.</i></p>	<p>Teacher Made Picture Book (babies activities) ITA p 141</p>	<p>Cradle Gym Tummy Time ALI pp 59 and 65</p>	<p>Sign language of the week: family Words of the week: I am special Cooing and Responding ALI pp 23 and 47</p>	<p><i>ABC I Like Me</i></p>	<p>“Good Morning to You” ALI pp 27 and 48</p>	<p>Beautiful Bubbles Bubble Play CRI p 124</p>	<p>Reaching for Toy Animals ALI pp p241 and 150</p>
<p>Tuesday <i>Healthy eating and fitness at school and home I can exercise.</i></p>	<p>Pictures of Week Activities: 1. Cradle Gym</p>	<p>Eating from a Spoon ALI pp 32 and 50</p>	<p>Routine Talk Time (Feeding/Diapering) ALI 19 and 46</p>	<p><i>How Are You Feeling?</i></p>	<p>“This Is the Way We Eat Our Food”</p>	<p>Hand to Hand ALI 82, 104</p>	<p>Cooking and Eating I 80</p>
<p>Wednesday <i>Work together, build together, and learn together I love my friends.</i></p>	<p>2. Eating 3. Finger Grasp</p>	<p>Finger Grasp (holding friend’s fingers) CRI p 121</p>	<p>Pictures of Different Babies ITA p 187</p>	<p><i>Babies</i></p>	<p>Rhyming Names ITA p 140</p>	<p>Mirror Play ALI pp 60 and 65</p>	<p>Doll Play of Different Ethnicities ALI 46 and 55</p>
<p>Thursday <i>Think, problem solve, create I can sing a song.</i></p>	<p>4. Buggy/ Outside</p>	<p>Getting Ready to Go Outside ALI pp 150 and 243</p>	<p>Greet Babies in 4 Different Languages CRI 45</p>	<p><i>ABC I Like Me</i></p>	<p><i>Songs and Games for Babies</i> “Where Is It” P 19</p>	<p>Finding a Hidden Toy ALI pp 85 and 112</p>	<p>Going Bye, Bye (toy keys/jackets) I 124</p>
<p>Friday <i>Sharing family stories I love my family.</i></p>	<p>5. Waving Bye to Parents</p>	<p>Waving Bye, Bye ALI pp 38 and 52</p>	<p>Pictures of People Baby Knows ALI pp 9 and 40</p>	<p><i>Hooray for Me</i></p>	<p>“I Am Special” CRI p 190</p>	<p>Building Blocks ALI pp 85 and 113</p>	<p>Telephone Play I p 83</p>



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Infant B Lesson Plan

Celebrating Our Youngest Learners!

Theme: Week of the Young Child

Week: April 24-28, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALI: Active Learning for Infants LS: Learning Spaces</p>							
<p>Monday <i>Sing, dance, celebrate, learn I can play and learn.</i></p>	<p>Hand Print Collage</p>	<p>Cradle Gym Tummy Time ALI pp 59 and 65</p>	<p>Sign language of the week: family Words of the week: I am special Cooing and Responding ALI pp 23 and 47</p>	<p><i>ABC</i> <i>I Like Me</i></p>	<p>“Good Morning to You” ALI pp 27 and 48</p>	<p>Beautiful Bubbles Bubble Play CRI p 124</p>	<p>Reaching for Toy Animals ALI pp p241 and 150</p>
<p>Tuesday <i>Healthy eating and fitness at school and home I can exercise.</i></p>	<p>Pictures of Week Activities: 1. Cradle Gym</p>	<p>Eating from a Spoon ALI pp 32 and 50</p>	<p>Routine Talk Time (Feeding/Diapering) ALI 19 and 46</p>	<p><i>How Are You Feeling?</i></p>	<p>“Head, Shoulders, Knees, and Toes”</p>	<p>Hand to Hand ALI 82, 104</p>	<p>Cooking and Eating I 80</p>
<p>Wednesday <i>Work together, build together, and learn together I love my friends.</i></p>	<p>Paper Plate Hand Puppet TTS 174</p>	<p>Finger Grasp (holding friend’s fingers) CRI p 121</p>	<p>Pictures of Different Babies ITA p 187</p>	<p><i>Babies</i></p>	<p>Rhyming Names ITA p 140</p>	<p>Mirror Play ALI pp 60 and 65</p>	<p>Doll Play of Different Ethnicities ALI 46 and 55</p>
<p>Thursday <i>Think, problem solve, create I can sing a song.</i></p>	<p>Cloth Pin Sponge Painting TTS 66</p>	<p>Getting Ready to Go Outside ALI pp 150 and 243</p>	<p>Greet Babies in 4 Different Languages CRI 45</p>	<p><i>How Are You Feeling?</i></p>	<p>Songs and Games for Babies</p>	<p>Finding a Hidden Toy ALI pp 85 and 112</p>	<p>Going Bye, Bye (toy keys/jackets) I 124</p>
<p>Friday <i>Sharing family stories I love my family.</i></p>	<p>Color a Family Picture</p>	<p>Waving Bye, Bye ALI pp 38 and 52</p>	<p>Pictures of People Baby Knows ALI pp 9 and 40</p>	<p><i>Hooray for Me</i></p>	<p>“I Am Special” CRI p 190</p>	<p>Building Blocks ALI pp 85 and 113</p>	<p>Telephone Play I p 83</p>



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Infant C Lesson Plan

Celebrating Our Youngest Learners!

Theme: Week of the Young Child

Week: April 24-28, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALO: Active Learning for Ones LS: Learning Spaces							
Monday <i>Sing, dance, celebrate, learn I can play and learn.</i>	Book Collage	Bat the Ball ITA 73	Sign language of the week: family Words of the week: I am special	<i>ABC I Like Me</i>	“Good Morning to You” ALI pp 27 and 48	Beautiful Bubbles Bubble Play CRI p 124	Farm Play ITA 58
Tuesday <i>Healthy eating and fitness at school and home I can exercise.</i>	Outside Water I 126	Obstacle Course ITA 72	Greet Babies in 4 Different Languages CRI 45Innovations Postcards	<i>What’s in the Park?</i>	“Pat-a-Cake”	Hand to Hand ALI 82, 104	Cooking and Eating I 80
Wednesday <i>Work together, build together, and learn together I love my friends.</i>	Let’s Dance ITA 186	Balls, Balls, Balls ITA 73	Pictures of Different Babies Explain to the babies they are unique ITA 187	<i>My Friends</i>	Rhyming Names ITA p 140	Mirror Play ALI pp 60 and 65	Doll Play of Different Ethnicities ALI 46 and 55
Thursday <i>Think, problem solve, create I can sing a song.</i>	Book Collage	Obstacle Course ITA 72	Greet Babies in 4 Different Languages CRI 45	<i>The Little Engine That Could</i>	Songs and Games for Babies	Finding a Hidden Toy ALI pp 85 and 112	Dump Out and Fill In
Friday <i>Sharing family stories I love my family.</i>	Family Faces ITA 146	Squeezing Sponges ITA 79	Pictures of People Baby Knows ALI pp 9 and 40	<i>Hooray for Me</i>	“I Am Special” CRI p 190	Building Blocks ALI pp 85 and 113	Telephone Play I p 83

Doctor

Tap your wrist with your “M” hand. This can also be done with a “D” hand. See Chapter 9 for how to sign these letters.

Quick Tip

This sign helped Corbin in particular because he had to go to the doctor quite often when he was young. I first taught him the sign when we were in the room with the doctor but you can also show it to your child before you get there. Corbin would use the sign later to share with others that he had been to the doctor.



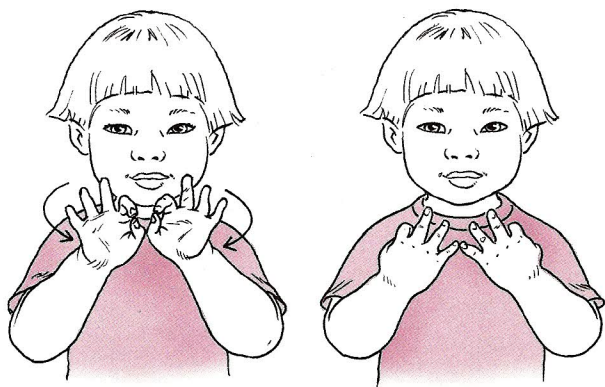
Doctor

Family

Start out with both “F” hands joined at the thumb and index finger and make a circular motion to join them on the pinky side. See Chapter 9 for how to sign the letter “F.”

Quick Tip

The “F” handshape will help you remember the actual word, and the motion might remind you of a close-knit family—it’s actually based on the sign for “group.” Use this sign before or during a large family gathering, such as Thanksgiving.



Family



Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Moving and Learning	Date: May 1-5, 2017	Week: 35
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Encouraging Motor Skills	
English Vocabulary: ears, eyes, hands		Spanish Vocabulary: oídos, ojos, manos	

American Sign Language (ASL): oídos, ojos, hands

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.
Language Development	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cognitive Development</p>	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet.</p>	<p>•Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Teach the ASL signs for eyes • ojos hands • manos ears • oidos</p>	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) Play Toe to Ear Stretch (<i>Frog Street Baby Games CD</i>).</p>	<p>•Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Teach the ASL signs for eyes • ojos hands • manos ears • oidos</p>	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet.</p>
<p>Social Emotional Development</p>	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe."</p> <p>-----</p> <p>•Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>).</p>	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe."</p> <p>-----</p> <p>•Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>).</p>	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>
<p>Physical Development</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>
	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>



Class: Infant B (6-12 months)	Focus: Moving and Learning	Date: May 1-5, 2017	Week: 35
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Encouraging Motor Skills	
English Vocabulary: arms, feet, dance, jump, walk		Spanish Vocabulary: brazos, feet, bailar, brincar, caminar	
American Sign Language (ASL): arms, feet, dance, jump, walk			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si sabes que estas feliz". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Find the Music (L21) Hide a musical toy under a blanket. Encourage little ones to find the musical instrument under it. Dance with the babies	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Find the Music (L21) Hide a musical toy under a blanket. Encourage little ones to find the musical instrument under it. Dance with the babies	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Find the Music (L21) Hide a musical toy under a blanket. Encourage little ones to find the musical instrument under it. Dance with the babies
Cognitive Development	•Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. We use our arms and hands to play the drums.	•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i>	•Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. We use our arms and hands to play the drums. •Listen to different tempos while playing the drum.	•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i>	•Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. We use our arms and hands to play the drums.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Dance with Me (SE28) Frog Street Baby Songs CD Play "Puppy Dance." Invite walkers to dance with you. Encourage them to dance, jump, or walk with the music. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Dance with Me (SE28) Frog Street Baby Songs CD 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. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Dance with Me (SE28) Frog Street Baby Songs CD Play "Puppy Dance." Invite walkers to dance with you. •Frog Street Baby Songs Sing "You Are My Sunshine" • "Eres mi lucecita".
Physical Development	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Finger paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Finger paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Using a big brush paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Finger paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Using a big brush paint while listening to music.
Objectives	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands



Class: Infant C (12-18 months) Focus: Moving and Learning	Date: May 1-5, 2017	Week: 35
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Motor Skills	
English Vocabulary: arms, feet, dance, jump, walk	Spanish Vocabulary: brazos, feet, bailar, brincar, caminar	
American Sign Language (ASL): arms, feet, dance, jump, walk		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Stop singing before saying the last word of a line and see if children can add the missing word. 	<ul style="list-style-type: none"> • Read <i>The Wheels on the Bus</i> Count the wheels on the bus. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Change the lyrics. Stop singing before saying the last word of a line and see if children can add the missing word. 	<ul style="list-style-type: none"> • Read <i>The Wheels on the Bus</i> Count the wheels on the bus. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Change the lyrics. Stop singing before saying the last word of a line and see if children can add the missing word.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</i> 	<ul style="list-style-type: none"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Challenge children to think of other items they can safely toss to ring the bell. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</i> 	<ul style="list-style-type: none"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Play the game outside.
Social Emotional Development	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you.
Physical Development	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.
Objectives	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers



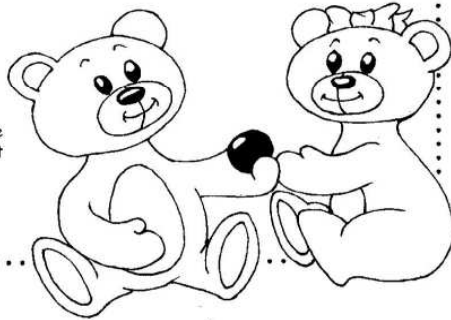
Developing Social Skills

Dear Parents,

Social intelligence, sometimes referred to as social development, is important for both survival and for living a fulfilling life. Social skills are necessary for relating to others, learning from others, and teaching others. You might think of these skills as "people skills." Our acceptance by others is largely based on our social intelligence (expressing our thoughts, showing concern for others, solving and preventing problems, cooperating). Social skills are vital to a child's success in school.

Social interactions and understanding begin to wire right from birth. During the first year of life, babies connect with the people who care for them (parents and outside-the-home caregivers). It is these connections that anchor a baby's developing social skills. This is called *attachment*. Providing a loving and supportive environment goes a long way in preparing a baby to interact socially. Social skills are optimally developed when intentionally taught.

Emotional intelligence and social intelligence are co-dependent. Emotional intelligence is the understanding of one's own emotions and the ability to manage these emotions effectively. Social intelligence is the understanding of others' emotions (and feelings) and the ability to manage one's self in the context of others. Emotional intelligence builds the foundation for social intelligence. As we understand ourselves, we gain insight into understanding others.



What You Can Do

- Interact with your baby daily. Talk to him. Smile at him. Be expressive and acknowledge his expressions.
- When you play interactive games, alternate taking turns. For example, when playing Peek-a-Boo, cover your eyes a few times and then cover your baby's eyes a few times.
- Typically around 8 months, babies develop a fear of strangers. If your child expresses this type of fear, do not force him to go to a stranger.
- When other babies are around, position your baby so he can see his peers.
- When your baby begins to express his wants and desires through tantrums (between 15 and 18 months), set limits and hold to them. It is during this time that your child is learning an important rule of social living: You don't always get your way.
- Talk with older infants about the feelings of their friends. Teach them to touch others gently.

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Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Moving and Learning	Date: May 8-12, 2017	Week: 36
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Developing Social Skills	
English Vocabulary: horse, brown, rattle, red		Spanish Vocabulary: caballo, café, sonaja, rojo	
American Sign Language (ASL): horse, brown, rattle, red			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to only a few new sights. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. ----- •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. • <i>Frog Street Welcome Guide</i> (p 70) Sing "I Wiggle." 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to only a few new sounds. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. Shake the rattle moving it on different directions until the baby turn his/her head. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. • <i>Frog Street Welcome Guide</i> (p 70) Sing "I Wiggle." 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to a different area. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise. ----- •A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her. 	<ul style="list-style-type: none"> •Photo Activity Library Card 38 horse • caballo Tell babies the horse is like he horse in the book <i>Merry Go-Round</i>. ----- Teach the ASL signs for horse • caballo brown • cafe rattle • sonaja red • rojo 	<ul style="list-style-type: none"> •What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise. ----- •A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her. 	<ul style="list-style-type: none"> •Photo Activity Library Card 38 horse • caballo Tell babies the horse is like he horse in the book <i>Merry Go-Round</i>. ----- Teach the ASL signs for horse • caballo brown • cafe rattle • sonaja red • rojo 	<ul style="list-style-type: none"> •What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise. ----- •A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her.
Social Emotional Development	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sing simple songs when holding a baby. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) ----- •<i>I Love You Rituals</i> by Becky Bailey Snuggle Up p 192 Sing to the baby while holding him. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sway side to side and make a swooshing sound when aa baby is upset. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) ----- •<i>I Love You Rituals</i> by Becky Bailey Snuggle Up p 192 Sing to the baby while holding him. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sing simple songs when holding a baby. Eliminate bright lights and loud noises. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse..
Physical Development	<ul style="list-style-type: none"> •Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (<i>Frog Street Baby Songs CD</i>). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Play Walking My Baby Back Home (<i>Frog Street Baby Games CD</i>). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (<i>Frog Street Baby Songs CD</i>). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Play Walking My Baby Back Home (<i>Frog Street Baby Games CD</i>). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (<i>Frog Street Baby Songs CD</i>). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>



Class: Infant B (6-12 months) Focus: Moving and Learning	Date: May 8-12, 2017	Week: 36
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Developing Social Skills	
English Vocabulary: <i>arms, feet, dance, jump, walk</i>	Spanish Vocabulary: <i>brazos, feet, bailar, brincar, caminar</i>	
American Sign Language (ASL): <i>arms, feet, dance, jump, walk</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Feet (L38) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often.	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Feet (L38) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often.	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Feet (L38) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often.
Cognitive Development	•One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones.	•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i>	•One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones.	•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i>	•One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Walking My Baby (SE29) Frog Street Baby Games CD Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Walking My Baby (SE29) Frog Street Baby Games CD Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Walking My Baby (SE29) Frog Street Baby Games CD Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room.
Physical Development	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park.
Objectives	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening



Class: Infant C (12-18 months)	Focus: Moving and Learning	Date: May 8-12, 2017	Week: 36
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Developing Social Skills	
English Vocabulary: arms, feet, dance, jump, walk		Spanish Vocabulary: brazos, feet, bailar, brincar, caminar	
American Sign Language (ASL): arms, feet, dance, jump, walk			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Kick the Ball (L41) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often. 	<ul style="list-style-type: none"> • Read the book <i>Feet</i>. Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> • Kick the Ball (L41) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often. 	<ul style="list-style-type: none"> • Read the book <i>Feet</i>. Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> • Kick the Ball (L41) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Heart Count (C48) Use the counting sequence "one, two, three" to count the hearts. Hide the hearts around the room and ask little ones to find the hearts you have hidden. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for arms • brazos feet • pies dance • bailar jump • brincar walk • caminar 	<ul style="list-style-type: none"> •Heart Count (C48) Use the counting sequence "one, two, three" to count the hearts. Hide the hearts around the room and ask little ones to find the hearts you have hidden. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for arms • brazos feet • pies dance • bailar jump • brincar walk • caminar 	<ul style="list-style-type: none"> •Heart Count (C48) Use the counting sequence "one, two, three" to count the hearts. Hide the hearts around the room and ask little ones to find the hearts you have hidden.
Social Emotional Development	<ul style="list-style-type: none"> •Little Helpers (SE61) Think of ways little ones can help you. Babies can hand you a clean diaper, bring a toy to a baby that is upset, etc. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Little Helpers (SE61) Think of ways little ones can help you. Babies can hand you a clean diaper, bring a toy to a baby that is upset, etc. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Little Helpers (SE61) Think of ways little ones can help you. Babies can hand you a clean diaper, bring a toy to a baby that is upset, etc.
Physical Development	<ul style="list-style-type: none"> •Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions. 	<ul style="list-style-type: none"> •Dumping Game Allow little ones to dump a box and after clean-up their mess. Make clean-up time fun by singing a song (<i>Frog Street Welcome Guide p 52</i>). 	<ul style="list-style-type: none"> •Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions. 	<ul style="list-style-type: none"> •Dumping Game Allow little ones to dump a box and after clean-up their mess. Make clean-up time fun by singing a song (<i>Frog Street Welcome Guide p 52</i>). 	<ul style="list-style-type: none"> •Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions.
Objectives	<p>C.1.c. Begins to understand the rules of conversation</p> <p>D.1.c. Shows interest in colors, shapes, patterns, and pictures</p> <p>E.4.a. Learns and uses words to describe what they are thinking and doing</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B.4.c. Begins to develop personal relationships with peers</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation</p> <p>D.1.c. Shows interest in colors, shapes, patterns, and pictures</p> <p>E.4.a. Learns and uses words to describe what they are thinking and doing</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B.4.c. Begins to develop personal relationships with peers</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation</p> <p>D.1.c. Shows interest in colors, shapes, patterns, and pictures</p> <p>E.4.a. Learns and uses words to describe what they are thinking and doing</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B.4.c. Begins to develop personal relationships with peers</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation</p> <p>D.1.c. Shows interest in colors, shapes, patterns, and pictures</p> <p>E.4.a. Learns and uses words to describe what they are thinking and doing</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B.4.c. Begins to develop personal relationships with peers</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation</p> <p>D.1.c. Shows interest in colors, shapes, patterns, and pictures</p> <p>E.4.a. Learns and uses words to describe what they are thinking and doing</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B.4.c. Begins to develop personal relationships with peers</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.a. Coordinates hand and body movements</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Moving and Learning	Date: May 15-19, 2017	Week:37
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Developing Social Skills	
English Vocabulary: face, body, mouth	Spanish Vocabulary: cara, cuerpo, boca	
American Sign Language (ASL): face, body, mouth		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Outdoor Outing (L6) Chant "Caterpillar" (<i>Frog Street Welcome Guide</i> p 69) Hold a baby in your arms and take him/her outdoors on a sunny day while repeating this chant. ----- •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating. 	<ul style="list-style-type: none"> •Read <i>Faces • Caras</i>, Review the face parts. We blow with our mouth. ----- •Read <i>Faces • Caras</i>, Review the face parts. We eat with our mouth. • <i>Frog Street Welcome Guide</i> (p 71) Sing "Little Red Apple" • "Manzanita". 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Chant "Caterpillar" (<i>Frog Street Welcome Guide</i> p 69) Hold a baby in your arms and take him/her outdoors on a sunny day while repeating this chant. ----- •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating. 	<ul style="list-style-type: none"> •Read <i>Faces • Caras</i>. Review the face parts. We blow with our mouth. ----- •Read <i>Faces • Caras</i>, Review the face parts. We eat with our mouth. • <i>Frog Street Welcome Guide</i> (p 71) Sing "Little Red Apple" • "Manzanita". 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors on a sunny day. Walk around the area describing the things you see and how the weather feels. ----- •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for face • <i>pies</i> body • <i>cuervo</i> mouth • boca 	<ul style="list-style-type: none"> •Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for face • <i>pies</i> body • <i>cuervo</i> mouth • boca 	<ul style="list-style-type: none"> •Bubbles (C5) Take the baby outdoors and blow bubbles. Talk about the bubbles and how the wind carries them away. ----- •Look at My Face C13 Sit with a baby and look at the board book <i>Faces</i>. Talk about the facial expressions. Point to your mouth and tell babies we eat, talk, blow with our mouth. 	<ul style="list-style-type: none"> •Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for face • <i>pies</i> body • <i>cuervo</i> mouth • boca 	<ul style="list-style-type: none"> •Bubbles (C5) Take the baby outdoors and blow bubbles. Talk about the bubbles and how the wind carries them away. ----- •Look at My Face C13 Sit with a baby and look at the board book <i>Faces</i>. Talk about the facial expressions. Point to your mouth and tell babies we eat, talk, blow with our mouth.
Social Emotional Development	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5). 	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5). 	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>).
Physical Development	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes ----- C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes ----- C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes ----- C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes ----- C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes ----- C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults.</p>



Class: Infant B (6-12 months)	Focus: Moving and Learning	Date: May 9-13, 2016	Week: 37
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Developing Social Skills	
English Vocabulary: arms, feet, dance, jump, walk		Spanish Vocabulary: brazos, feet, bailar, brincar, caminar	
American Sign Language (ASL): arms, feet, dance, jump, walk			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si sabes que estas feliz". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet.	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet.	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet.
Cognitive Development	•Little Monkeys (C35) Teach little ones the finger play. If the babies are able to act out the rhyme, choose three "monkeys" to jump.	•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i>	•Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet.	•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i>	•Little Monkeys (C35) Teach little ones the finger play. If the babies are able to act out the rhyme, choose three "monkeys" to jump.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about the baby's sweet feet that will take him anywhere she/he wants. Play "Pat-a-Cake" using a baby's feet instead of his hands. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play <i>Where Are Those Feet?</i> (181) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about the baby's sweet feet that will take him anywhere she/he wants. Play "Pat-a-Cake" using a baby's feet instead of his hands. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play <i>Where Are Those Feet?</i> (181) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about the baby's sweet feet that will take him anywhere she/he wants. Play "Pat-a-Cake" using a baby's feet instead of his hands.
Physical Development	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>).
Objectives	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands



Class: Infant C (12-18 months) Focus: Moving and Learning	Date: May 15-19, 2017	Week: 37
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Developing Social Skills	
English Vocabulary: <i>arms, feet, dance, jump, walk</i>	Spanish Vocabulary: <i>brazos, feet, bailar, brincar, caminar</i>	
American Sign Language (ASL): <i>arms, feet, dance, jump, walk</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Hand Me the Ball (L41) Lay a ball, a book, and a block on the floor. Ask a child to hand you the ball. 	<ul style="list-style-type: none"> • Read <i>Catch the Ball</i>. Show the babies how to throw and how to catch a bowl. 	<ul style="list-style-type: none"> • Hand Me the Ball (L41) Lay a ball, a book, and a block on the floor. Ask a child to hand you the ball. When she/he is successful identifying the ball and handling to you, ask for the other items one at a time. 	<ul style="list-style-type: none"> • Read <i>Catch the Ball</i>. Show the babies how to throw and how to catch a bowl 	<ul style="list-style-type: none"> • Hand Me the Ball (L41) Lay a ball, a book, and a block on the floor. Ask a child to hand you the ball. Repeat the game using three different items.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Drop It (C42) Gather a cookie sheet and several items that can be safely dropped (small block, small ball, cotton ball). Demonstrate dropping the items. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for arms • brazos feet • pies dance • bailar jump • brincar walk • caminar 	<ul style="list-style-type: none"> •Drop It (C42) Gather a cookie sheet and several items that can be safely dropped (small block, small ball, cotton ball). Demonstrate dropping the items. Discuss the sound that each item makes. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for arms • brazos feet • pies dance • bailar jump • brincar walk • caminar 	<ul style="list-style-type: none"> •Drop It (C42) Gather a cookie sheet and several items that can be safely dropped (small block, small ball, cotton ball). Demonstrate dropping the items. Say the color of the different items.
Social Emotional Development	<ul style="list-style-type: none"> •It Takes Two (SE53) Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball and show them how to roll the ball back and forth to each other. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •It Takes Two (SE53) Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball and show them how to roll the ball back and forth to each other. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •It Takes Two (SE53) Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball and show them how to roll the ball back and forth to each other.
Physical Development	<ul style="list-style-type: none"> •Washing Balls (P44) Invite little ones to use sponges to scrub large balls. 	<ul style="list-style-type: none"> •Throw and Catch Balls Show the little ones how to throw a ball and how to catch a ball. 	<ul style="list-style-type: none"> •Washing Balls (P44) Invite little ones to use sponges to scrub large balls. 	<ul style="list-style-type: none"> •Throw and Catch Balls Show the little ones how to throw a ball and how to catch a ball. 	<ul style="list-style-type: none"> •Washing Balls (P44) Invite little ones to use sponges to scrub large balls.
Objectives	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements