

Toddler Club Program



Lesson Plan for Family and Home • La familia y el hogar - Immediate Family • Familia inmediata (Week 4)	Date: October 2 - 6, 2017
Objective: Children will explore the concept of immediate family including the meaning of family, who is in the family, and how families are alike and different.	Parents as Partners: Send home Parents as Partners Card 5.
English Vocabulary: <i>mommy, daddy, brother, sister, baby, family, love, hug</i>	Spanish Vocabulary: <i>mami, papi, hermano, hermana, bebe, familia, amor, abrazo</i>

American Sign Language (ASL): *mommy, daddy, brother, sister, baby, family, love, hug*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Explain families are groups of people who love and care for each other. UNITE: Sing "Mommy's Face" "La cara de mami". CALM: Ask children to take a great "daddy breath," a smaller "mommy breath," and a tiny "baby breath" with you. CONNECT: Name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Where Is Mother" - "Donde esta la mama". CALM: Remind little ones that taking deep breaths help them be calm. CONNECT: Demonstrate hugging Max. Discuss hugs children receive from mommy and daddy. Teach ASL sign <i>hug</i>. BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Skidamarink" - "Es amor." CALM: Practice more "daddy breaths" with children. CONNECT: Pair children and have them hug their friend gently like mommy and daddy hugs them. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community. Talk with children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Mommy's Face" "La cara de mami". CALM: Practice "mommy breaths" with children CONNECT: Discuss how we feel when someone gives us a hug. BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Demonstrate gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Where Is Mother" - "Donde esta la mama". CALM: Take deep breaths raising our arms. Remind little ones that taking deep breaths help them be calm. CONNECT: Pair children and have them hug their friend gently like mommy and daddy hugs them. BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Challenge children to use gentle hands. Calendar/Weather
Language Development	<ul style="list-style-type: none"> Story folder "Three Little Kittens" • "Los tres gatitos" Display the story props and read the story. 	<ul style="list-style-type: none"> Story folder "The Three Bears" • "Los tres osos" Display the props and read the story. Ask: <i>What is the first thing Goldilocks did? Que es lo primero que hizo Ricitos de Oro?</i> 	<ul style="list-style-type: none"> Read <i>Skidamarink - Es amor</i> Invite children to find their favorite animal family. 	<ul style="list-style-type: none"> Story folder "Three Little Kittens" • "Los tres gatitos" Display the story props and read the story. Invite the children to chime in on the "meow, meow, meow" 	<ul style="list-style-type: none"> Story folder "The Three Bears" • "Los tres osos" Display the props and read the story. Invite children to listen to "Three Bear's Rap" • El rap de los tres osos."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Cards 9 and 10 Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>family</i> • <i>Make sure the child understands the vocabulary associated with families</i> 	<ul style="list-style-type: none"> • Family Puzzles • Rompecabezas de la familia Make enlarged copies of children family photos and laminate them. Cut them into puzzle pieces. Invite children to put their family puzzle together. 	<ul style="list-style-type: none"> • Poem "Family Fun" • "Amor familiar" Read the poem to children one-on-one. Tell the children the things they could enjoy doing with their mommies and daddies. 	<ul style="list-style-type: none"> • Teach the ASL for <i>mommy</i> and <i>daddy</i> Point out that there are many different names people might call their mommy (mother, mom, mama) and daddy (dad) 	<ul style="list-style-type: none"> • Family Puzzles • Rompecabezas de la familia Put the family puzzle together
Social Emotional Development	<ul style="list-style-type: none"> • Family Albums Look through the Family Photo Album (p 42) with children. Point out friends and count the members in their family. 	<ul style="list-style-type: none"> • Rock-a-Bye Baby Teach the children a lullaby. Rock them back and forth as you sing. Encourage them to sing a baby doll to sleep. • Teach the ASL sign for <i>baby</i>. 	<ul style="list-style-type: none"> • Holding Hands Help children make a finger paint handprint . Copy the "Handprint Poem" pattern and attach it to the plate. 	<ul style="list-style-type: none"> • Nice Things Discuss nice things mommies and daddies do for their children. They cook for them, make sure they have clothes, take them to school, etc. 	<ul style="list-style-type: none"> • Family Albums Look through the Family Photo Album with children. Point out friends and count the members in their family. Discuss the various sizes and types of families.
Physical Development	<ul style="list-style-type: none"> • Daddy-O Have children form a circle to play this game. 	<ul style="list-style-type: none"> • Family Puppets Use the "Family Finger Puppets (p 42) to create family interactions. 	<ul style="list-style-type: none"> • Finger Family "This Is My Family" • "Esta es mi familia" Teach children this family finger play. • Teach the ASL signs for <i>mommy, daddy, brother, sister, and baby</i>. 	<ul style="list-style-type: none"> • Sing "Five in the Bed" • "Cinco en la cama". Invite children to roll from one side of the "bed" to the other. 	<ul style="list-style-type: none"> • Family Puppets Use the "Family Finger Puppets (p 42) to create family interactions.
Outdoor Play	<ul style="list-style-type: none"> • Mommy Says Play a version of Simon Says by giving directions to children as if they are from mommy. For example: <i>Mommy says jump. Mami dice salten.</i> 	<ul style="list-style-type: none"> • Family Picnic Use picnic props (picnic basket, table cloth, etc.) to serve a snack, or lunch outdoors as a family picnic. 	<ul style="list-style-type: none"> • Mother, May I? Encourage the children to do a specific action (jump, take giant steps, etc.) and to say, <i>Mother may I? • Mama, puedo?</i> 	<ul style="list-style-type: none"> • Mommy Says Play a version of Simon Says by giving directions to children as if they are from mommy. For example: <i>Mommy says touch your nose. Mami dice tocate la nariz.</i> 	<ul style="list-style-type: none"> • Mother, May I? Encourage the children to do a specific action (jump, take giant steps, etc.) and to say, <i>Mother may I? • Mama, puedo?</i>
Music and Movement	<ul style="list-style-type: none"> • Sing "Catalina Magnalina" • "Catalina Margarina". Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street 	<ul style="list-style-type: none"> • Sing "The Farmer in the Dell" • "Vicente en el pajar". Frog Street Action Songs- Canciones de accion de Frog Street 	<ul style="list-style-type: none"> • Sing "Three Bear's Rap" • El rap de los tres osos". Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street 	<ul style="list-style-type: none"> • Sing "The Farmer in the Dell" • "Vicente en el pajar". Frog Street Action Songs- Canciones de accion de Frog Street 	<ul style="list-style-type: none"> • Sing "Five in the Bed" • "Cinco en la cama". Frog Street Action Songs- Canciones de accion de Frog Street

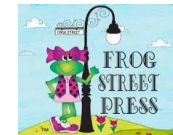
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	<ul style="list-style-type: none"> •Library and Listening Place books about families in a box or basket and invite children to browse through the books. 	Science "Mommy and Baby Animals" (pattern) Invite children to match mommy animals with their babies.	<ul style="list-style-type: none"> •Library and Listening Place books about families in a box or basket and invite children to browse through the books. 	Science "Mommy and Baby Animals" (pattern) Invite children to match mommy animals with their babies. Encourage the children to name the animals.	<ul style="list-style-type: none"> •Library and Listening Place books about families in a box or basket and invite children to browse through the books.
Learning Goals	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)



Crème de la Crème

Early Learning Centers of Excellence®

Toddler Club Program



Lesson Plan for Family and Home • La familia y el hogar - Extended Family • Parientes (Week 2)			Date: October 9 - 13, 2017		
Objective: Children will explore the concept of extended family, members and discover the important role these family members play in their lives.			Parents as Partners: Send home Parents as Partners Card 6.		
English Vocabulary: <i>grandma, grandpa, grandparents, aunt, uncle, cousin, friend, family</i>			Spanish Vocabulary: <i>abuelita, abuelito, abuelitos, tia, tío, primo/prima, amigo/amiga, familia</i>		
American Sign Language (ASL): <i>grandma, grandpa, grandparents, aunt, uncle, cousin, friend, family</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	Closed	<ul style="list-style-type: none"> • UNITE: Sing "Where Is Grandma" - "Donde esta mi abuelita". • CALM: Have children copy you as you snore in a deep breath and then release it. • CONNECT: Demonstrate hugging Max. • BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "I Love You Grandma" - "Te quiero abuelita". • CALM: Have children copy you as you snore in a deep breath and then release it. • CONNECT: Demonstrate two greetings: a high five and a handshake. • BUILD COMMUNITY: Remind children about using gentle hands. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "Where Is Grandma" - "Donde esta mi abuelita". • CALM: Have children copy you as you snore in a deep breath and then release it. • CONNECT: Use Max to welcome back children who have been absent. • BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Demonstrate gentle hands Remind them they are safe at school. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "I Love You Grandma" - "Te quiero abuelita". • CALM: Have children copy you as you snore in a deep breath and then release it. • CONNECT: Demonstrate two greetings: a high five and a handshake. • BUILD COMMUNITY: Remind children about using gentle hands. Challenge children to use gentle hands. • Calendar/Weather
Language Development	Closed	<ul style="list-style-type: none"> • <i>Gram Is Coming to My House - Abuelita viene a mi casa</i> <p>Discuss names children call their grandparents.</p>	<ul style="list-style-type: none"> • Read <i>Skidamarink - Es amor</i> <p>Invite children to find their favorite animal family.</p>	<ul style="list-style-type: none"> • Rhyme Grandpa and Me - Mi abuelito y yo <p>Define <i>oodies</i></p>	<ul style="list-style-type: none"> • Story folder "My Aunt Violet" - "Mi tia Violeta" • Rhyme Grandpa and Me - Mi abuelito y yo
Cognitive Development	Closed	<ul style="list-style-type: none"> • Finger play Grandma's Glasses - Los lentes de abuelita <p>Tell children how special are grandparents.</p>	<ul style="list-style-type: none"> • Poem "Family Fun" • "Amor familiar" <p>Read the poem to children one-on-one. Tell the children the things they could enjoy doing with their grandparents..</p>	<ul style="list-style-type: none"> • Teach the ASL for <i>grandma and grandpa</i> <p>Point out that there are many different names people might call their mommy (mother, mom, mama) and daddy (dad)</p>	<ul style="list-style-type: none"> • Family Puzzles • Rompecabezas de la familia <p>Put the family puzzle together</p>
Social Emotional Development	Closed	<ul style="list-style-type: none"> • Grandparent's Love <p>Talk with children about your grandparents.</p> <ul style="list-style-type: none"> • Sing at naptime "Close Your Eyes" - "Cierra tus ojos". 	<ul style="list-style-type: none"> • Rhyme Grandmother Memory Box <p>Teach the rhyme to the children and change kiss to hug.</p>	<ul style="list-style-type: none"> • Grandparent's Love <p>Talk about grandparents love their grandchildren.</p> <ul style="list-style-type: none"> • Sing "Skidamarink." 	<ul style="list-style-type: none"> • Family Albums <p>Look through the Family Photo Album with children. Point out friends and count the members in their family. Discuss the various sizes and types of families.</p>
Physical Development	Closed	<p>Tell children what names you use for grandparents</p> <p>Practice climbing and tunnels.</p>	<ul style="list-style-type: none"> • Family Faces <p>Make family faces</p> <ul style="list-style-type: none"> • Teach the ASL signs for <i>grandma, grandpa, family</i> 	<ul style="list-style-type: none"> • Hide-and-Seek <p>Talk with children about the game.</p>	<ul style="list-style-type: none"> • I'm Going to Grandma's House <p>Place masking tape on the floor and invite children to name means of transportation.</p>
Outdoor Play	Closed	<ul style="list-style-type: none"> • Grandma's Flowers <p>Invite children to help plant seeds in a planter.</p>	<ul style="list-style-type: none"> • Grandma, May I? <p>Encourage the children to do a specific action (jump, take giant steps, etc.) and to say, <i>Grandma may I?</i> • <i>Abuelita, puedo?</i></p>	<ul style="list-style-type: none"> • Grandpa Says <p>Play a version of Simon Says by giving directions to children as if they are from grandpa. For example: Grandpa says jump. Abuelito dice salten.</p>	<ul style="list-style-type: none"> • Grandma's Flowers <p>Invite children to check the plants they planted.</p>

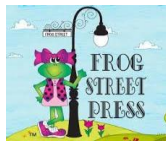
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Music and Movement	Closed	•Frog Street Action Songs- Canciones de accion de Frog Street Sing "Let's Clap Our Hands for Grandma" - "Demos palmadas por la abuelita".	•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "You Are My Sunshine" - "Eres mi luz:"	•Start Smart Songs for 1s, 2s, and 3s Sing "Skidamarink."	•Frog Street Action Songs- Canciones de accion de Frog Street Sing "Let's Clap Our Hands for Grandma" - "Demos palmadas por la abuelita".
Learning Centers	Closed	•Creativity Station Encourage children to "draw" a family portrait that includes grandparents or special friends.	•Library and Listening Place books about grandparents, aunts, uncles, and cousins and invite children to browse through the books.	•Construction Make a card for your grandparents	•Library and Listening Place books about grandparents, aunts, uncles, and cousins and invite children to browse through the books.
Learning Goals	Closed	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)

Lesson Plan for Family and Home • La familia y el hogar - Pets • Mascotas (Week 3)	Date: October 16-20, 2017
Objective: Children will add pets to their study of family and explore how and why pets are considered family members.	Parents as Partners: Send home Parents as Partners Card 7.
English Vocabulary: <i>dog, guinea pig, cat, hermit crab, goldfish, bird, turtle, hamster</i>	Spanish Vocabulary: <i>perro, conejillo de indias, gato, cangrejo ermitano, pez dorado, pajarito, tortuga, hamster</i>
American Sign Language (ASL): <i>dog, guinea pig, cat, hermit crab, goldfish, bird, turtle, hamster</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
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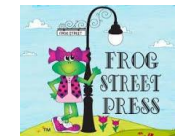
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> • UNITE: Sing "Where, Oh Where Has My Little Dog Gone? " "A donde se ha ido mi perrito?". • CALM: Invite children to pant with you. Breathing helps relax us and the air we take into our lungs keeps us alert. • CONNECT: Ask children about tricks their dogs can do. • BUILD COMMUNITY: Tell children: "Our classroom is a safe place. I will keep you safe and you can help me do this." • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "My Dog Rags" "Mi perro Harapos". • CALM: Invite children to pant with you. For people, this is called <i>carburetor breathing</i>. • CONNECT: Use Max to welcome back children who have been absent. Teach ASL sign <i>hug</i>. • BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "Where, Oh Where Has My Little Dog Gone? " "A donde se ha ido mi perrito?". • CALM: Invite children to pant with you. Breathing helps relax us and the air we take into our lungs keeps us alert. • CONNECT: Ask children about tricks their dogs can do. • BUILD COMMUNITY: Talk with the children about using gentle hands. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "On the First Day of Summer" "En el primer día de verano". • CALM: Ask children to join you imitating how a dog pants. • CONNECT: Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands (paws). • BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Demonstrate gentle hands. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "My Dog Rags" "Mi perro Harapos". • CALM: Ask children to join you imitating how a dog pants. Dog pants when they are nervous or anxious. • CONNECT: Use Max to welcome back children who have been absent. • BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Challenge children to use gentle hands. • Calendar/Weather
Language Development	<ul style="list-style-type: none"> • Read Old Gray Cat You pretend to be the cat and let the children be the mice. Let each child get caught by the cat. Discuss what the cat does and what the mice do. 	<ul style="list-style-type: none"> • Read <i>Just Jasper and Me • Solo Jasper y yo</i> After reading the story a couple of times, ask: <i>What are some of the things that Jasper does? - Cuales son algunas de las cosas que Jasper hace? Where does Jasper sleeps? - Donde duerme Jasper?</i> 	<ul style="list-style-type: none"> • Story folder "A Pet of My Own" • "Mi propia mascota" Display the story props and present the story. Ask: <i>What happened to the lizard Austin tried to keep? - Que paso don la lagartija que Austin trato de tener?</i> 	<ul style="list-style-type: none"> • Discuss behaviors that indicate a dog is happy and those that indicate he is unhappy 	<ul style="list-style-type: none"> • Story folder "A Pet of My Own" • "Mi propia mascota" Display the story props and present the story.
Cognitive Development	<ul style="list-style-type: none"> • Photo activity cards #12 & 13 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for dog, car, goldfish, parakeet, guinea pig, hamster, hermit crab and turtle. 	<ul style="list-style-type: none"> • Provide the Pets and Homes Matching Cards (Patterns CD). Encourage children to match each pet to its home. 	<ul style="list-style-type: none"> • Discuss how cats and dogs are alike and how they are different. • Tell the children the things they could enjoy doing with their pets. 	<ul style="list-style-type: none"> • Lost Dog Hide a stuffed dog in the classroom. Tell children that you have lost your dog and need their help finding him. 	<ul style="list-style-type: none"> • Pet Puzzles • Rompecabezas de las mascotas. Put the pet puzzle together.
Social Emotional Development	<ul style="list-style-type: none"> • Explain how to treat kindly and patiently a pet. • Pet Stories Tell children about pets you have or have had. 	<ul style="list-style-type: none"> • Finger play This Little Kitty - Este gatito Explain that a kitty or kitten is a baby cat. 	<ul style="list-style-type: none"> • Explain how to treat kindly and patiently a pet. • Pet Stories Tell children about pets you have or have had. 	<ul style="list-style-type: none"> • Smart Puppies Explain that a puppy is a baby dog or young dog. Talk about being kind to animals and point out that our pets are dependent on us to feed them and take care of them. 	<ul style="list-style-type: none"> • Doghouse Make a doghouse from an appliance box. Invite children to use the house as a place to cuddle up and look at books. • Explain how to treat kindly and patiently a pet.
Physical Development	<ul style="list-style-type: none"> • Bone Toss Let children take turns tossing a bean bag (bone) into a dog bowl. 	<ul style="list-style-type: none"> • Fly Away Discuss birds as pets, play classical music and invite children to fly to the music. 	<ul style="list-style-type: none"> • Pet Moves Encourage children to imitate animal moves = swim like a goldfish, crawl like a crab, etc. • Teach the ASL for <i>dog, cat, goldfish, parakeet, guinea pig, hamster, hermit crab, and turtle</i>. 	<ul style="list-style-type: none"> • Sing "Fido" • "Fido". Discuss dos tricks. • Teach the ASL for <i>dog - perro</i> 	<ul style="list-style-type: none"> • Cat Moves Invite little ones to pretend to be cats. Show them how to stretch, lie on their backs as if sunning, rub their eyes with their "paws," stalk, pounce, and arch.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor Play	<ul style="list-style-type: none"> • Doggie Tricks Teach children the song "Fido". Discuss dog tricks. Teach the ASL sign for dog (p. 22). Point out that teaching a dog tricks requires patience. It is also easier if you make it fun. 	<ul style="list-style-type: none"> • Chasing Balls Discuss how much dogs love to chase balls. Invite children to pretend to be dogs as they chase after balls you toss. 	<ul style="list-style-type: none"> • Dog and Bone Children sit in a circle and a child walk around the circle with a "bone." 	<ul style="list-style-type: none"> • Chasing Balls Discuss how much dogs love to chase balls. Invite children to pretend to be dogs as they chase after balls you toss. 	<ul style="list-style-type: none"> • Turtle Hunt Hide plastic turtles and frogs in the sand and challenge children to find them.
Music and Movement	<ul style="list-style-type: none"> • Play "Mouret-Rondeau (Classical Guitar)." from the Frog Street CD. Use various instruments and encourage participation 	<ul style="list-style-type: none"> •Sing "The Farmer in the Dell" • "El granjero en el pajar". Frog Street Action Songs- Canciones de accion de Frog Street 	<ul style="list-style-type: none"> •Sing "My Dog Rags" • "Mi perro Harapos". Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street 	<ul style="list-style-type: none"> •Sing "The Farmer in the Dell" • "Vicente en el pajar". Frog Street Action Songs- Canciones de accion de Frog Street 	<ul style="list-style-type: none"> •Sing "My Dog Rags" • "Mi perro Harapos". Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street
Learning Centers	<ul style="list-style-type: none"> •Pretend and Learn Encourage children to add pets to their pretend play. Suggest they bathe, walk, feed, and play with their pets 	<ul style="list-style-type: none"> •Gross Motor Using masking tape to represent a top of a fence. Demonstrate balance and point out that cats have a good sense of balance. 	<ul style="list-style-type: none"> •Creativity Station Show children how to draw cat whiskers using finger paint. 	<ul style="list-style-type: none"> •Gross Motor Using masking tape to represent a top of a fence. Demonstrate balance and point out that cats have a good sense of balance. 	<ul style="list-style-type: none"> •Pretend and Learn Encourage children to add pets to their pretend play. Suggest they bathe, walk, feed, and play with their pets
Learning Goals	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) • Develops a playful interest in repetitive sounds and words (rhythm, rhyme, alliteration) (C.3.b.) • Engages in positive relationships and interactions with adults (B.1.d.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Demonstrates receptive language and expressive language skills and communication strategies (C.1.d.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Demonstrates persistence in learning and discovery (E.2.a.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)



Crème de la Crème
Early Learning Centers of Excellence

Toddler Club Program



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday	
Objective: Children will explore the concept of home including homes for people and homes for animals.			Parents as Partners: Send home Parents as Partners Card 8.			
English Vocabulary: <i>home, apartment, condo, mobile home, tent, fishbowl, doghouse, birdcage</i>			Spanish Vocabulary: <i>casa, departamento, condominio, casa movil, carpa, pecera, casa del perro, jaula</i>			
American Sign Language (ASL): <i>home, apartment, condo, mobile home, tent, fishbowl, doghouse, birdcage</i>						
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday	
Starting the Day	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will be learning about homes. UNITE: Sing "Here We Go 'Round the Mulberry Bush." CALM: Discuss the location and function of water faucets in homes. CONNECT: Name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Some People Live in Big Houses" • "Alguna gente viven en casas grandes". CALM: Demonstrate a calming strategy called Drain. CONNECT: Demonstrate the poem To Market with a partner. BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Do You Know the Muffin Man?" • "Conocen al Sr. Pastel?" CALM: Encourage little ones to try Drain. CONNECT: Demonstrate two greetings: a high five and a handshake. BUILD COMMUNITY: Remind children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Here We Go'Round the Mulberry Bush." CALM: Practice the calming strategy Drain. CONNECT: Use Max to welcome back children who have been absent. BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Demonstrate gentle hands Remind them they are safe at school. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Sing "Some People Live in Big Houses" • "Alguna gente viven en casas grandes." CALM: Review the location and function of water faucets in homes. CONNECT: Demonstrate the poem To Market with a partner. BUILD COMMUNITY: Remind children about using gentle hands. Challenge children to use gentle hands. Calendar/Weather 	
	Language Development	<ul style="list-style-type: none"> Story folder "Sweet Mother" "Dulce mama" Discuss the humor in the story living in a shoe.	<ul style="list-style-type: none"> <i>The Three Little Pigs</i> • <i>Los tres cerditos</i> Read level 1 of the story for the first reading. Ask questions about the story	<ul style="list-style-type: none"> Story folder "The Three Bears" • "Los tres osos" Point out the cottage in the cover of the folder.	<ul style="list-style-type: none"> Story folder "Sweet Mother" "Dulce mama" Discuss the humor in the story living in a shoe. <i>How is a shoe different from a house?</i>	<ul style="list-style-type: none"> <i>The Three Little Pigs</i> • <i>Los tres cerditos</i> Read level 1 of the story for the first reading. Ask questions about the story. <i>Why are the straw houses and stick houses so easy to blow down?</i>
		Cognitive Development	<ul style="list-style-type: none"> Photo Activity Card 14 (homes-hogares) Use the suggestions on the back to practice vocabulary and stimulate discussion. <ul style="list-style-type: none"> Teach the ASL for <i>home</i> Make sure the child understands the vocabulary associated with homes 	<ul style="list-style-type: none"> Photo Activity Cards 15 (apartment, condo-departamento, condominio) and 16 (mobile home, tent - casa movil, carpa) Use the suggestions on the back to practice vocabulary and stimulate discussion. <ul style="list-style-type: none"> Teach the ASL for <i>apartment, tent, mobile home</i> 	<ul style="list-style-type: none"> Finger play How Many? Ask <i>how many people live in your house?</i>	<ul style="list-style-type: none"> Pets and Homes Matching Cards Their homes are places where they feel safe. <ul style="list-style-type: none"> Teach the ASL for <i>fishbowl, doghouse, and birdcage</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Sing "What I Like to Do" • "Lo que me gusta hacer". Talk with little ones about things they do at home for fun. • Sing at naptime "Close Your Eyes" - "Cierra tus ojos". 	<ul style="list-style-type: none"> • Play This Little Piggy • Este cerdito. Teach children how to play using their own toes. • Sing at naptime "Close Your Eyes" - "Cierra tus ojos". 	<ul style="list-style-type: none"> • Stretching Do this little stretching exercise with each child. • Sing at naptime "Close Your Eyes" - "Cierra tus ojos". 	<ul style="list-style-type: none"> • Houses Discuss animal homes and teach the children this finger play. • Sing at naptime "Close Your Eyes" - "Cierra tus ojos". 	<ul style="list-style-type: none"> •Sing "What I Like to Do" • "Lo que me gusta hacer". Talk with little ones about things they do at home for fun. • Sing at naptime "Close Your Eyes" - "Cierra tus ojos".
Physical Development	<ul style="list-style-type: none"> •Finger play Two Little Houses • Dos casitas Discuss the location and function of windows in a house. 	<ul style="list-style-type: none"> •Go In and Out the Windows Have children stand in a circle and play this game. 	<ul style="list-style-type: none"> • Crawl in the Tunnels • Teach the ASL signs for <i>home, apartment</i> 	<ul style="list-style-type: none"> • Hide-and-Seek Talk with children about the game. 	<ul style="list-style-type: none"> •Finger play Two Little Houses • Dos casitas Discuss the location and function of windows in a house.
Outdoor Play	<ul style="list-style-type: none"> • Tent Home Construct a tent from a sheet. 	<ul style="list-style-type: none"> • Animal Homes Take a walk in search of animal homes (bird nests, anthills) 	<ul style="list-style-type: none"> • Box House Decorate the inside of the house. 	<ul style="list-style-type: none"> • Animal Homes Take a walk in search of animal homes (bird nests, anthills) 	<ul style="list-style-type: none"> • Box House Decorate the inside of the house.
Music and Movement	<ul style="list-style-type: none"> •Sing "Some People Live in Big Houses" • Box House Decorate the inside of the house." <i>Alguna gente viven en casas grandes</i>". Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street 	<ul style="list-style-type: none"> •Frog Street Action Songs- Canciones de accion de Frog Street Sing "Go In and Out the Windows" • "Entra y sal por la ventana". 	<ul style="list-style-type: none"> •Sing "Some People Live in Big Houses" • Box House Decorate the inside of the house." <i>Alguna gente viven en casas grandes</i>". Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street 	<ul style="list-style-type: none"> •Frog Street Action Songs- Canciones de accion de Frog Street Sing "Go In and Out the Windows" • "Entra y sal por la ventana". 	<ul style="list-style-type: none"> •Sing "Some People Live in Big Houses" • Box House Decorate the inside of the house." <i>Alguna gente viven en casas grandes</i>". Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street
Learning Centers	<ul style="list-style-type: none"> •Library and Listening Place a sheet over a table to create a tent. Discuss tents. 	<ul style="list-style-type: none"> •Creativity Station Encourage children to create floral arrangements for their homes using floral supplies (plastic). 	<ul style="list-style-type: none"> •Library and Listening Place a sheet over a table to create a tent. Discuss tents. 	<ul style="list-style-type: none"> •Creativity Station Encourage children to create floral arrangements for their homes using floral supplies (plastic). 	<ul style="list-style-type: none"> •Construction Challenge children to build "homes" with blocks and boxes.
Learning Goals	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)