



Infant Class: Infant 2 (6-12 months) and (12-18 months)	Date: July 4-8 Monkeys and Apes
Approach Towards Learning: Curiosity, Persistence. Attention, and Communication	Parents as Partners: Developing Your Baby's Color Palette
English Vocabulary: monkey, banana, gentle, stop	Spanish Vocabulary: mono, atano, carpa, alto
American Sign Language (ASL): <i>monkey, banana, gentle, stop</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Smart Way to Start the Day	<ul style="list-style-type: none"> •Greet each child by name. •UNITE: Fingerplay-Two Little Houses. Show baby the motions to the fingerplay. •CALM: Invite babies the "smell" the flower as the inhale and "blow" out the candle as they exhale. •CONNECT: Name the babies that are absent and send them well wishes. •COMMIT: Using a loving voice tell all the babies in the classroom that they are safe. 	<ul style="list-style-type: none"> •Greet each child by name. •UNITE: Listen to "Puppy Dance." (<i>Frog Street Baby Songs CD</i>) Dance gently with baby. •CALM: Smile at the babies and tell them that you love them. •CONNECT: Name the babies that are absent and send them well wishes. •COMMIT: Put the babies' pictures in the Safekeeper box after you show it to them. 	<ul style="list-style-type: none"> •Greet each child by name. •UNITE: Sing "White Coral Bells," "Blancas campanitas." (<i>Frog Street Baby Songs CD</i>) •CALM: Invite babies the "smell" the flower as the inhale and "blow" out the candle as they exhale. •CONNECT: Welcome back babies that have been absent and tell them that they were missed. •COMMIT: Using a loving voice tell all the babies in the classroom that they are safe. 	<ul style="list-style-type: none"> •Greet each child by name. •UNITE: Sing "Ring Around the Rosie." Change ashes to wishes. Have the children make a wish when they fall. •CALM: Smile at the babies and tell them that you love them. •CONNECT: Welcome back babies that have been absent and tell them that they were missed. •COMMIT: Put the babies' pictures in the Safekeeper box after you show it to them. 	<ul style="list-style-type: none"> •Greet each child by name. •UNITE: Fingerplay-Two Little Houses. Show baby the motions to the fingerplay. •CALM: Smile at the babies and tell them that you love them. •CONNECT: Name the babies that are absent and send them well wishes. •COMMIT: Using a loving voice tell all the babies in the classroom that they are safe.
Language Development	<ul style="list-style-type: none"> •Much to Say (L37) Selecting an interesting toy, sit with a baby and discuss the toy in detail. Point out how it is used, its color, shape, and texture. •OBJ: C.1.c. Watches when others speak and then makes sounds themselves •OBJ: C.2.a. Responds to caregiver's talk by babbling •Hand Me the Ball (L41) Lay a ball, block, and a book on the floor. Ask the infant to hand you the ball. When she is successful handing you the ball ask for the other items. •OBJ: C.1.b. Recognizes names of familiar objects •OBJ: C.1.b. Follows simple requests 	<ul style="list-style-type: none"> •Alliterative Names (L23) Make up alliterative names for each baby, such as Awesome Audrey. Use the names often. Make up names for other things like food as well. •OBJ: C.3.c. Enjoys playing with language-like sounds •Sing, Sing a Song (L47) Sing a familiar song. Stop singing or doing the actions at the end to see if the child can add the missing word or action. If not just keep singing. •OBJ: C.2.c. Begins to repeat words in simple songs and rhymes •OBJ: C.3.c. Imitates body language/sounds during familiar songs, fingerplays, and rhymes. 	<ul style="list-style-type: none"> •Two and Three Dimensions (L26) Display the photo of a rattle. Talk about the rattle. Show the baby the real rattle. Shake the rattle and the photo, talk about which makes noise. Try with the other toy photo cards. •OBJ: C.3.b. Understands that pictures can represent real things in the environment •Shine a Spotlight (L66) Darken the room slightly. Sit with little ones and shine flashlight at furniture (table, chair, crib, etc.). Ask little ones to name the furniture. •OBJ: C.2.a. Tries to name familiar objects •OBJ: C.2.b. Understands and begins to use oral language for conversation and communication 	<ul style="list-style-type: none"> •Much to Say (L37) Selecting an interesting toy, sit with a baby and discuss the toy in detail. Point out how it is used, its color, shape, and texture. •OBJ: C.1.c. Watches when others speak and then makes sounds themselves •OBJ: C.2.a. Responds to caregiver's talk by babbling •Hand Me the Ball (L41) Lay a ball, block, and a book on the floor. Ask the infant to hand you the ball. When she is successful handing you the ball ask for the other items. •OBJ: C.1.b. Recognizes names of familiar objects •OBJ: C.1.b. Follows simple requests 	<ul style="list-style-type: none"> •Alliterative Names (L23) Make up alliterative names for each baby, such as Awesome Audrey. Use the names often. Make up names for other things like food as well. •OBJ: C.3.c. Enjoys playing with language-like sounds •Shine a Spotlight (L66) Darken the room slightly. Sit with little ones and shine flashlight at furniture (table, chair, crib, etc.). Ask little ones to name the furniture. •OBJ: C.2.a. Tries to name familiar objects •OBJ: C.2.b. Understands and begins to use oral language for conversation and communication

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Cognitive Development	<ul style="list-style-type: none"> •Fall Art Project Make footprint ghosts and candy corn on black paper. Have baby paint a black background if you wish. •OBJ: D.1.c. Shows interest in colors, shapes, patterns, and pictures •Imagination in a Box (C66) Give the children a cardboard box to play in. Give suggestions for the box, such as a house, camper, or tent. •OBJ: D.4.a. Uses imitation in pretend play to express creativity and imagination 	<ul style="list-style-type: none"> •Bottle Rollers (C25) Give a baby a bottle roller to roll across the floor. Talk with him about the things in the bottle. Discuss the sounds it makes. •OBJ: D.1.a. Pays attention and exhibits interest in people and objects •OBJ: D.1.b. Hits and kicks toys to make them move •Color Diffusion (C59) Have the children use an eye dropper to drop drops of colored water onto coffee filters. They will need help learning to "squeeze and release." Use those words as you assist. Talk about how the colors run. •OBJ: D.1.b. Uses tools to solve problems •OBJ: D.1.c. Shows interest in colors, shapes, patterns, and pictures 	<ul style="list-style-type: none"> •Rattle Retrieval (C22) Tie a rattle to a high chair. Watch as baby tries to retrieve it and then throws it again and again. •OBJ: D.2.c. Begins to repeat actions to get an effect •OBJ: D.3.b. Looks in right direction for toys dropped or partly hidden by blanket •How Does this Work? (C64) Put several cause-and-effect toys in a bag. Demonstrate the "cause" of each "effect." Teach the associated words, such as wind, turn on, and squeeze. •OBJ: D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen 	<ul style="list-style-type: none"> •Fall Art Project Make footprint ghosts and candy corn on black paper. Have baby paint a black background if you wish. •OBJ: D.1.c. Shows interest in colors, shapes, patterns, and pictures •Imagination in a Box (C66) Give the children a cardboard box to play in. Give suggestions for the box, such as a house, camper, or tent. •OBJ: D.4.a. Uses imitation in pretend play to express creativity and imagination 	<ul style="list-style-type: none"> •Bottle Rollers (C25) Give a baby a bottle roller to roll across the floor. Talk with him about the things in the bottle. Discuss the sounds it makes. •OBJ: D.1.a. Pays attention and exhibits interest in people and objects •OBJ: D.1.b. Hits and kicks toys to make them move •Color Diffusion (C59) Have the children use an eye dropper to drop drops of colored water onto coffee filters. They will need help learning to "squeeze and release." Use those words as you assist. Talk about how the colors run. •OBJ: D.1.b. Uses tools to solve problems •OBJ: D.1.c. Shows interest in colors, shapes, patterns, and pictures
Social Emotional Development	<ul style="list-style-type: none"> •I Love You (SE25) Throughout the day, tell the babies how much you love them. Tell them what makes them special and unique. •OBJ: B.1.c. Engages in positive relationships and interactions with adults •OBJ: B.3.a. Allows a trusted adult to help calm them words and touch •Toe Wiggle (SE52) Have the class take off their shoes and socks and wiggle their toes. Play some music and wiggle to it. •OBJ: B.2.b. Points to and names body parts on themselves and others •OBJ: B.4.a. Reaches out to touch another child's face, hair, or other body parts 	<ul style="list-style-type: none"> •I Love You (SE25) Throughout the day, tell the babies how much you love them. Tell them what makes them special and unique. •OBJ: B.1.c. Engages in positive relationships and interactions with adults •OBJ: B.3.a. Allows a trusted adult to help calm them words and touch •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>). Show them how to hold a baby. •OBJ: B.4.a. Looks back and forth between adult and toy while playing •OBJ: B.4.b. Recognizes and responds to the feelings and emotions of others and begins to show concern 	<ul style="list-style-type: none"> •Photo Cards (SE32) Place a photos of different types of homes in the <u>Frog Street Easel</u> and place it where the children can see. Talk to them about who lives in the different types of houses. •OBJ: B.1.c. Engages in positive relationships and interactions with adults •OBJ: C.3.b. Understands that pictures can represent real things in the environment •My Body Talks (SE64) Say the "My Body Talks" chant with the little ones. Encourage them to mimic your actions. •OBJ: A.2.b. Moves body to achieve a goal •OBJ: D.4.a. Uses imitation in pretend play to express creativity and imagination 	<ul style="list-style-type: none"> •Photo Cards (SE32) Place a photos of different types of homes in the Frog Street Easel and place it where the children can see. Talk to them about who lives in the different types of houses. •OBJ: B.1.c. Engages in positive relationships and interactions with adults •OBJ: C.3.b. Understands that pictures can represent real things in the environment •My Body Talks (SE64) Say the "My Body Talks" chant with the little ones. Encourage them to mimic your actions. •OBJ: A.2.b. Moves body to achieve a goal •OBJ: D.4.a. Uses imitation in pretend play to express creativity and imagination 	<ul style="list-style-type: none"> •Name Game (SE27) Say a baby's name with all its rhyming variations in the "The Name Game." The first sound of a child's name is substituted with the letters, B, F, and M. •OBJ: B.2.b. Turns and looks at caregiver when their name is called •OBJ: C.1.a. Listens with interest to the language of others •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>). Show them how to hold a baby. •OBJ: B.4.a. Looks back and forth between adult and toy while playing •OBJ: B.4.b. Recognizes and responds to the feelings and emotions of others and begins to show concern
Physical Development	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite crawlers to move forward and backward using the directional words "forward" and "backward." •OBJ: A.2.b. Moves body to achieve goal •OBJ: A.2.b. Scoots forward or backward •Ball Kick (P59) Hang a beach ball from the ceiling so that it is 12 inches from the floor. Have babies lie on their backs and try to kick the ball. •OBJ: A.2.a. Develops control of large muscles for movement, navigation, and balance •OBJ: A.2.b moves body to achieve a goal 	<ul style="list-style-type: none"> •My Hands (P36) Read the book <u>Hands</u>. Pause and invite the babies to do the same actions with their hands (clap, touch, pet, squeeze, explore, hug). •OBJ: A.1.c. Begins to develop self-care skills •OBJ: A.3.a. Develops control of small muscles for manipulation and exploration •Walk the Line (P55) Place a line of masking tape on the floor. Challenge little ones to walk the line. Hold the hands of children who are having trouble walking the line. •OBJ: A.2.a. Develops control of large muscles for movement, navigation and balance •OBJ: A.2.b. Moves body to achieve a goal 	<ul style="list-style-type: none"> •My Hands (P36) Read the book Hands. Pause and invite the babies to do the same actions with their hands (clap, touch, pet, squeeze, explore, hug). •OBJ: A.1.c. Begins to develop self-care skills •OBJ: A.3.a. Develops control of small muscles for manipulation and exploration •Walk the Line (P55) Place a line of masking tape on the floor. Challenge little ones to walk the line. Hold the hands of children who are having trouble walking the line. •OBJ: A.2.a. Develops control of large muscles for movement, navigation and balance •OBJ: A.2.b. Moves body to achieve a goal 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite crawlers to move forward and backward using the directional words "forward" and "backward." •OBJ: A.2.b. Moves body to achieve goal •OBJ: A.2.b. Scoots forward or backward •Bubble Chasers (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach the children a bubble song. •OBJ: A.2.a. Develops control of large muscles for movement, navigation, and balance •OBJ: A.2.b. Moves from one position to another while coordinating body movements 	<ul style="list-style-type: none"> •Drop Slot Container (P30) Cut a slit in the lid of a container. Cut circles out of art foam. Show little ones how to slip the circles through the opening. Encourage baby to repeat the activity. •OBJ: A.3.b Picks up and releases objects •Bubble Chasers (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach the children a bubble song. •OBJ: A.2.a. Develops control of large muscles for movement, navigation, and balance •OBJ: A.2.b. Moves from one position to another while coordinating body movements