

Lesson Plans for: Traditional Songs, Itsy Bitsy Spider- Week 2			Date: April 17th-21st	Class: Toddler Club	
Objectives: Children will participate in activities that incorporate traditional songs			Parents as Partners: #34		
English Vocabulary: Spider, up, down, water spout, sun					
Spanish Vocabulary: arana, arriba, abajo, drenaje, sol					
American Sign Language: Spider, up, down, waterspout, sol					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting The Day</b>	<p><b>Unite:</b> Sing "There's a Spider on my Toe"  <b>Calm:</b> Invite children to follow your lead. Crawl your wiggling "spider" fingers up, up, up as you take in a deep breath and then down, down, down as you exhale.  <b>Connect:</b> Name the children who are absent and send them well wishes  <b>Build a Community:</b> Discuss the importance of finishing what we start. Explain that the Itsy Bitsy Spider didn't give up when the rain washed her out</p>	<p><b>Unite:</b> Sing Little Miss Muffet  <b>Calm:</b> Remind children to practice deep breathing by pretending to smell a flower when they inhale and blow out a candle when they exhale.  <b>Connect:</b> Pair children and have them act out the rhyme "Spider Walk and Slide"  <b>Build a Community:</b> Remind children they are safe and pass around the safekeeper box.</p>	<p><b>Unite:</b> Sing "There's a Spider on my Toe"  <b>Calm:</b> Invite children to follow your lead. Crawl your wiggling "spider" fingers up, up, up as you take in a deep breath and then down, down, down as you exhale.  <b>Connect:</b> Name the children who are absent and send them well wishes  <b>Build a Community:</b> Discuss the importance of finishing what we start. Explain that the Itsy Bitsy Spider didn't give up when the rain washed her out</p>	<p><b>Unite:</b> Sing Little Miss Muffet  <b>Calm:</b> Remind children to practice deep breathing by pretending to smell a flower when they inhale and blow out a candle when they exhale.  <b>Connect:</b> Pair children and have them act out the rhyme "Spider Walk and Slide".  <b>Build a Community:</b> Remind children they are safe and pass around the safekeeper box.</p>	<p><b>Unite:</b> Sing "There's a Spider on my Toe"  <b>Calm:</b> Invite children to follow your lead. Crawl your wiggling "spider" fingers up, up, up as you take in a deep breath and then down, down, down as you exhale.  <b>Connect:</b> Name the children who are absent and send them well wishes  <b>Build a Community:</b> Discuss the importance of finishing what we start. Explain that the Itsy Bitsy Spider didn't give up when the rain washed her out</p>
<b>Language Development</b>	<p><b>Itsy Bitsy Spider</b>  Define the words itsy bitsy (very small) and waterspout. Read the rhyme as you present the story props.</p>	<p><b>The Spider and the Toad</b>  Read the story, stopping to invite children to do the suggested movements.</p>	<p><b>Itsy Bitsy Spider</b>  Define the words itsy bitsy (very small) and waterspout. Read the rhyme as you present the story props.</p>	<p><b>The Spider and the Toad</b>  Read the story, stopping to invite children to do the suggested movements.</p>	<p><b>Frog Street Nursery Rhymes</b>  Read "Little Miss Muffet." Discuss Miss Muffet's reaction to the spider. Point out that Miss Muffet had other choices. She could have brushed the spider away or she could have chosen another seat. She didn't have to run away.</p>
<b>Cognitive Development</b>	<p><b>Up and Down</b>  Place plastic spiders in a bottle. Fill the bottle with water. Invite the children to turn the bottle upside down to watch the spiders move.</p>	<p><b>Photo Activity Cards</b>  Present photo activity cards #47 (spider) and #48 (waterspout). Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion.</p>	<p><b>Up and Down</b>  Place plastic spiders in a bottle. Fill the bottle with water. Invite the children to turn the bottle upside down to watch the spiders move.</p>	<p><b>Photo Activity Cards</b>  <i>Present photo activity cards #47 (spider) and #48 (waterspout). Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion.</i></p>	<p><b>Sun Puppets</b>  Give each child a yellow paper plate and crayons. Invite children to draw a face on their sun and then help them glue their sun face to a tongue depressor.</p>
<b>Social Emotional Development</b>	<p><b>Spider Safety</b>  Read the poem "A Bug is for Watching". Talk with children about being safe around bugs. Point out that bugs are fun to watch, but are not meant to be brought inside.</p>	<p><b>Try, Try Again</b>  Discuss the Itsy Bitsy Spider's persistence. Talk about toddler tasks that require persistence, such as using a fork, putting on shoes, pedaling a bike and finishing a puzzle.</p>	<p><b>Spider Safety</b>  Read the poem "A Bug is for Watching". Talk with children about being safe around bugs. Point out that bugs are fun to watch, but are not meant to be brought inside.</p>	<p><b>Try, Try Again</b>  Discuss the Itsy Bitsy Spider's persistence. Talk about toddler tasks that require persistence, such as using a fork, putting on shoes, pedaling a bike and finishing a puzzle.</p>	<p><b>Paper Plate Spiders</b>  Give each child a white paper plate and eight construction paper legs. Help children glue the legs on their spider. Invite children to use crayons to draw eyes on their spiders.</p>

<b>Music and Movement</b>	Little Miss Muffet & One Elephant	There's a Spider on My Toe	Little Miss Muffet & One Elephant	There's a Spider on My Toe	Itsy Bitsy Spider
<b>Physical Development</b>	<b>Spider Walk</b> Invite children to be four legged spiders. Have them bend over and walk around the room with their hands on the ground and their legs straight.	<b>Elephant s and Spiders</b> Compare elephants to spiders using photo activity cards #47 (spider) and #66 (elephant). Ask children which animal has the most legs, ask children which animal is bigger.	<b>Spider Walk</b> Invite children to be four legged spiders. Hsve them bend over and walk around the room with their hands on the ground and their legs straight.	<b>Elephant s and Spiders</b> Compare elephants to spiders using photo activity cards #47 (spider) and #66 (elephant). Ask children which animal has the most legs, ask children which animal is bigger.	<b>Finger Paint Spiders</b> Place finger paint directly on a table. Invite children to draw spiders in finger paint.
<b>Outdoor Learning</b>	<b>Wash the Spider Out</b> Place a small plastic spider on the sidewalk. Invite children to use a spray bottle filled with water to wash the spider out.	<b>Bubble Watch</b> Use bubble soap to blow bubbles. Invite children to watch the bubbles float up and down. <b>Teach ASL Up and Down</b>	<b>Wash the Spider Out</b> Place a small plastic spider on the sidewalk. Invite children to use a spray bottle filled with water to wash the spider out.	<b>Bubble Watch</b> Use bubble soap to blow bubbles. Invite children to watch the bubbles float up and down. <b>Teach ASL Up and Down</b>	<b>House Inspection</b> Take a walk around the school and search for gutters and water spouts. Explain how gutters collect rain and waterspouts bring it down from the roof in a big "whoosh".
<b>Learning Goals</b>	Develops reponsive and reciprocal communication skills, such as turn taking (B.4.e.) Develops a playful interest in repetitive sounds and words (C.3.b.) Pays attention and exhibits curiosity in people and objects (D.1.a.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Begins to develop interests and skills related to numbers and counting (D.2.f.) Develops Knowledge of the natural enviroment (D.1.g.)	Shows confidence in increasing abilities (B.2.c.) Develops control of large muscles for movement (A.2.a.) Makes things happen and watches for results (D.1.d) Develops an ability to be creative and expressive through art (D.5.b.) Coordinates eye and hand movements (A.3.c.)	Develops reponsive and reciprocal communication skills, such as turn taking (B.4.e.) Develops a playful interest in repetitive sounds and words (C.3.b.) Pays attention and exhibits curiosity in people and objects (D.1.a.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Begins to develope interests and skills related to numbers and counting (D.2.f.) Develops Knowledge of the natural enviroment (D.1.g.)	Shows confidence in increasing abilities (B.2.c.) Develops control of large muscles for movement (A.2.a.) Makes things happen and watches for results (D.1.d) Develops an ability to be creative and expressive throu art (D.5.b.) Coordinates eye and hand movements (A.3.c.)	Develops reponsive and reciprocal communication skills, such as turn taking (B.4.e.) Develops a playful interest in repetitive sounds and words (C.3.b.) Pays attention and exhibits curiosity in people and objects (D.1.a.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Begins to develope interests and skills related to numbers and counting (D.2.f.) Develops Knowledge of the natural enviroment (D.1.g.)

Lesson Plans for: Traditional Songs- The Wheels On The Bus- Week 3			Date: April 24th- April 28th	Class: Toddler Club	
Objectives: Children will participate in activities that spring from the song's lyrics			Parents as Partners: #35		
English Vocabulary: Bus, Wheels, Bus Driver, Windshield Wipers, Travel					
Spanish Vocabulary: Autobus, Llantas, Conductor Del Autobus, Limpiaparabrisas, Viajar					
American Sign Language: Bus, Wheels, Bus Driver, Windshield Wipers, Travel					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting The Day	<p><b>Unite:</b> Sing City Travel  <b>Calm:</b> Do a breathing activity that corresponds to the people on the bus bumping up and down.  <b>Connect:</b> Name the children who are absent and send them well wishes.  <b>Build a Community:</b> Remind children they are safe and pass around the safekeeper box.</p>	<p><b>Unite:</b> Sing I'm a Little Hunk of Tin  <b>Calm:</b> Demonstrate taking a deep breath as you lift your body up and exhaling as you lower your body.  <b>Connect:</b> Discuss waiting for your turn when getting on a bus. Point out that there is often a crowd of people who want to get on.  <b>Build a Community:</b> Discuss the etiquette we use when riding on a bus, such as saying "excuse me".</p>	<p><b>Unite:</b> Sing City Travel  <b>Calm:</b> Do a breathing activity that corresponds to the people on the bus bumping up and down.  <b>Connect:</b> Name the children who are absent and send them well wishes.  <b>Build a Community:</b> Remind children they are safe and pass around the safekeeper box.</p>	<p><b>Unite:</b> Sing I'm a Little Hunk of Tin <b>Calm:</b> Demonstrate taking a deep breath as you lift your body up and exhaling as you lower your body.  <b>Connect:</b> Discuss waiting for your turn when getting on a bus. Point out that there is often a crowd of people who want to get on.  <b>Build a Community:</b> Discuss the etiquette we use when riding on a bus, such as saying "excuse me".</p>	<p><b>Unite:</b> Sing City Travel  <b>Calm:</b> Do a breathing activity that corresponds to the people on the bus bumping up and down.  <b>Connect:</b> Name the children who are absent and send them well wishes.  <b>Build a Community:</b> Remind children they are safe and pass around the safekeeper box.</p>
Language Development	<p><b>The Wheels On The Bus</b>  Tell children that this story has some of the same verses as the song. Read the book. Help children expand their vocabulary by telling them that money on the bus is called bus fare and the people on the bus are called passengers.</p>	<p><b>My Aunt Violet</b>  Read the story as you display the story props. Point out that in this story the wagon is used to move things from one place to another but a wagon is also a way that people travel from one place to another. Ask children about their experiences riding in a wagon.</p>	<p><b>The Wheels On The Bus</b>  Tell children that this story has some of the same verses as the song. Read the book. Help children expand their vocabulary by telling them that money on the bus is called bus fare and the people on the bus are called passengers.</p>	<p><b>My Aunt Violet</b>  Read the story as you display the story props. Point out that in this story the wagon is used to move things from one place to another but a wagon is also a way that people travel from one place to another. Ask children about their experiences riding in a wagon.</p>	<p><b>Circle</b>  Read the book and remind children that the wheels on a bus are circles. Read the text in the book that points out that Cindy Circle goes around and around just like the wheels on the bus do. Ask children to name other things that are round.</p>
Cognitive Development	<p><b>Photo Activity Cards</b>  Present photo activity cards: #49 (bus) and #50 (bus driver). Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. <b>Teach ASL Wheel, Bus</b></p>	<p><b>Slotted Cans</b>  Invite children to drop coins into slotted cans to hear the money go "clink, clink."</p>	<p><b>Photo Activity Cards</b>  Present photo activity cards: #49 (bus) and #50 (bus driver). Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. <b>Teach ASL Wheel, Bus</b></p>	<p><b>Slotted Cans</b>  <i>Invite children to drop coins into slotted cans to hear the money go "clink, clink."</i></p>	<p><b>Wheel Tracks</b>  Invite children to roll small toy cars through a pan of paint and then roll onto a piece of paper. Draw children's attention to the tracks that the wheels make on the paper</p>
Social Emotional Development	<p><b>Crying Babies</b>  Remind children of the verse: The babies on the bus go "Wah. Wah, Wah." Ask children to name things we can do to calm a crying baby. Encourage children to try some of these calming activities with baby dolls.</p>	<p><b>Bus Behavior</b>  Ask children what they remember from earlier discussions about bus safety and rules for riding a bus. Read the poem "Bus Ride". Extend the discussion to include proper ways to behave when riding a bus.</p>	<p><b>Crying Babies</b>  Remind children of the verse: The babies on the bus go "Wah. Wah, Wah." Ask children to name things we can do to calm a crying baby. Encourage children to try some of these calming activities with baby dolls.</p>	<p><b>Bus Behavior</b>  Ask children what they remember from earlier discussions about bus safety and rules for riding a bus. Read the poem "Bus Ride". Extend the discussion to include proper ways to behave when riding a bus.</p>	<p><b>Getting There</b>  Remind children that riding a bus is one way of getting from one place to another. <b>Teach ASL Travel.</b> Point out that walking is also a way to get to one place to another. Teach children the poem "Walk, Walk, Walk Your Feet."</p>

<b>Music and Movement</b>	The Wheels on the Bus	City Travel & Windshield Wipers	The Wheels on the Bus	City Travel & Windshield Wipers	I'm a Little Hunk of Tin
<b>Physical Development</b>	<b>Rolling Wheels</b> Invite children to roll the cardboard wheels on table tops. Place two parallel strips of masking tape to create a road.	<b>Windshield Wipers</b> Have children lie on the floor and move their arms and legs like windshield wipers as you sing this song. <b>Teach ASL Whindshield Wipers</b>	<b>Rolling Wheels</b> Invite children to roll the cardboard wheels on table tops. Place two parallel strips of masking tape to create a road.	<b>Windshield Wipers</b> Have children lie on the floor and move their arms and legs like windshield wipers as you sing this song. <b>Teach ASL Whindshield Wipers</b>	<b>Play Dough</b> Show children how to flatten play dough and use circular cutters to cut out wheels.
<b>Outdoor Learning</b>	<b>Tricycle Wheels</b> Turn tricycle upside down and invite children to examine the wheels. <b>Teach ASL Wheels</b>	<b>Bus Search</b> Go outside to take a close look at the bus parts mentioned in the song.	<b>Tricycle Wheels</b> Turn tricycle upside down and invite children to examine the wheels. Teach ASL Wheels	<b>Bus Search</b> Go outside to take a close look at the bus parts mentioned in the song.	<b>Rolling Tires</b> With a hula hoop, show children how to roll a tire round and round.
<b>Learning Goals</b>	Develops responsive and reciprocal communication skills (B.4.e.) Demonstrates receptive language and expressive language skills (C.1.d.) Shows interest in songs, rhymes, and stories (C.3.a.) Develops an expectation that words, books, and pictures can amuse delight, comfort, inform and excite (C.3.d.) Uses imitation in pretend play to express creativity and imagination (D.4.b.)	Develops emerging skills in caring and cooperation (B.4.f.) Listens with interest to language of others (C.1.a.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Develops control of small muscles for manipulation and exploration (A.3.b.)	Develops responsive and reciprocal communication skills (B.4.e.) Demonstrates receptive language and expressive language skills (C.1.d.) Shows interest in songs, rhymes, and stories (C.3.a.) Develops an expectation that words, books, and pictures can amuse delight, comfort, inform and excite (C.3.d.) Uses imitation in pretend play to express creativity and imagination (D.4.b.)	Develops emerging skills in caring and cooperation (B.4.f.) Listens with interest to language of others (C.1.a.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Develops control of small muscles for manipulation and exploration (A.3.b.)	Develops responsive and reciprocal communication skills (B.4.e.) Demonstrates receptive language and expressive language skills (C.1.d.) Shows interest in songs, rhymes, and stories (C.3.a.) Develops an expectation that words, books, and pictures can amuse delight, comfort, inform and excite (C.3.d.) Uses imitation in pretend play to express creativity and imagination (D.4.b.)

Lesson Plans for: Traditional Songs- Five Little Ducks- Week 4				Date: May 1st - 5th	Class: Toddler Club
Objectives: Children will participate in activities that spring from the song's lyrics			Parents as Partners: # 36		
English Vocabulary: Duck, Five, Feather, Birthday, Party					
Spanish Vocabulary: Pato, Cinco, Pluma, Cumpleanos, fiesta					
American Sign Language: Duck, Five, Feather, Birthday, Party					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting The Day</b>	<p><b>Unite:</b> Sing Little Ducky Duddle  <b>Calm:</b> Tell children that today we will do our calming breathing while pretending to be ducks eating from the bottom of the pond.  <b>Connect:</b> Name children who are absent and send them well wishes.  <b>Build a Community:</b> Discuss the importance of responding when somebody is speaking to you.</p>	<p><b>Unite:</b> Sing Five Little Ducks  <b>Calm:</b> Demonstrate how a duck ducks its head under water when looking for food at the bottom of the pond. Inhale, duck your head, lift your head and exhale.  <b>Connect:</b> Use Max to welcome back children who have been absent.  <b>Build a Community:</b> Remind children they are safe and pass around the safekeeper box.</p>	<p><b>Unite:</b> Sing Little Ducky Duddle  <b>Calm:</b> Tell children that today we will do our calming breathing while pretending to be ducks eating from the bottom of the pond.  <b>Connect:</b> Name children who are absent and send them well wishes.  <b>Build a Community:</b> Discuss the importance of responding when somebody is speaking to you.</p>	<p><b>Unite:</b> Sing Five Little Ducks  <b>Calm:</b> Demonstrate how a duck ducks its head under water when looking for food at the bottom of the pond. Inhale, duck your head, lift your head and exhale.  <b>Connect:</b> Use Max to welcome back children who have been absent.  <b>Build a Community:</b> Remind children they are safe and pass around the safekeeper box.</p>	<p><b>Unite:</b> Sing Little Ducky Duddle  <b>Calm:</b> Tell children that today we will do our calming breathing while pretending to be ducks eating from the bottom of the pond.  <b>Connect:</b> Name children who are absent and send them well wishes.  <b>Build a Community:</b> Discuss the importance of responding when somebody is speaking to you.</p>
<b>Language Development</b>	<p><b>Five Little Ducks</b>  Show children the book cover and read the title. Ask children what they think the story is about. Tell them that this story has a surprise. Read the story. <b>Teach ASL Five Little Ducks.</b> Ask children how they celebrate birthdays. <b>Teach ASL Birthday.</b></p>	<p><b>The Runaway Cookie</b>  Use the story props to retell this story of the runaway cookies introduced in theme 8. Challenge children to find the cookie that is shaped like a duck. <b>Review ASL Duck.</b></p>	<p><b>Five Little Ducks</b>  Show children the book cover and read the title. Ask children what they think the story is about. Tell them that this story has a surprise. Read the story. <b>Teach ASL Five Little Ducks.</b> Ask children how they celebrate birthdays. <b>Teach ASL Birthday.</b></p>	<p><b>The Runaway Cookie</b>  Use the story props to retell this story of the runaway cookies introduced in theme 8. Challenge children to find the cookie that is shaped like a duck. <b>Review ASL Duck.</b></p>	<p><b>I Saw a Ship A-Sailing</b>  There are several words in this Mother Goose rhyme that will be defined to children. Pause as you come across these words and tell children their meaning. <b>Laden:</b> carrying a load <b>Thee:</b> you <b>Hold:</b> the part if a ship where cargo is stored <b>Mast:</b> Long pole rising from the deck of the ship.</p>
<b>Cognitive Development</b>	<p><b>Photo Activity Card</b>  Present photo activity card #61 (duck). Use the suggestions on the back of the card to practice vocabulary and stimulate discussion.</p>	<p><b>Feather Moving</b>  Challenge children to move a feather across a table without using their hands. Suggest that children fan a paper plate or blow into a toilet paper tube to blow the feather.  <b>Review ASL Feather</b></p>	<p><b>Photo Activity Card</b>  Present photo activity card #61 (duck). Use the suggestions on the back of the card to practice vocabulary and stimulate discussion.</p>	<p><b>Feather Moving</b>  Challenge children to move a feather across a table without using their hands. Suggest that children fan a paper plate or blow into a toilet paper tube to blow the feather. <b>Review ASL Feather</b></p>	<p><b>Duck Puppets</b>  Invite children to retell the story or song of the five little ducks using duck stick puppets.</p>
<b>Social Emotional Development</b>	<p><b>Duck Feet</b>  Have children look at their feet and then look at a duck's foot, and make a comparison. Explain that ducks have webbed feet. Their webbed feet help them paddle in the water. Point out that ducks feet point inward when they walk. Demonstrate walking like a duck.</p>	<p><b>Floater and Droppers</b>  Provide a collection of floaters (tissue paper, feathers, leaves) and droppers (blocks, crayons). Encourage children to drop the objects one at a time into a box to determine if they fall to the ground or float down slowly. Ask: are duck feathers, floaters or droppers.</p>	<p><b>Duck Feet</b>  Have children look at their feet and then look at a duck's foot, and make a comparison. Explain that ducks have webbed feet. Their webbed feet help them paddle in the water. Point out that ducks feet point inward when they walk. Demonstrate walking like a duck.</p>	<p><b>Floater and Droppers</b>  Provide a collection of floaters (tissue paper, feathers, leaves) and droppers (blocks, crayons). Encourage children to drop the objects one at a time into a box to determine if they fall to the ground or float down slowly. Ask: are duck feathers, floaters or droppers.</p>	<p><b>Tickle Games</b>  Play tickle games such as this one (round the lake), with a craft feather. Move feather around child's palm, move feather up child's arm, tickle child's neck</p>

<b>Music and Movement</b>	Five Little Ducks & Goody Moody	Six White Ducks	Five Little Ducks & Goody Moody	Six White Ducks	Stars and Stripes Forever
<b>Physical Development</b>	<b>A Feather on my Back</b> Place an 8 inch strip of masking tape in the floor. Invite children to crawl along the line with a craft feather on their back. <b>Teach ASL feather.</b>	<b>Flap Your Wings</b> Give each child two paper plates. Invite children to place one plate in each hand and flap their "wings" to fast music and slow music.	<b>A Feather on my Back</b> Place an 8 inch strip of masking tape in the floor. Invite children to crawl along the line with a craft feather on their back. <b>Teach ASL feather.</b>	<b>Flap Your Wings</b> Give each child two paper plates. Invite children to place one plate in each hand and flap their "wings" to fast music and slow music.	<b>Ducky Hockey Pokey</b> Invite children to do the hockey pokey using duck body parts. Explain the function of each part. For Example, webbed feet help ducks move faster through the water. Ducks use their bill to forage the bottom of the pond for food.
<b>Outdoor Learning</b>	<b>Keep The Feather Up</b> Give each child a craft feather. Challenge children to blow the feather up in the air.	<b>Duck Search</b> Hide rubber ducks on the playground and challenge children to find them.	<b>Keep The Feather Up</b> Give each child a craft feather. Challenge children to blow the feather up in the air.	<b>Duck Search</b> Hide rubber ducks on the playground and challenge children to find them.	<b>Duck Duck Goose</b> Have children sit in a circle. Walk around the outside of the circle tapping each player on the head and saying "duck" until eventually tapping one player's head and saying "goose".
<b>Learning Goals</b>	Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) Develops an ability to be active and expressive through a variety of activities, such as play (D.5.b.) Develops the attitude of an explorer (D.1.e.) Develops an increasing ability to keep a steady beat through chants, dancing and movement to rhythmic patterns (A.2.f.)	Develops the inclination and ability to communicate, pay attention, and respond to others (B.3.f.) Engages with books (C.3.c) Develops increasing knowledge in syntax (C.1.f.) Searches for missing or hidden objects (D.3.b.)	Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) Develops an ability to be active and expressive through a variety of activities, such as play (D.5.b.) Develops the attitude of an explorer (D.1.e.) Develops an increasing ability to keep a steady beat through chants, dancing and movement to rhythmic patterns (A.2.f.)	Develops the inclination and ability to communicate, pay attention, and respond to others (B.3.f.) Engages with books (C.3.c) Develops increasing knowledge in syntax (C.1.f.) Searches for missing or hidden objects (D.3.b.)	Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) Develops an ability to be active and expressive through a variety of activities, such as play (D.5.b.) Develops the attitude of an explorer (D.1.e.) Develops an increasing ability to keep a steady beat through chants, dancing and movement to rhythmic patterns (A.2.f.)

Lesson Plans for: Traditional Songs- Twinkle, Twinkle Little Star- Week One			Date: April 10th-14th	Class: Toddler Club	
Objectives: Children will sing and participate in activities that spring from the song lyrics			Parents as Partners: 33		
English Vocabulary: Star, Twinkle, Wonder, World, Diamond, Night					
Spanish Vocabulary: Estrella, Brillar, Preguntarse, Mondo, Diamante, Noche					
American Sign Language: Star, Twinkle, Wonder, World, Diamond, Night					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting The Day</b>	<p><b>Unite:</b> Sing Twinkle, Twinkle Little Star  <b>Calm:</b> Invite children to perform the S.T.A.R relaxation strategy. Smile Take a deep breath And Relax.  <b>Connect:</b> Name children who are absent and send them well wishes.  <b>Build a Community:</b> Remind children they are safe and pass around safekeeper box</p>	<p><b>Unite:</b> Sing "Sweetly Sing the Bright Stars"  <b>Calm:</b> teach children breathing activity by having them pretend to smell a flower to inhale and blow out a candle to exhale.  <b>Connect:</b> Use Max to welcome back children who have been absent  <b>Build a Community:</b> Discuss ways children can calm down when they are upset: Use the S.T.A.R. strategy. Go to a safe place. Find a caregiver.</p>	<p><b>Unite:</b> Sing Twinkle, Twinkle Little Star  <b>Calm:</b> Invite children to perform the S.T.A.R relaxation strategy. Smile Take a deep breath And Relax.  <b>Connect:</b> Name children who are absent and send them well wishes.  <b>Build a Community:</b> Remind children they are safe and pass around safekeeper box</p>	<p><b>Unite:</b> Sing "Sweetly Sing the Bright Stars"  <b>Calm:</b> teach children breathing activity by having them pretend to smell a flower to inhale and blow out a candle to exhale.  <b>Connect:</b> Use Max to welcome back children who have been absent  <b>Build a Community:</b> Discuss ways children can calm down when they are upset: Use the S.T.A.R. strategy. Go to a safe place. Find a caregiver.</p>	<p><b>Unite:</b> Sing Twinkle, Twinkle Little Star  <b>Calm:</b> Invite children to perform the S.T.A.R relaxation strategy. Smile Take a deep breath And Relax.  <b>Connect:</b> Name children who are absent and send them well wishes.  <b>Build a Community:</b> Remind children they are safe and pass around safekeeper box</p>
<b>Language Development</b>	<p><b>Twinkle, Twinkle Little Star</b>  Read the story. Show children a globe, and point out that stars are high above the world and go around it. <b>Teach ASL, World, Twinkle, Wonder.</b></p>	<p><b>The Special Surprise</b>  Cut an apple in half and show children the star inside. Allow children to hold the apple before and after it is cut. Discuss the color, texture, and smell of the apple.</p>	<p><b>Twinkle, Twinkle Little Star</b>  Read the story. Show children a globe, and point out that stars are high above the world and go around it. <b>Teach ASL, World, Twinkle, Wonder.</b></p>	<p><b>The Special Surprise</b>  Cut an apple in half and show children the star inside. Allow children to hold the apple before and after it is cut. Discuss the color, texture, and smell of the apple.</p>	<p><b>Star</b>  Read the story and ask children if they remember hearing this story, first introduced in theme 6. Ask children where they see stars.</p>
<b>Cognitive Development</b>	<p><b>Photo Activity Cards</b>  Present Photo activity card: #41. Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. <b>Teach ASL, Star, Night</b></p>	<p><b>Twinkling Lights</b>  Have children use glow in the dark paint and paint brushes to paint stars on black bulletin board paper.</p>	<p><b>Photo Activity Cards</b>  Present Photo activity card: #41. Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. <b>Teach ASL, Star, Night</b></p>	<p><b>Twinkling Lights</b>  <i>Have children use glow in the dark paint and paintbrushes to paint stars on black bulletin board paper.</i></p>	<p><b>Count the Stars</b>  Provide star gel bags and the numeral cards 1-3. Have children count the stars in the gel bags and match them to the appropriate numeral cards. Teach children the counting rhyme.</p>
<b>Social Emotional Development</b>	<p><b>Star Light</b>  Give each child a star wand. Invite children to wave their wands as you recite the rhyme. Make a wish and then have children make a wish.</p>	<p><b>Be Very Quiet</b>  Review this rhyme introduced in theme 1. Discuss busy hands and sleepy eyes. Have children drop 7 giant wiggly eyes onto a paper plate and then determine which eyes are awake (eyes facing up) and which eyes are sleeping (eyes facing down).</p>	<p><b>Star Light</b>  Give each child a star wand. Invite children to wave their wands as you recite the rhyme. Make a wish and then have children make a wish.</p>	<p><b>Be Very Quiet</b>  Review this rhyme introduced in theme 1. Discuss busy hands and sleepy eyes. Have children drop 7 giant wiggly eyes onto a paper plate and then determine which eyes are awake (eyes facing up) and which eyes are sleeping (eyes facing down).</p>	<p><b>Goodnight</b>  Read the poem. Talk about goodnight tunes and how mommy and daddy tucks them into bed.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Music and Movement</b>	Twinkle, Twinkle Little Star & Star	Rock-a-Bye-Baby & The wheels on The Bus	Twinkle, Twinkle Little Star & Star	Rock-a-Bye-Baby & The wheels on The Bus	Sweetly Sing Bright Stars
<b>Physical Development</b>	<b>Hidden Stars</b> Hide construction paper stars around the classroom and invite children to find them	<b>Nighttime Dance</b> Invite children to perform a nighttime dace. Give each child a streamer to wave gently to lullaby music	<b>Hidden Stars</b> Hide construction paper stars around the classroom and invite children to find them	<b>Nighttime Dance</b> Invite children to perform a nighttime dace. Give each child a streamer to wave gently to lullaby music	<b>Stop-and-Go-Stars</b> Place the stop and go stars on the floor to create a pathway pattern. Postion stars close enough together so children will be able to jump from one star to the next.
<b>Outdoor Learning</b>	<b>Catch a Falling Star</b> Draw small stars on self adhesive shelf paper and cut them out. Attach one star to each beanbag. Call a child's name as you toss a beanbag for that child to catch.	<b>Star Search</b> Play this game as you would play hide-and -seek. Have children pretend to be stars while you are the moon looking for them to light up the night sky with you.	<b>Catch a Falling Star</b> Draw small stars on self adhesive shelf paper and cut them out. Attach one star to each beanbag. Call a child's name as you toss a beanbag for that child to catch.	<b>Star Search</b> Play this game as you would play hide-and -seek. Have children pretend to be stars while you are the moon looking for them to light up the night sky with you.	<b>Star, Star, Moon</b> Play Star, Star, Moon as you would play Duck, Duck, Goose
<b>Learning Goals</b>	Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) Listens with interest to language of others (C.1.a.) Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) Coordinates eye and hand movement (A.3.c.) Develops increasing ability to change positions and move body from place to place (A.2.b.)	Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.) Engages with stories and books (C.3.c.) Begins to develop interests and skills related to numbers and counting (D.2.f.) Begins to learn and internalize rules, routines, and directions (B.3.e) Develops control of large muscles for movement, navigation, and balance (A.2.a.)	Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) Listens with interest to language of others (C.1.a.) Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) Coordinates eye and hand movement (A.3.c.) Develops increasing ability to change positions and move body from place to place (A.2.b.)	Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.) Engages with stories and books (C.3.c.) Begins to develop interests and skills related to numbers and counting (D.2.f.) Begins to learn and internalize rules, routines, and directions (B.3.e) Develops control of large muscles for movement, navigation, and balance (A.2.a.)	Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) Listens with interest to language of others (C.1.a.) Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) Coordinates eye and hand movement (A.3.c.) Develops increasing ability to change positions and move body from place to place (A.2.b.)