

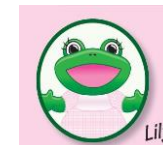
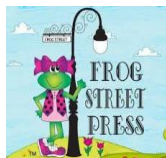
Infant Class: Infant A		Date: Jan 22-26			
Approach Towards Learning: Communication, Attention, Persistence, Curiosity		Parents as Partners: Encourage Language Skills			
English Vocabulary: Eyes		Spanish Vocabulary: Ojos			
American Sign Language (ASL): Eyes					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Unite- Sing "Hush little Baby" Calm play "Rock-a-bye baby" Connect-Sing "Good Morning to You" Commit- I can, Can you?	Unite- Sing "You are my sunshine" Calm play "Say, Say oh baby" Connect-Sing "Ring around the Rosie" Commit- We use listening ears	Unite- Sing "Hush little Baby" Calm play "Rock-a-bye baby" Connect-Sing "Good Morning to You" Commit- I can, Can you?	Unite- Sing "You are my sunshine" Calm play "Say, Say oh baby" Connect-Sing "Ring around the Rosie" Commit- We use listening ears	Unite- Sing "Hush little Baby" Calm play "Rock-a-bye baby" Connect-Sing "Good Morning to You" Commit- I can, Can you?
Language Development	Rhyme Time L1 C.1.a. Turns towards caregiver's voice C.2.b. Smiles when spoken to Recite one of your favorite nursery rhymes (or use one below) while changing a baby's diaper, while feeding her, or anytime throughout the day. Can you make her smile?	Begin with a Whisper L8 C.1.b. Respond to different tones of voice Sing a short song, such as "Row, Row, Row Your Boat," in a whisper and gradually sing a little louder each time you begin the song again until you reach a normal voice level. Use the Frog Street Baby Songs CD to learn the song but be sure to sing the song to babies your own voice.	Rhyme Time L1 C.1.a. Turns towards caregiver's voice C.2.b. Smiles when spoken to Recite one of your favorite nursery rhymes (or use one below) while changing a baby's diaper, while feeding her, or anytime throughout the day. Can you make her smile?	Begin with a Whisper L8 C.1.b. Respond to different tones of voice Sing a short song, such as "Row, Row, Row Your Boat," in a whisper and gradually sing a little louder each time you begin the song again until you reach a normal voice level. Use the Frog Street Baby Songs CD to learn the song but be sure to sing the song to babies your own voice.	Rhyme Time L1 C.1.a. Turns towards caregiver's voice C.2.b. Smiles when spoken to Recite one of your favorite nursery rhymes (or use one below) while changing a baby's diaper, while feeding her, or anytime throughout the day. Can you make her smile?
Cognitive Development	Jingle, Jingle C7 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. Act: Open a small slit in the seam of a scrunchies and insert jingle bells then close.	Change it up C16 D.1.a Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen	Jingle, Jingle C7 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. Act: Open a small slit in the seam of a scrunchies and insert jingle bells then close.	Change it up C16 D.1.a Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen	Jingle, Jingle C7 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. Act: Open a small slit in the seam of a scrunchies and insert jingle bells then close.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<p>Follow That Toy SE10 B.4.a. Watches others and tracks their behavior E.3.a. Demonstrates the ability to carry out or follow through simple tasks. Lay a baby on her back. Select a couple of interesting items to slowly move toward or across in front of her. Tracking an object will</p>	<p>Greetings SE12 B.2.b. Turns and looks at caregiver when their name is called. Make up a greeting for each child. Use the greeting when the child arrives and throughout the day. Sing songs, and insert a child's name.</p>	<p>Follow That Toy SE10 B.4.a. Watches others and tracks their behavior E.3.a. Demonstrates the ability to carry out or follow through simple tasks. Lay a baby on her back. Select a couple of interesting items to slowly move toward or across in front of her. Tracking an object will help the baby learn to focus her eyes</p>	<p>Greetings SE12 B.2.b. Turns and looks at caregiver when their name is called. Make up a greeting for each child. Use the greeting when the child arrives and throughout the day. Sing songs, and insert a child's name.</p>	<p>Follow That Toy SE10 B.4.a. Watches others and tracks their behavior E.3.a. Demonstrates the ability to carry out or follow through simple tasks. Lay a baby on her back. Select a couple of interesting items to slowly move toward or across in front of her. Tracking an object will help the baby learn to focus her eyes</p>
Physical Development	<p>Tracking P3 A.2.a. Turns head from side to side A.3.a. Looks at and follows faces and objects with eyes. ACT: Hold a rattle in front of the baby. Once you see that he has the rattle in sight move it slowly across his body to see if he follows.</p>	<p>Baby's Hokey Pokey P16 A.2.a. Develops control of large muscles for movement, navigation, and balance A.2.b. Moves body to achieve a goal. Play "baby hokey pokey. Follow the directions. Have the baby move to the song</p>	<p>Tracking P3 A.2.a. Turns head from side to side A.3.a. Looks at and follows faces and objects with eyes. ACT: Hold a rattle in front of the baby. Once you see that he has the rattle in sight move it slowly across his body to see if he follows.</p>	<p>Baby's Hokey Pokey P16 A.2.a. Develops control of large muscles for movement, navigation, and balance A.2.b. Moves body to achieve a goal. Play "baby hokey pokey. Follow the directions. Have the baby move to the song</p>	<p>Tracking P3 A.2.a. Turns head from side to side A.3.a. Looks at and follows faces and objects with eyes. ACT: Hold a rattle in front of the baby. Once you see that he has the rattle in sight move it slowly across his body to see if he follows.</p>



Infant Class: Infant B			Date: Jan 8-12		
Approach Towards Learning: Communication, Attention, Persistence, Curiosity			Parents as Partners: Encourage Language Skills		
English Vocabulary: Love			Spanish Vocabulary: amor		
American Sign Language (ASL): Love					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Unite- Sing "I Can You Can" Calm play "Snuggles" Connect-Sing "Good Morning to You" Commit-Use Listening Ears	Unite- Sing "If your happy and you know it" Calm play "Be My Shadow, Be My Echo" Connect-Sing "You are my sunshine" Commit- We use listening ears	Unite- Sing "I Can You Can" Calm play "Snuggles" Connect-Sing "Good Morning to You" Commit-Use Listening Ears	Unite- Sing "If your happy and you know it" Calm play "Be My Shadow, Be My Echo" Connect-Sing "You are my sunshine" Commit- We use listening ears	Unite- Sing "I Can You Can" Calm play "Snuggles" Connect-Sing "Good Morning to You" Commit-Use Listening Ears
Language Development	Copy Me- Obj: Uses hand motion/body movements in response to familiar words and phrase. ACT: Play copycat games, such as pat-a cake and peek-a-boo, with babies.	Lily Conversation- Obj: Responds to different tones of voice... Coos, giggles, laughs when caregiver plays games. ACT: Invite Lily the puppet to sing songs, say rhymes, tell stories or talk to the children.	Copy Me- Obj: Uses hand motion/body movements in response to familiar words and phrase. ACT: Play copycat games, such as pat-a cake and peek-a-boo, with babies.	Lily Conversation- Obj: Responds to different tones of voice... Coos, giggles, laughs when caregiver plays games. ACT: Invite Lily the puppet to sing songs, say rhymes, tell stories or talk to the children.	Copy Me- Obj: Uses hand motion/body movements in response to familiar words and phrase. ACT: Play copycat games, such as pat-a cake and peek-a-boo, with babies.
Cognitive Development	Tactile Blocks- Obj.: Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen. Act: Make tactile paper bag blocks.	Ring, Beep, Blink- Obj.: Plays with objects the make sounds Act: Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned.	Tactile Blocks- Obj.: Uses senses to investigate environment to discover what objects and people do, how thigs work, and how they can make things happen. Act: Make tactile paper bag blocks.	Ring, Beep, Blink- Obj.: Plays with objects the make sounds Act: Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned.	Tactile Blocks- Obj.: Uses senses to investigate environment to discover what objects and people do, how thigs work, and how they can make things happen. Act: Make tactile paper bag blocks.
Social Emotional Development	I can do it- Obj.: Begins to demonstrate healthy and safe habits, Self soothes by holding a comforting toy. Act.: Instead of rocking little ones to sleep, comfort and calm them before laying them down so they can mater the skills of falling asleep on their own.	Snuggle, Snuggle- Obj.: Imitates familiar adults' body language and sounds...Shows affection. Act.: Sit a baby in your lap facing you or hold a baby to your chest and follow the actions in the song "Snuggles"	I can do it- Obj.: Begins to demonstrate healthy and safe habits, Self soothes by holding a comforting toy. Act.: Instead of rocking little ones to sleep, comfort and calm them before laying them down so they can mater the skills of falling asleep on their own.	Snuggle, Snuggle- Obj.: Imitates familiar adults' body language and sounds...Shows affection. Act.: Sit a baby in your lap facing you or hold a baby to your chest and follow the actions in the song "Snuggles"	I can do it- Obj.: Begins to demonstrate healthy and safe habits, Self soothes by holding a comforting toy. Act.: Instead of rocking little ones to sleep, comfort and calm them before laying them down so they can mater the skills of falling asleep on their own.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Physical Development</p>	<p>Sticky Ball- Obj.: Sits and Uses hands A.3.b Transfers objects from hand to hand Act.: Make a ball by wadding together strips of masking tape sticky side out.</p>	<p>Learning to Walk- Obj.: Begins to sit and balance with support... Walks on own with increasing speed. Act: Play Walking baby back home". Lay babies on their back on the floor if they are not yet holding on to things and taking a few steps. Use songs to exercise their legs.</p>	<p>Sticky Ball- Obj.: Sits and Uses hands A.3.b Transfers objects from hand to hand Act.: Make a ball by wadding together strips of masking tape sticky side out.</p>	<p>Learning to Walk- Obj.: Begins to sit and balance with support... Walks on own with increasing speed. Act: Play Walking baby back home". Lay babies on their back on the floor if they are not yet holding on to things and taking a few steps. Use songs to exercise their legs.</p>	<p>Sticky Ball- Obj.: Sits and Uses hands A.3.b Transfers objects from hand to hand Act.: Make a ball by wadding together strips of masking tape sticky side out.</p>



Infant Class: Infant C		Date: Jan 8-12			
Approach Towards Learning: Communication, Attention, Persistence, Curiosity		Parents as Partners: Encourage Language Skills			
English Vocabulary: Friend		Spanish Vocabulary: Amigo/Amaiga			
American Sign Language (ASL): Friend					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Unite- Sing "I Can You Can" Calm play "Snuggles" Connect-Sing "Good Morning to You" Commit-Use Listening Ears	Unite- Sing "If your happy and you know it" Calm play "Be My Shadow, Be My Echo" Connect-Sing "You are my sunshine" Commit- We use listening ears	Unite- Sing "I Can You Can" Calm play "Snuggles" Connect-Sing "Good Morning to You" Commit-Use Listening Ears	Unite- Sing "If your happy and you know it" Calm play "Be My Shadow, Be My Echo" Connect-Sing "You are my sunshine" Commit- We use listening ears	Unite- Sing "I Can You Can" Calm play "Snuggles" Connect-Sing "Good Morning to You" Commit-Use Listening Ears
Language Development	Hand me the ball- Obj.: Recognizes name of familiar objects...Follow simple request. Act: Lay a ball, a block, and a book on the floor. Ask a child to hand you the ball.	Sing, Sing a Song- Obj.: Begins to repeat words in simple songs and rhymes. Act.: Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some other important word in the song and see if the child can add the missing word.	Hand me the ball- Obj.: Recognizes name of familiar objects...Follow simple request. Act: Lay a ball, a block, and a book on the floor. Ask a child to hand you the ball.	Sing, Sing a Song- Obj.: Begins to repeat words in simple songs and rhymes. Act.: Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some other important word in the song and see if the child can add the missing word.	Hand me the ball- Obj.: Recognizes name of familiar objects...Follow simple request. Act: Lay a ball, a block, and a book on the floor. Ask a child to hand you the ball.
Cognitive Development	On and Off, Up and Down Obj.: Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen. Act: Give a baby a flashlight to explore. Turn the lights off and on.	Downhill Run- obj: Begins to repeat actions to get an effect. Act: Create an inclined plane. Invite little ones to roll small cars up and then down the "hill"	On and Off, Up and Down Obj.: Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen. Act: Give a baby a flashlight to explore. Turn the lights off and on.	Downhill Run- obj: Begins to repeat actions to get an effect. Act: Create an inclined plane. Invite little ones to roll small cars up and then down the "hill"	On and Off, Up and Down Obj.: Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen. Act: Give a baby a flashlight to explore. Turn the lights off and on.
Social Emotional Development	Where is your Friend?- obj: Shows interest and awareness of others. Act: While interacting with a baby, ask him to find friends in the classroom. Ask: Where is sky? Where is (Childs name)	I can, Can you?- Obj: Shows interest and awareness of others. Begins to devolp personal relationships with peers. Act: Invite children to mimic your actions in the song "I Can, Can You?"	Where is your Friend?- obj: Shows interest and awareness of others. Act: While interacting with a baby, ask him to find friends in the classroom. Ask: Where is sky? Where is (Childs name)	I can, Can you?- Obj: Shows interest and awareness of others. Begins to devolp personal relationships with peers. Act: Invite children to mimic your actions in the song "I Can, Can You?"	Where is your Friend?- obj: Shows interest and awareness of others. Act: While interacting with a baby, ask him to find friends in the classroom. Ask: Where is sky? Where is (Childs name)

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	<p>This is My Nose- Obj: Points to something they find interesting. Point to or names familiar characters or pictures in books.</p> <p>Act: Point to the nose on Photo Activity card #3 (face)</p>	<p>Ball Holder- Obj: Coordinates eye and hand movements. Learns and begins to use math concepts during daily routines and experiences. Act: Give little ones a muffin tin and exactly enough balls to fit</p>	<p>This is My Nose- Obj: Points to something they find interesting. Point to or names familiar characters or pictures in books.</p> <p>Act: Point to the nose on Photo Activity card #3 (face)</p>	<p>Ball Holder- Obj: Coordinates eye and hand movements. Learns and begins to use math concepts during daily routines and experiences. Act: Give little ones a muffin tin and exactly enough balls to fit</p>	<p>This is My Nose- Obj: Points to something they find interesting. Point to or names familiar characters or pictures in books. Act: Point to the nose on Photo Activity card #3 (face)</p>