

Toddler Club Progr



Lesson Plan for Toddlers: Colors: Blue and Green: Azul and Verde Week 2 Theme		Date: Jan 8-12			
Objective(s): Children will learn about the colors blue and green		Parents as Partners: Parents as partners card #19			
English Vocabulary: color, blue, green, sky, eyes, frog		Spanish Vocabulary: color, azul, verde, cielo, ojos, rana			
American Sign Language (ASL): color, blue, green, sky, eyes, frog					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>UNITE: Sing :*the Color Song* Discuss the blue objects mentioned in the song Calm: Ask children about the color of the ocean. Connect: Name children who are absent and send them well wishes Building Community: Remind children they are in a safe place</p>	<p>Unite: A Sailor Went to Sea (p24) Discuss the ocean Calm: Have children lie on the floor and inhale and exhale deeply(p25) Connect; Use Maz dressed in blue to welcome children back who are absent Building Community: Focus on kind words(p25)</p>	<p>Unite: Green Green Gobs(p24) Calm: Invite children to make *Ocean waves* by inhaling and exhaling several times(p25) Connect: Tell children they are in a safe place Building Community: Ask children if they have heard any kind words</p>	<p>UNITE: Sing :*the Color Song* Discuss the blue objects mentioned in the song Calm: Ask children about the color of the ocean. Connect: Name children who are absent and send them well wishes Building Community: Remind children they are in a safe place</p>	<p>Unite: A Sailor Went to Sea (p24) Discuss the ocean Calm: Have children lie on the floor and inhale and exhale deeply(p25) Connect; Use Maz dressed in blue to welcome children back who are absent Building Community: Focus on kind words(p25)</p>
Language Development	<p>Frog Street Nursery Rhymes: *Little Boy Blue* Read the rhyme. Ask children why they think the little boy is named Little Boy Blue</p>	<p>I Like Blue: Me gusta el azul (Book) After reading the story discuss the blue objects and ask children which ones they have seen</p>	<p>Story Folder: *Kate the Chameleon**Catalina la comaleona* Ask children to give you an example of a place Kate hides that make it difficult to find her</p>	<p>Frog Street Nursery Rhymes: *Little Boy Blue* Read the rhyme. Ask children why they think the little boy is named Little Boy Blue</p>	<p>I Like Blue: Me gusta el azul (Book) After reading the story discuss the blue objects and ask children which ones they have seen</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	Photo Activity Cards#34-35 Teach the ASL signs for Blue and Green	Color Books: Have children glue blue and green collage materials(cellophane, construction paper etc) onto the next two pages of their book (p27)	The Ocean: Discuss the color of the ocean water(p27)	Photo Activity Cards#34-35 Teach the ASL signs for Blue and Green	Color Books: Have children glue blue and green collage materials(cellophane, construction paper etc) onto the next two pages of their book (p27)
Social Emotional Development	Wave Machine:(p28) Sit with children and watch the motion of the waves as you gently rock the wave machine(P44) back and forth	Color Scopes; (p28) Encourage children to lood through blue color scopes (P42) to see how the color blue changes their view	Red White and Blue(p28) Invite children to perform the actions of the rhyme (p44)	Wave Machine:(p28) Sit with children and watch the motion of the waves as you gently rock the wave machine(P44) back and forth	<i>Color Scopes; (p28) Encourage children to lood through blue color scopes (P42) to see how the color blue changes their view</i>
Physical Development	Color Hokey Pokey:(p29) Invite children to wave their streamers as the lyrics suggest	Frog Beanbags:(29) Invite children to toss gren frog beanbags into a blue box. Teach AsI sign for Frog(p22)	Changing Blue:(p29) plcac blue paint directly on the table top. Encourage children to draw in the paint. Add yellow pait and let children discover what happens	Color Hokey Pokey:(p29) Invite children to wave their streamers as the lyrics suggest	Frog Beanbags:(29) Invite children to toss gren frog beanbags into a blue box. Teach AsI sign for Frog(p22)
Outdoor Play	Baby Frog Lily Pad Hop(p23): Use green chal to draw lilly pads on the sidewalk. Invite children to hop from lily pad to lily pad.	Blue Green Shadows(p23): Encourage children to make shadows using blue and green cellophane	Bluebird, Bluebird (p23): Invite children to wear blue *wings* (blue paper plates and bue streamers tope to each arm)	Baby Frog Lily Pad Hop(p23): Use green chal to draw lilly pads on the sidewalk. Invite children to hop from lily pad to lily pad.	Blue Green Shadows(p23): Encourage children to make shadows using blue and green cellophane
Music and Movement	Frog Street Action Songs: *Hokey Pokey** Bailarines de colores	Frog Street Sing Along Songs: *The Color Song** La cancion de los colores*	Start Smart Songs fo r1s,2s,and 3s: Rainbow Dancers	Frog Street Action Songs: *Hokey Pokey** Bailarines de colores	Frog Street Sing Along Songs: *The Color Song** La cancion de los colores*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	Sensory(p23): Food Coloring: Invite children to use the water play materials to explore blue water	Fine Motor Skills(p23): Color Puzzle Blue (patterns cd) Watch as children work the puzzle during the week	Creative Station(p23): Encourage children to paint with different shades of blue	Sensory(p23): Food Coloring: Invite children to use the water play materials to explore blue water	Fine Motor Skills(p23): Color Puzzle Blue (patterns cd) Watch as children work the puzzle during the week
Learning Goals	Develop emerging skills in caring and cooperation(B,4,f) Listens with interest to language of others(c,1,a)	Uses hands or feet to touch objects or people(A,3,a) Uses all other senses to investigate their environment(D,1,b)	Recognizes and sresponds to the feelings and emojions of otherstand begins to show concern (B,4,c)	Develop emerging skills in caring and cooperation(B,4,f) Listens with interest to language of others(c,1,a)	Uses hands or feet to touch objects or people(A,3,a) Uses all other senses to investigate their environment(D,1,b)

Photo Activity Cards#34-35

Teach the ASL signs for Blue and Green



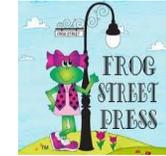
Toddler Club Progr



Lesson Plan for Toddlers: Colors: Black and White: Week 3 Theme 5			Date: Jan 15-19		
Objective(s): learning about the colors black and white			Parents as Partners: Card #20		
English Vocabulary: color, black, white, yellow, red, blue, green, orange			Spanish Vocabulary: color, negro, blanco, amarillo, rojo, azul, verde, anaranjado		
American Sign Language (ASL): color, black, white, yellow, red, blue, green, orange					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>UNITE: Three White Mice(p34): Discuss white mice dancin-los ratones bailarines Calm: Invite children to pretend thy are white birds Connect: Name children who are absent and send them wellwishes Building Community: Remind children they are safe</p>	<p>Unite: Six White Ducks(p34): Seis patitos blanco. Discuss ducks Calm: Discuss inhaling and exhaling as you lift and lower your arms Connect:Use Max dressed in black to welcome children back who have been absent Building Community: Focus on kind words</p>	<p>Unite: Two Little Blackbirds-Dos pajaritos negros(34) Invite children to discuss different colors of birds they have seen Calm; Have children inhale and exhale as they lift and lower their arms Connect: Sing Miss Mary Mack(Frog Street Action Songs) Building Community: Discuss the feellings that ugly words may generate</p>	<p>UNITE: Three White Mice(p34): Discuss white mice dancin-los ratones bailarines Calm: Invite children to pretend thy are white birds Connect: Name children who are absent and send them wellwishes Building Community: Remind children they are safe</p>	<p>Unite: Six White Ducks(p34): Seis patitos blanco. Discuss ducks Calm: Discuss inhaling and exhaling as you lift and lower your arms Connect:Use Max dressed in black to welcome children back who have been absent Building Community: Focus on kind words</p>
Language Development	<p>Black and White- Negro y blanco: look through the book, Invite children to point out the black and white objects</p>	<p>Mr. Bumblebee Gathers Nectar_ la sra abeja sale a necoger nectar(p47-48) Encourage eachchild to choose a favorite color of flower</p>	<p>Humpty Dumpty's New Ears_ Las orejas nuevas del sr.huevo(storyfolder)Ask what color is Humpty Dumpty</p>	<p>Black and White- Negro y blanco: look through the book, Invite children to point out the black and white objects</p>	<p>Mr. Bumblebee Gathers Nectar_ la sra abeja sale a necoger nectar(p47-48) Encourage eachchild to choose a favorite color of flower</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	Photo Activity card # 36, 37 and 68 Teach ASL signs for black and white	Shaving Cream:(p37); Spray shaving cream on the table and invite children to draw in it	Black and White(p37) Discuss the Phrase Black as night. Explain that night time with no lights is black	Photo Activity card # 36, 37 and 68 Teach ASL signs for black and white	Shaving Cream:(p37); Spray shaving cream on the table and invite children to draw in it
Social Emotional Development	I Like Black: Me Gusta el color negro Share the poem with children Review ASL sign for black	Black Sack(p38) Hide one black sack and 4 white sacks. Challenge children to find the sacks	Sheet Tent(p38) Use a white sheet to make a tent over a table or table piece of furniture	I Like Black: Me Gusta el color negro Share the poem with children Review ASL sign for black	<i>Black Sack(p38) Hide one black sack and 4 white sacks. Challenge children to find the sacks</i>
Physical Development	Say-Si : Invite children to act out the rhyme as you recite it	White chalk blackboard:(p39): Use white chalk to draw on black paper. Discuss Black and White	Shadow Dancing:(39): Invite children to dance between the wall on a light source to create a shadow	Say-Si : Invite children to act out the rhyme as you recite it	White chalk blackboard:(p39): Use white chalk to draw on black paper. Discuss Black and White
Outdoor Play	Cloud Watch: (p33): Encourage children to lay on their backs and watch the clouds	White Parachute Play:(p33):Use a white sheet for outdoor parachute play	Shadow Chase(p33): Encourage children to chase their friends shadow	Cloud Watch: (p33): Encourage children to lay on their backs and watch the clouds	White Parachute Play:(p33):Use a white sheet for outdoor parachute play
Music and Movement	Start Smart Songs for 1s,2s,and 3,s: *Rainbow Dancers* Frog Street Action Songs:*Miss Mary Mack** La srtia maria barbadillo*	Frog Street Sing Along Songs: *Three White Mice**Los ratones bailarines* *Six White Ducks**Seis patitos blancos	Frog Street Action Songs:*Mouret-Rondeau/Classic Guitar	Start Smart Songs for 1s,2s,and 3,s: *Rainbow Dancers* Frog Street Action Songs:*Miss Mary Mack** La srtia maria barbadillo*	Frog Street Sing Along Songs: *Three White Mice**Los ratones bailarines* *Six White Ducks**Seis patitos blancos

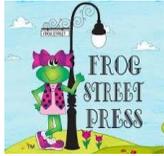
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	Fine Motors(p33): Encourage children to talk about how it feels as the cut, roll and shape it	Creativity Station(p33):Encourage children to paint with white paint on black paper	Pretend and Learn(p33): Encourage children to dress up in black and white	Fine Motors(p33): Encourage children to talk about how it feels as the cut, roll and shape it	Creativity Station(p33):Encourage children to paint with white paint on black paper
Learning Goals	Coordinates eye and hand movements(A,3,c) Shows confidence in increasing abilities(B.2.c)	Understands and begins to use language for conversation and communications(C.2.c) Establishes secure relationships with primary caregiver(B.1.a)	Develops and interest in creating and using symbols and pictures(C.3.a) Devvvelops control of large muscles for movement, navigation, and balance(A.2.a)	Coordinates eye and hand movements(A,3,c) Shows confidence in increasing abilities(B.2.c)	Understands and begins to use language for conversation and communications(C.2.c) Establishes secure relationships with primary caregiver(B.1.a)



Lesson Plan for Toddlers:Circle:Week 4 Theme 6		Date: Jan 22-26			
Objective(s): Children will learn to recognize circles and triangles		Parents as Partners: Card #21			
English Vocabulary: shape, circle, circular,round,roll		Spanish Vocabulary: figura, cirulo, circular,redondo,rodar			
American Sign Language (ASL): shape, circle, circular,round,roll					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>UNITE: Sing:*Are You Sleeping**Me escuchan*</p> <p>Calm:Invite children to pretend they are holding a big balloon</p> <p>Connect: Name the children who are absent and send them well wishes</p> <p>Building Community: Remind children they are safe</p>	<p>Unite:Sing:*This Little Shape**Esta figuital(p4)</p> <p>Calm: Breathe in deeply and raise your hands over your head like your filling up a balloon</p> <p>Connect: Use Max to welcome back children who have been absent</p> <p>Building Community:Discuss listening to other childrens big voices</p>	<p>Unite:Sing: *If Your Happy and You Know It**S eres listo y lo sabes*</p> <p>Calm: Point out that balloons are round</p> <p>Connect: Pass a circular plastic lid around and invite children to run their finger around the perimeter</p> <p>Building Community: Explain to children that we use big voices when we dont like something</p>	<p>UNITE: Sing:*Are You Sleeping**Me escuchan*</p> <p>Calm:Invite children to pretend they are holding a big balloon</p> <p>Connect: Name the children who are absent and send them well wishes</p> <p>Building Community: Remind children they are safe</p>	<p>Unite:Sing:*This Little Shape**Esta figuital(p4)</p> <p>Calm: Breathe in deeply and raise your hands over your head like your filling up a balloon</p> <p>Connect: Use Max to welcome back children who have been absent</p> <p>Building Community:Discuss listening to other childrens big voices</p>
Language Development	<p>Wheels On The Bus-Las llantas del bus:</p> <p>Read story. Point out the round shape of the wheels, headlights and coins.</p>	<p>ChalkStory(p47-48): *Tillie the Triangle**Tita Triangulo*</p> <p>Present the story using chalk and a chalkboard</p>	<p>Circle- circulo(p6)</p> <p>disply the book cover and trace around the circle with your finger</p>	<p>Wheels On The Bus-Las llantas del bus:</p> <p>Read story. Point out the round shape of the wheels, headlights and coins.</p>	<p>ChalkStory(p47-48): *Tillie the Triangle**Tita Triangulo*</p> <p>Present the story using chalk and a chalkboard</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	Little Ball- Una pelotita: Teach children the action rhyme. Discuss the shape they are making with their fingers, hand and arms	Photo Activity Cards#38: Teach children the ASL signs for circle and shape(p2)	Circle Match: Provide the Circular Template (p42) and the plastic lids you used to create it	Little Ball- Una pelotita: Teach children the action rhyme. Discuss the shape they are making with their fingers, hand and arms	Photo Activity Cards#38: Teach children the ASL signs for circle and shape(p2)
Social Emotional Development	Round the House- Por toda la casa: Point out the circles you make with your finger on your partners hand as you recite the rhyme	My Head- Mi cabeza: Teach children the action rhyme. Point out the round shape of their head.	Jingle Bands: Invite children to Jingle Bands(p42) as they play. Discuss the shape of the bells and the shape of the bands	Round the House- Por toda la casa: Point out the circles you make with your finger on your partners hand as you recite the rhyme	<i>My Head- Mi cabeza: Teach children the action rhyme. Point out the round shape of their head.</i>
Physical Development	My Bike-Mi bici: Talk with children about riding toys and bicycles. Ask about the shape of the wheels. Teach the action rhyme	Drop Slot:(p8):Encourage children to push circular poker chips through the coffee on Drop Slot you prepared (42)	Paper Chains: Cut construction paper into 1"x12". Show children how to glue the first strip into a circle	My Bike-Mi bici: Talk with children about riding toys and bicycles. Ask about the shape of the wheels. Teach the action rhyme	Drop Slot:(p8):Encourage children to push circular poker chips through the coffee on Drop Slot you prepared (42)
Outdoor Play	Beanbag Toss; Encourage children to toss beanbags through a hula hoop bung form a tree branch or rafter	Balls: Provide balls for children to use on the playground. Point out the shape of the balls.	Flying Circles: Invite children to toss Frisbees or plastic lids.	Beanbag Toss; Encourage children to toss beanbags through a hula hoop bung form a tree branch or rafter	Balls: Provide balls for children to use on the playground. Point out the shape of the balls.
Music and Movement	Frog Street Rhymes and Shapes:*Circle* Shawn Brown Toddler Tunes: *The Wheels On the Bus*	Frog Street Action Songs: Circle Round the Zero**Haciendo circulos alrededor del cero*	Frog Street Sing-Along Songs: *This Little Shape**Esta figurita*	Frog Street Rhymes and Shapes:*Circle* Shawn Brown Toddler Tunes: *The Wheels On the Bus	Frog Street Action Songs: Circle Round the Zero**Haciendo circulos alrededor del cero*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	Pretend and Learn(p3): invite children to set the table with round dishware.	Science(p3): Show children how to use the eyedroppers to squeeze drops of water onto waxed paper.	Fine Motor(p3) Invite children to roll play dough and cut out round cookies	Pretend and Learn(p3): invite children to set the table with round dishware.	Science(p3): Show children how to use the eyedroppers to squeeze drops of water onto waxed paper.
Learning Goals	Begins to develop and demonstrate control over some of their feelings and behaviors(self-regulation)(B.3.d) Shows interest in colors, shapes, patterns and pictures(D.1.b)	Begins to develop and demonstrate control over some of their feelings and behaviors(self-regulation)(B.3.d) Shows interest in colors, shapes, patterns and pictures(D.1.b)	Uses tools and different actions on objects(A.3.d) Responds to nonverbal and verbal communication of others(C.1.b)	Begins to develop and demonstrate control over some of their feelings and behaviors(self-regulation)(B.3.d) Shows interest in colors, shapes, patterns and pictures(D.1.b)	Begins to develop and demonstrate control over some of their feelings and behaviors(self-regulation)(B.3.d) Shows interest in colors, shapes, patterns and pictures(D.1.b)



Lesson Plan for Toddlers: Shapes and Sizes: Squares: Week 5 Theme 6			Date: Jan 29 - Feb 2		
Objective(s): Display a square. Point out the four sides (all the same size)(p14)			Parents as Partners: Card #22		
English Vocabulary: shape, square, corners,sides,lines, circle, circular,round			Spanish Vocabulary: figura, cuadrado,esquinas,lados,lineas,circulo,circular,redondo		
American Sign Language (ASL): shape, square, corners,sides,lines, circle, circular,round					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Unite:Sing: This Little Shape: Esta figurita Cakm:Have four children stand and hold hands to make a square. Connect: Name the children who are absent and send them well wishes. Building Community: Remid children they are safe</p>	<p>Unite: Squares- Cuadrados Calm: Point out that they make a square shape Connect: Teach children a square-dance step call *arm swings* Building Community: Discuss listening to other childrens *big voices*</p>	<p>Unite:* If Youre Happy and You Know I(shapes)** Si eres listo y lo sabes* Calm: remind children tht deep belly breathing is one way we can reduce our stress Connect: Use Max to welcome back children who have been absent Building Community: Explain the a big voice is what children use to tell others that they dont like something</p>	<p>Unite:Sing: This Little Shape: Esta figurita Cakm:Have four children stand and hold hands to make a square. Connect: Name the children who are absent and send them well wishes. Building Community: Remid children they are safe</p>	<p>Unite: Squares- Cuadrados Calm: Point out that they make a square shape Connect: Teach children a square-dance step call *arm swings* Building Community: Discuss listening to other childrens *big voices</p>
Language Development	<p>Square- Cuadrado: Display the book coover and trace around the perimeter of the square with your finger</p>	<p>Smart Cookies Best Friend- La mejor amiga de Galletita Lista: Read story. Ask what shape is Smart Cookie</p>	<p>Tillie the Triangle- Tita Triangulo (Chalk story (p47-48): Present the story using chalk and a chalkboard</p>	<p>Square- Cuadrado: Display the book coover and trace around the perimeter of the square with your finger</p>	<p>Smart Cookies Best Friend- La mejor amiga de Galletita Lista: Read story. Ask what shape is Smart Cookie</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	Photo Activity Cards #38-39: Teach children the ASL sign for square and review the sign for circle	Window Watching: Teach children the action rhyme. If the windows in your classroom are square, call attention to their shape.(p17)	What Shape Is This- que figura es: sing the rhyme holding first a construction paper square and then a circle(p17)	Photo Activity Cards #38-39: Teach children the ASL sign for square and review the sign for circle	Window Watching: Teach children the action rhyme. If the windows in your classroom are square, call attention to their shape.(p17)
Social Emotional Development	Lid Match: Encourage children to match square lids to square boxes	Find the Square: Hide square beanbags and challenge children to find them	Washington Square** La plaza de alcala: Call attention to the square you are tracing on a child's palm as you review this chant introduced in Theme 1	Lid Match: Encourage children to match square lids to square boxes	<i>Find the Square: Hide square beanbags and challenge children to find them</i>
Physical Development	Sponge Play: Provide a variety of square sponges for children to play with in the water table.	Playdough: Show children how to use playdough(p43) to roll snakes and then shape their snakes into circles and squares	Bags in a Box: Use masking tape to create a throw line on the floor. Invite children to toss square beanbags into the square box	Sponge Play: Provide a variety of square sponges for children to play with in the water table.	Playdough: Show children how to use playdough(p43) to roll snakes and then shape their snakes into circles and squares
Outdoor Play	Shape Search: Take a walk around the school or neighborhood looking for squares	Square Walk: Use sidewalk chalk to draw a square. Invite children to walk or crawl around the square	Beginners Hopscotch: Use chalk to draw a hopscotch on the sidewalk. Invite children to hop and jump the pattern of squares	Shape Search: Take a walk around the school or neighborhood looking for squares	Square Walk: Use sidewalk chalk to draw a square. Invite children to walk or crawl around the square
Music and Movement	Frog Street Rhymes and Shapes: Square (p13) Frog Street Chorus Songs: Go In and Out the Windows- Entra y sal por la ventana	Frog Street Sing Along Songs: This Little Shape** Esta figurita	Frog Street Rhymes and Shapes: Square (p13) Frog Street Chorus Songs: Go In and Out the Windows- Entra y sal por la ventana	Frog Street Sing Along Songs: This Little Shape** Esta figurita	Frog Street Rhymes and Shapes: Square (p13) Frog Street Chorus Songs: Go In and Out the Windows- Entra y sal por la ventana

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	Fine Motor(p13) Encourage children to construct squares using the Velcro tongue depressor sticks	Creative Station: Invite children to draw on square paper'	Construction:(p13): Challenge children to stack the squares in size order to make a tower or nest them one inside othe other	Fine Motor(p13) Encourage children to construct squares using the Velcro tongue depressor sticks	Creative Station: Invite children to draw on square paper'
Learning Goals	Shows confidence in increasing abilities(B.2.c) Coordinates wye and hamd movements(A.3.c) Develops control of large muscles for movement,navigation, and balance(A.2.a)	Expresses needs and wants through facial expressions,sounds, or gestures(B.2.a) Showws interest in songs, rhymes and stories(C.3.a)	Begins to develop personal reltionships with peers(B.4.d) Shows interest in colors, shapes,patterns, and pictures(D.1.c)	Shows confidence in increasing abilities(B.2.c) Coordinates wye and hamd movements(A.3.c) Develops control of large muscles for movement,navigation, and balance(A.2.a)	Expresses needs and wants through facial expressions,sounds, or gestures(B.2.a) Showws interest in songs, rhymes and stories(C.3.a)