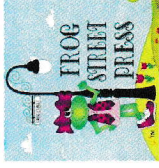


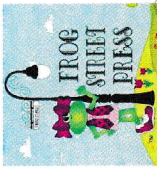
<b>Infant Class: infant A</b>		<b>Date: March 5-9, 2018</b>			
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Encouraging Healthy Eating habits</b>			
<b>English Vocabulary: Hug, Kiss, Love</b>		<b>Spanish Vocabulary: Abrazo, Beso, Amor</b>			
<b>American Sign Language (ASL): Hug</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	<p>Unite-Sing "Twinkle, Twinkle" Calm-Stretching Connect-Complement children Book-<u>That's not My Train</u> Photo Card-#22 Socks/Calceitines</p>	<p>Unite-Sing "Muffin Man" Calm-Shaking rattles Connect-Hand massage Book-<u>Papa Papa</u> Photo Card-# Puppet/Marioneta</p>	<p>Unite-Sing "This Little Piggy" Calm-Belly rubs Connect-Count toes Book-<u>Animals Talk</u> Photo Card-#13 Dog/Perro</p>	<p>Unite-Sing "Snuggles" Calm-Feel soft textures Connect-Play peek-a-boo Book-<u>Zoom City</u> Photo Card-#1 Arms/Manos</p>	<p>Unite-Sing "Skidamarink" Calm-Feel rough textures Connect-Acknowledge absent children Book-<u>Giggle!</u> Photo Card-#5 Rattle/Sonaja</p>
<b>Language Development</b>	<p><b>I Know My Name</b> Say babies' names often. Sing their names. Play with the sound of each child's name. Insert babies' names into songs, chants, or rhymes. Sing the song on <i>Blue Card L4</i>.</p>	<p><b>Shake, Shake, Rattle, Rattle</b> Shake a rattle behind a baby. Notice if baby turns to see the source of the sound. If baby does not turn, shake the rattle in front of them and then a second time behind them until baby turns.</p>	<p><b>Animals Talk</b> Read the book <i>Animals Talk</i>. When you read the words that represent what each animal says, make your voice sound like that animal.</p>	<p><b>Music, Music, Music</b> Play music in a variety of styles, such as classical, country, jazz, and blues during the day. Give older babies rattles to shake along to the beat.</p>	<p><b>Stroll With Baby</b> Hold a baby in your arms and take a stroll around the room. Discuss the things you see along the way. You might say: <i>We can see what is happening outside when we look through the window.</i></p>
<b>Cognitive Development</b>	<p><b>Seeing Colors</b> Place the <i>shades of red</i> cards in the pocket cube and place the pocket cube within babies' view. Turn the cube occasionally so babies can see each shade of red. Repeat with blue and green cards.</p>	<p><b>Smile</b> Smile often at little ones. Make sure your face is 9-14" away from a baby's face so they can see you well. The more you smile at them, the sooner they will smile back.</p>	<p><b>Jingle, Jingle</b> Place a scrunchie, filled with jingle bells, around a baby's ankle. Does baby figure out that wiggling their leg makes the bells jingle?</p>	<p><b>Cause and Effect</b> Sit with baby and experiment with cause-and-effect toys, such as rattles, balls, squeeze toys. Demonstrate that when you shake a rattle(cause) it makes a noise (effect).</p>	<p><b>What's That Noise</b> Choose two rattles that sound different when you shake them. Shake one for baby and after a minute shake the other rattle. Talk about the sounds as you shake the rattles.</p>
<b>Social Emotional Development</b>	<p><b>I'm Coming</b> When a baby cries go to them as soon as possible. If you are with another child, call the name of the child who is crying and let them know you are coming. Signal to babies before picking them up.</p>	<p><b>Baby Massage</b> Use lotion to massage an infant's hands and feet. Talk about the feel of the lotion on the skin. Talk about baby's tiny fingers and toes. Talk about the smell of the lotion.</p>	<p><b>This Little Piggy</b> Sit a baby in your lap facing away from you. Say "This Little Piggy" using baby's toes as pigs. Giggle when you excitedly say the last line. Your giggle will clue the baby that the rhyme is funny.</p>	<p><b>Snuggles</b> Sing bonding songs, such as "Snuggles" to a baby during floor time.</p>	<p><b>Follow that Toy</b> Lay a baby on their back. Select a couple of interesting items to slowly move toward or across in front of them. Tracking an object will help the baby learn to focus their eyes.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>Baby's Hokey Pokey</b></p> <p>Play "Baby's Hokey Pokey" (FS BG CD). Follow the directions in the lyrics to help babies move along with the music.</p>	<p><b>Scrunchie Watch</b></p> <p>Place a red, blue, or green scrunchie on a baby's wrist to encourage them to move their hands in front of their face to see the colorful bracelet.</p>	<p><b>Bicycle</b></p> <p>Hold on to both of baby's hands and lift gently to encourage them to stand in your lap. Practice this often to strengthen a baby's legs. Lay a baby on their back and bicycle their legs.</p>	<p><b>Arms High, Arms Low</b></p> <p>Play "Yankee Doodle" as you move a baby's arms and legs as directed. Sing along with the song. A baby will use this experience to build language along with muscle.</p>	<p><b>Crawling Buddies</b></p> <p>Get down on the floor and crawl with a baby who is just learning. If a baby is not yet up on their hands and knees, join them in whichever form of movement they are using.</p>
<b>Sensory/Art</b>	<p><b>Play Dough</b></p> <p>Babies will use their fine motor skills and muscles to manipulate play dough.</p>	<p><b>Sensory Awareness</b></p> <p>The babies will experience the feel and texture of sticky tape.</p>	<p><b>Sense of Smell</b></p> <p>Babies will use their sense of smell to experience the scent of maple.</p>	<p><b>Finger Paint</b></p> <p>Children will feel the texture of paint and experience moving it around.</p>	<p><b>Textures</b></p> <p>Babies will be able to manipulate bubble wrap; exploring the texture of it.</p>
<b>Objectives</b>	<p>C. 1. b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C. 1. b. Responds to different tones of voice</p> <p>D. 1. c. Shows interest in colors, shapes, patterns, and pictures</p> <p>B. 1. b. Stops crying and calms when comforted by familiar teacher</p> <p>B. 3. a. Allows a trusted adult to help calm them with words and touch</p> <p>A. 2. a. Develops control of large muscles for movement, navigation, and balance</p> <p>A. 2. b. Moves body to achieve a goal</p>	<p>C. 1. a. Turns toward sounds or voice of teacher</p> <p>D. 3. b. Looks in right direction for toys dropped or partly hidden by blanket</p> <p>D. 1. a. Pays attention and exhibits curiosity in people and objects</p> <p>D. 3. a. Smiles in recognition of familiar teacher</p> <p>B. 1. b. Shows social interaction with a smile and mutual eye gaze</p> <p>B. 3. a. Allows a trusted adult to calm them with words and touch</p> <p>A. 2. a. Shakes or wiggles arms and legs</p>	<p>C. 1. a. Turns toward teacher's voice</p> <p>C. 3. a. Looks at pictures in a book</p> <p>D. 1. b. Uses sense to investigate environment to discover what objects and people do, how things happen</p> <p>B. 4. a. Watches others and tracks their behavior</p> <p>C. 1. a. Listens with interest to language of others</p> <p>A. 2. a. Develops control of large muscles for movement, navigation, and balance</p> <p>A. 2. b. Moves body to achieve a goal</p>	<p>C. 3. c. Moves body or makes sounds during familiar songs, fingerplays, rhymes</p> <p>D. 2. a. Experiments with different uses for objects</p> <p>D. 4. a. Coos, giggles. Laughs when teacher plays games with them</p> <p>B. 1. b. Shows social interaction with a smile and mutual eye gaze</p> <p>A. 2. a. Develops control of large muscles for movement, navigation, and balance</p> <p>B. 1. c. Engages in positive relationships and interactions with adults</p>	<p>C. 1. a. Turns toward teacher's voice</p> <p>C. 1. c. Watches a person's face and body language when they are talking</p> <p>D. 1. a. Pays attention and exhibits curiosity in people and objects</p> <p>B. 4. a. Watches others and tracks their behavior</p> <p>E. 3. a. Demonstrates the ability to carry out or follow through simple tasks</p>



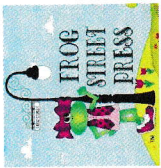
<b>Infant Class: Infant A</b>		<b>Date: March 12-16, 2018</b>			
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Handling Tantrums</b>			
<b>English Vocabulary: Eyes, Nose, Mouth</b>		<b>Spanish Vocabulary: Ojos, Nariz, Boca</b>			
<b>American Sign Language (ASL): Eat</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	Unite-Sing "Rock-a-Bye Baby" Calm-Laughing Connect-Touch and count fingers Book-Five Shiny Stars Photo Card-#12 Teddy Bear/Osito de Peluche	Unite-Sing "This Old Man" Calm-Massage Connect-Hug a baby doll Book-That's Not My Pony Photo Card-#Blocks/Bloques	Unite-Sing "One Potato, Two Potato" Calm-Stretching Connect-Look in the mirror Book-Dinosaur Roar Photo Card-#14 Cat/Gato	Unite-Sing "Hickory Dickory Dock" Calm-Breathing Connect-Acknowledge absent children Book-Five Cheeky Monkeys Photo Card-#13 Dog/Perro	Unite-Sing "Mary Had a Little Lamb" Calm-Dancing Connect-Dance with teacher Book-Who's Hiding Photo Card-#17 Apple/Manzana
<b>Language Development</b>	<b>Babble and Coo</b> Babbling and cooing are the beginnings of speech. Infants are demonstrating that they hear what we are saying and are forming brain structures that will allow them to communicate later.	<b>Begin with a Whisper</b> Sing a short song in a whisper and gradually sing a little louder each time you begin the song until you reach a normal voice level.	<b>What's This?</b> During diaper-changing time hand a baby an interesting item (ball, block, rubber animal) to hold and explore while you are changing the diaper. Talk about the size, color, and shape of the item.	<b>Here Are My Feet</b> Place a pair of brightly-colored socks on baby's feet. Talk with baby about their feet. You might say: <i>Look at your bright socks. These are your feet.</i> Recite rhyme on <i>Blue Card #L17.</i>	<b>Is That Me?</b> Record a baby's babbling and cooing and then play the recording back to them. They will delight in hearing the familiar sounds the same way children delight when you take their picture and show it to them.
<b>Cognitive Development</b>	<b>Jingle, Jingle</b> Place jingle bells inside a hair scrunchie. Place the scrunchie around a baby's ankle. Does the baby figure out that wiggling their legs makes the bells jingle?	<b>What's That Noise?</b> Choose two rattles that sound different. Shake one rattle for a baby. After about a minute shake the other rattle. Talk about the sounds as you shake the rattles.	<b>Change It Up</b> Make small changes to a baby's typical environment and see if they notice. For example, hang different toys from a mobile, hang streamers over the mirror, turn toys upside down.	<b>This Is Lily</b> Have Lily the Puppet talk with a baby about how cute they are and what they are wearing. Place a paper plate over Lily's face to play a game of peek-a-boo.	<b>Mirror Reflection</b> Place a baby on their tummy in front of a mirror. Talk to them about what they see in the mirror. This activity helps build strength in a baby's neck, arms, and chest.
<b>Social Emotional Development</b>	<b>Baby Massage</b> Use lotion to massage an infant's hands and feet. Talk about the feel of the lotion on the skin. Talk about baby's tiny fingers and toes. Talk about the smell of the lotion.	<b>So Big</b> Place a baby facing you. Hold the baby's hands together and ask, "How big is baby?" Then answer, "So big!" as you spread the baby's hands out to the side.	<b>Greetings</b> Make up a greeting for each child. Use the greeting when the child arrives and throughout the day. Sing songs that allow you to insert a child's name, like the one on <i>Yellow Card #SE 12.</i>	<b>Snuggles</b> Sing bonding songs, such as "Snuggles" (FS BG CD), to a baby during floor time.	<b>Follow that Toy</b> Lay a baby on their back. Select a couple of interesting items to slowly move toward or across in front of them. Tracking an object will help the baby learn to focus their eyes.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>That's My Baby</b> Play "Yes, Sir, That's My Baby" and gently clap a baby's hands. On "pattycake", tap the baby's hands three times. On "shake", hold baby's hands and move them up and down.</p>	<p><b>Hand Movements</b> Sit in front of a baby and sing songs with hand movements, such as "Itsy Bitsy Spider" and "Twinkle, Twinkle Little Star". Encourage a baby to watch your hands.</p>	<p><b>Baby's Hokey Pokey</b> Play "Baby's Hokey Pokey" (FS BG CD). Follow the directions in the lyrics to help babies move along with the music.</p>	<p><b>Hold My Finger</b> Place your finger in a baby's palm and encourage them to grasp your finger. Say the grasping rhyme on <i>Green Card #P1</i> while you play.</p>	<p><b>This Little Finger</b> Play "This Little Piggy" using a baby's fingers. Wiggle each finger as you name each "piggy". Say the rhyme on <i>Green Card #P4</i>.</p>
<b>Sensory/Art</b>	<p><b>Sense of Smell</b> Babies will smell the scent of an orange.</p>	<p><b>Freezer Teethers</b> Babies will be given teethers from the freezer and feel the cold temperature with their hands and mouth.</p>	<p><b>Textures</b> Babies will be able to touch and manipulate bubble wrap.</p>	<p><b>Foot Rattles</b> Babies will experience cause and effect when they are able to kick bells and hear them ring.</p>	<p><b>Soft Touches</b> Babies will be exposed to soft objects by manipulating cotton balls.</p>
<b>Objectives</b>	<p>A.1.a. Babbling and coos with teacher during diaper-changing time C.2.b. Takes turns with the teacher who is talking to them 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 B.1.b. Shows social interaction with a smile and mutual eye gaze B.3.a. Allows a trusted adult to calm them with words and touch A.3.a. Develops control of small muscles for exploration</p>	<p>C.1.b. Responds to different tones of voice D.1.a. Pays attention and exhibits curiosity in people and objects B.2.a. Expresses several clearly different emotions B.4.a. Watches others and tracks their behavior A.3.a. Looks and follows faces and objects with eyes B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.2.a. Responds to teacher's voice by babbling C.1.a. Listens with interest to the language of others 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 B.2.b. Turns and looks at teacher when their name is called A.2.a. Develops control of large muscles for movement and balance</p>	<p>C.1.b. Smiles when spoken to language and direction D.3.b. Enjoys playing peek-a-boo D.1.a. Reaches out to touch objects B.1.b. Shows social interaction with a smile and mutual eye gaze A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.a. Listens with interest to the language of others C.3.c. Attends to language spoken around them B.2.d. Looks at or smiles at themselves in the mirror D.1.a. Pays attention and exhibits curiosity in people and objects B.4.a. Watches others and tracks their behavior E.3.a. Demonstrates the ability to carry out or follow through simple tasks A.3.a. Develops control of small muscles for manipulation and exploration</p>



<b>Infant Class: Infant A</b>		<b>Date: March 19-23, 2018</b>			
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Encouraging Healthy Eating Habits</b>			
<b>English Vocabulary: Stop, Red, Green</b>		<b>Spanish Vocabulary: Alto, Rojo, Verde</b>			
<b>American Sign Language (ASL): Please</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	<p>Unite-Sing "Ram Sam Sam" Calm-Breathing Connect-Say Hello to Lily Book-Los Pollitos Photo Card-#1 Bird/Pajaro</p>	<p>Unite-Sing "Mr. Sun" Calm-Look in the mirror Connect-Complement children Book-Under the Sea Photo Card-#16 Goldfish/Pez Dorado</p>	<p>Unite-Sing "Down By the Bay" Calm-Belly rubs Connect-Hold a baby doll Book-Baby's Colors Photo Card-#6 Blocks/Bloques</p>	<p>Unite-Sing "Hokey Pokey" Calm-Dancing Connect-Say Hello to friends Book-Cuddly Baby Photo Card-#8 Book/Libro</p>	<p>Unite-Sing "Rock-a-Bye Baby" Calm-Watch floating bubbles Connect-Foot massage Book-All Kinds of Kisses Photo Card-#23 Shorts/Shorts</p>
<b>Language Development</b>	<p><b>Is That me?</b> Record a baby's babbling and cooing and then play the recording back to them. They will delight in hearing the familiar sounds in the same way that children delight when you show them their photo.</p>	<p><b>Begin with a Whisper</b> Sing "Row, Row, Row Your Boat" in a whisper and gradually sing a little louder each time you begin the song until you reach a normal level.</p>	<p><b>Peter Piper</b> Say a baby's name to get their attention and then recite the first line of a tongue twister and repeat it several times. Use Lily to say a tongue twister but let baby see your mouth move.</p>	<p><b>Little Miss Muffet</b> Read Little Miss Muffet and be sure the babies can see the pictures. Read in a normal voice and then again in a soft or high-pitched voice. Ask little ones to point to Miss Muffet and then the</p>	<p><b>Funny Sounds</b> Take turns making funny sounds with older infants, such as "raspberries", clucks, smacks, and coos. Copy their sounds and encourage them to copy yours.</p>
<b>Cognitive Development</b>	<p><b>Bubbles</b> Sit with babies and blow bubbles that float at eye level in front of baby. Talk about the bubbles. Talk about the wind that carries the bubbles away.</p>	<p><b>A Change of View</b> Change the position in which you usually feed a baby. Change the position in which they lay in their crib. Change their direction when you place them on the floor.</p>	<p><b>Do You See Blue?</b> Place a blue, white, and black toy in front of baby. If baby stares at the blue object, continue this color grouping. If baby does not, only show blue toys.</p>	<p><b>Paper Bag Blocks</b> Place a small tower of two to three blocks in front of baby. Invite baby to knock down the tower. Follow the child's lead as to how they wish to interact with the blocks.</p>	<p><b>Change it Up</b> Make small changes to a baby's typical environment and observe if baby notices them. For example, move the mobile from one side of crib to the other or turn the busy box upside down.</p>
<b>Social Emotional Development</b>	<p><b>Hands and Feet</b> Place colorful scrunchies on a baby's wrists. On another occasion, place colorful socks on a baby's feet. Describe the scrunchies and socks. Call attention to the colors.</p>	<p><b>Peek-a-Boo</b> Play the game "Baby Face" with children. Start by covering your eyes so baby sees intent of the game. Then place baby's hands over their eyes and move them as the lyrics indicate.</p>	<p><b>Row Your Boat</b> Sit a baby in your lap facing away from you. Sing the song "Row Your Boat" in a cheery voice rocking gently. Sing again in a stormy voice, rock fiercely and then back to a cheery voice, rocking gently.</p>	<p><b>My Time</b> Make special and dedicated time for each child in your care. Talk to each child. Play a game with each child. Rock and sing to each child. Make eye contact and tell each child how special they are.</p>	<p><b>You Are My Sunshine</b> Sing "You Are My Sunshine". Sing along with the CD and then sing the song again without the CD. Babies need to hear your voice and see your mouth move in order to develop language.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>Tracking</b></p> <p>Hold a rattle in front of baby. Slowly move it across their body from left shoulder to right. Hold it steady, shaking it will be a distraction. Say the chant on <i>Green Card</i>#P3.</p> <p><b>Sensory Awareness</b></p> <p>Babies will manipulate play dough with their hands.</p>	<p><b>Hold My Finger</b></p> <p>Place your finger in a baby's palm and encourage them to grasp your finger. They won't hold on for long but they will grasp each time you press your finger into their palm. Say rhyme on <i>Green Card</i>P1.</p> <p><b>Painting</b></p> <p>Babies will experience the feeling of paint on their feet while making feet prints.</p>	<p><b>Cereal Shake</b></p> <p>Place dry cereal in a container with a hole cut in the lid. Invite children to shake cereal out of the tube. Challenge older babies to pick up their cereal and eat it. Help feed younger babies.</p> <p><b>Ice Cube Melt</b></p> <p>Each baby will be given an ice cube to explore. They will feel the different temperatures of the ice as it melts, and see a solid become a liquid object.</p>	<p><b>Here Comes the Airplane</b></p> <p>When feeding a baby, play "Here Comes the Airplane". Hold food on a spoon 12" away from baby's face and make the "plane" slowly glide from side to side as you say: <i>Here comes the airplane.</i></p> <p><b>Rough and Smooth Textures</b></p> <p>Babies will be exposed to items that have rough and smooth textures for them to touch and manipulate.</p>	<p><b>Scooting</b></p> <p>Place an older baby on their tummy. Place a colorful toy in front of them and encourage them to get it. Use encouraging words, such as "come on" and "you can do it" in a high-pitched voice.</p> <p><b>Water Play</b></p> <p>Babies will have a sensory experience splashing water with their hands and/or feet.</p>
<b>Sensory/Art</b>	<p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>B.2.b. Explores own hands and feet</p> <p>D.3.a. Looks intently at new faces or objects</p> <p>A.2.a. Turns head from side to side</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.b. Responds to different tones of voice</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>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</p> <p>B.2.a. Expresses several clearly different emotions</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p>	<p>B.2.b. Turns and looks at teacher when their name is called</p> <p>D.1.c. Shows interest in colors, shapes, patterns, and pictures</p> <p>E.1.a. Demonstrates interest, curiosity, and eagerness in exploring the world around them</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>C.1.a. Enjoys an adult's singing</p> <p>A.3.a. Grabs at things with purpose</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Looks at pictures in a book when reading a story</p> <p>D.1.a. Reaches out to touch objects</p> <p>D.1.b. Hits or kicks toys to make them move</p> <p>B.1.a. Responds with smiles and cooing when picked up by familiar teacher</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>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</p> <p>A.1.d. Begins to demonstrate healthy and safe habits</p> <p>A.2.b. Scoots forward or backward</p>
<b>Objectives</b>					



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## frogstreet Infant Program

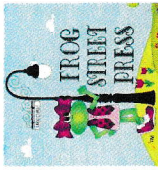


Lily

<b>Infant Class: Infant A</b>		<b>Date: March 26-30, 2018</b>	
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Developing Social Skills</b>	
<b>English Vocabulary: Head, Fingers, Toes, Dance</b>		<b>Spanish Vocabulary: Cabeza, Dedos, Bailar</b>	
<b>American Sign Language (ASL): Drink</b>			
LESSON COMPONENTS	Monday	Tuesday	Wednesday
<b>Brain Start Way to Start the Day</b>	<p><b>Sing-"Mr. Sun"</b> Calm-Stretching Connect-Greet each child Book-if You Were My Bunny Photo Card-#1 Hands/Manos</p>	<p>Unite-Sing "Twinkle Twinkle Little Star" Calm-Look in the mirror Connect-Hold baby doll Book-This Little Piggy Photo Card-#14 Cat/Gato</p>	<p>Unite-Sing "You Are My Sunshine" Calm-Breathing Connect-Touch and count fingers Book-That's Not My Bunny Photo Card-#19 Banana/Platano</p>
	<p><b>Sing to baby</b> Sing a favorite song to a baby. Babies need to watch the movement of your tongue and mouth as you sing in order to learn to speak.</p>	<p><b>Ba-Ba-Ba-Ba</b> Sing "Twinkle Twinkle Little Star" substituting "ba-ba-ba-ba" for the lyrics. Play the song "Ram Sam Sam", sing along and bicycle a child's legs while singing.</p>	<p><b>Shake, Shake, Rattle, Rattle</b> Shake a rattle behind a child. Notice if child turns to see the source of the sound. If child does not turn, shake rattle if front of child and then behind. Repeat until child turns toward sound.</p>
<b>Language Development</b>	<p><b>Smile</b> Smile often at little ones. Make sure your face is 9-14" away from baby's face so they can see you well. The more you smile at a baby, the sooner they will smile back.</p>	<p><b>Peek-a-Boo Plate</b> Draw eyes, nose, and smile on a paper plate. Hold the plate in front of your face as you play peek-a-boo. Invite children to touch the face. Ask the children to find the eyes, nose, and mouth.</p>	<p><b>Mimicking Games</b> Mimic a child's actions. When a child claps, you clap. When a child smiles, you smile. Also try playing beside a child and mimicking what the child is doing, such as stacking blocks.</p>
	<p><b>Help Me Stay Calm</b> Ensure that infants have a quiet place for them to rest. Play music softly during floor time. Hang mobiles where babies can see and enjoy them. Sing Simple songs to babies.</p>	<p><b>Your Hands, My Hands</b> Compare your hands to a child's hands. Ask: <i>Whose hands are larger? Who has the smallest hands? How many fingers are on your hand?</i> Talk about things you do with your hands.</p>	<p><b>Baby Massage</b> Use lotion to massage a child's hands and feet. Talk about the feel of the lotion on the skin. Talk about the child's tiny fingers and toes. Talk about the smell of the lotion.</p>
<b>Cognitive Development</b>	<p><b>What's This?</b> Keep interesting items by the diaper table. Hand child an item to hold and explore while you are changing the diaper. Talk about the attributes of the item and name the item.</p>	<p><b>Seeing Colors</b> Place the Pocket Cube with the Shades of Red cards in it within children's view. Turn the cube occasionally so children can see each shade of red.</p>	<p><b>What's This?</b> Keep interesting items by the diaper table. Hand child an item to hold and explore while you are changing the diaper. Talk about the attributes of the item and name the item.</p>
	<p><b>Cause and Effect</b> Sit with child and experiment with various cause-and-effect toys, such as rattles, balls, and squeeze toys. Demonstrate cause-and-effect reactions, such as when you shake a rattle it makes noise.</p>	<p><b>Row Your Boat</b> Sit child in your lap with their back to your belly. Sing the song in a cheery voice and rock gently. Sing the song in a stormy voice and rock harder. Sing the song again in a cheery voice and rock gently.</p>	<p><b>Unite-Sing "Teddy Bear Teddy Bear"</b> Calm-Leg stretches Connect-Morning Greeting Book-Giggle! Photo Card-#16 Goldfish/Pez Dorado</p>
<b>Social Emotional Development</b>	<p><b>Unite-Sing "I Love You"</b> Calm-Reach for toys Connect-Acknowledge friends with Lily Book-Peek-a-Who? Photo Card-#21 Shoes/Zapatos</p>	<p><b>What's This?</b> Keep interesting items by the diaper table. Hand child an item to hold and explore while you are changing the diaper. Talk about the attributes of the item and name the item.</p>	<p><b>What's This?</b> Keep interesting items by the diaper table. Hand child an item to hold and explore while you are changing the diaper. Talk about the attributes of the item and name the item.</p>
	<p><b>Row Your Boat</b> Sit child in your lap with their back to your belly. Sing the song in a cheery voice and rock gently. Sing the song in a stormy voice and rock harder. Sing the song again in a cheery voice and rock gently.</p>	<p><b>So Big</b> Place a child in your lap or on the floor facing you. Hold child's hands together and ask, "How big is child's name?" Then answer, "So big!" as you raise the child's hands over their head.</p>	<p><b>Seeing Colors</b> Place the Pocket Cube with the Shades of Red cards in it within children's view. Turn the cube occasionally so children can see each shade of red.</p>
<b>Friday</b>		<b>Friday</b>	

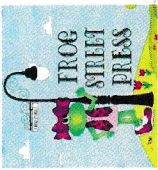
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>Hold My Finger</b> Place your finger in a baby's palm and encourage them to grasp your finger.</p>	<p><b>Here Comes the Airplane</b> When feeding a child, play "Here Comes the Airplane". Hold a bite of food on a spoon about 12" from a child's face and make the "plane" slowly glide from side to side as you move the spoon to the</p>	<p><b>Hand-to-Knee Stretch</b> Lay a child on their back. Play "Mary Had a Little Lamb". Follow the directions in the lyrics to exercise a baby's arms and legs. Continue with the songs "Toe to Ear Stretch" and "One Potato".</p>	<p><b>Follow the Ball</b> Place a child on their tummy. Sit in front of them and create a barrier on each side. Roll a small ball slowly from side to side in front of child and encourage them to follow the ball with their eyes.</p>	<p><b>Scrunchie Watch</b> Place a red, blue or green scrunchie on a child's wrist to encourage them to move their hands in front of their face to see the colorful bracelet.</p>
<b>Sensory/Art</b>	<p><b>Sense of Smell</b> The children will smell the scent of mint.</p>	<p><b>Feeling Textures</b> The children will use their sense of touch to experience the feeling of different textures</p>	<p><b>Painting</b> The children will experience the feeling of paint on their feet while making foot prints</p>	<p><b>Feet Rattles</b> Children will experience cause and effect when they are able to kick bells and hear them ring</p>	<p><b>Sensory Awareness</b> Children will investigate what sticky tape feels like</p>
<b>Objectives</b>	<p>C.1.a. Enjoys an adult's singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people and objects D.3.a. Smiles in recognition of familiar teacher A.1.d. Begins to develop healthy and safe habits B.1.b. Stops crying and calms when comforted by a familiar teacher B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation/exploration</p>	<p>C.2.a. Imitates sounds like "da" when teacher says "da" C.3.c. Enjoys playing with language-like sounds D.3.b. Enjoys playing peek-a-boo D.4.a. Coos, giggles, laughs when teacher plays games with them B.1.c. Engages in positive relationships and interactions with adults B.2.b. Explores own hands and feet A.3.a. Looks at and follows faces and objects with eyes B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.a. Turns toward sounds or voice of teacher D.4.a. Coos, giggles, laughs when teacher plays games with them B.1.b. Shows social interaction with a smile and mutual eye gaze B.3.a. Allows a trusted adult to help calm them with words and touch A.2.a. Develops control of large muscles for movement, navigation, and balance A.2.b. Moves body to achieve a goal</p>	<p>C.2.a. Responds to teacher's talk by babbling C.1.a. Listens with interest to language of others D.1.c. Shows interest in colors, shapes, patterns, and pictures B.2.a. Expresses several clearly different emotions B.4.a. Watches others and tracks their behavior A.3.a. Looks at and follows faces and objects with eyes E.2.a. Demonstrates persistence in learning and discovery</p>	<p>C.3.b. Understand that photos can represent real things in the environment C.3.a. Points to pictures when named by an adult D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when teacher plays games with them B.1.c. Engages in positive relationships and interactions with adults C.1.a. Enjoys an adult's singing A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>





<b>Infant Class: Infant B and C</b>		<b>Date: March 5-9, 2018</b>			
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Encouraging Healthy Eating Habits</b>			
<b>English Vocabulary: Hug, Kiss, Love</b>		<b>Spanish Vocabulary: Abrazo, Beso, Amor</b>			
<b>American Sign Language (ASL): Hug</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	<p>Unite-Sing "The More We Get Together" Calm-Rub belly Connect-Snuggles with teacher Book-Rain, Rain Go Away! Photo Card-#18 Orange/Naranja</p>	<p>Unite-Sing "If You're Happy and You Know It" Calm-Roll a ball Connect-Sing with Lily Book-If You Were My Bunny Photo Card-#24 Hat/Sombrero</p>	<p>Unite-Sing "Farmer in the Dell" Calm-Breathing Connect-Hand massage Book-Hands Photo Card-#1 Arms/Manos Commit-Use gentle touches</p>	<p>Unite-Sing "5 Green and Speckled Frogs" Calm-Laughing Connect-Hug friends Book-1,2,3, To the Zoo Photo Card-#3 Face/Cara</p>	<p>Unite-Sing "ABC's" Calm-Walk with teacher Connect-Complement children Book-My Cat Just Sleeps Photo Card-#14 Cat/Gato Commit-Be a good helper</p>
<b>Language Development</b>	<p><b>Much to Say</b> Select an interesting toy from the shelf. Sit with a child and discuss the toy in detail. Point out how it is used, its color, its shape, and its texture. If the toy makes a noise, discuss the sound.</p> <p><b>Ring, Beep, Blink</b> Invite children to play with a toy that makes sound or lights up when buttons are pressed. Allow children to explore on their own but can demonstrate which buttons to push if needed.</p>	<p><b>Copy Me</b> Play copycat games, such as pat-a-cake and peek-a-boo, with children. Use gestures, such as waving good-bye and hello, pointing, and patting your heart for happy,</p> <p><b>One, Two, Three</b> Use the counting sequence "one, two, three" often. Say <i>One, two, three, up you come. One, two, three take a bite.</i> Say and perform the rhyme on Red Card C34 with children.</p>	<p><b>Photo Gallery</b> Show children one or two photos. Describe the object. If you are describing a toy, have the children get the toy. If you are describing body parts ask children to point to their body part,</p> <p><b>More or Less?</b> Display a set of four blocks and a set of two blocks. Point out that the bigger pile has more blocks than the smaller pile. Sing the song on Red Card C58. Use the words blocks, crayons, and rattles.</p>	<p><b>Teddy Bear Chant</b> Say the chant on Blue Card L53 and encourage little ones to perform the actions. As a follow-up activity, listen to "Teddy Bear, Teddy Bear".</p> <p><b>Shape Hunt</b> Show children the shape of a clover, then ask them to find the clovers that are hidden/placed around the classroom.</p>	<p><b>Naming Game</b> Take a stroll with children and ask, "What's this?" as you point to a familiar object. Offer the correct name of the object. Also do this when looking at pictures in a book.</p> <p><b>Textured Finger Paint</b> Invite children to paint with textured finger paint. Talk about the paint as they work. Say, <i>The paint is cool and gritty. Do you feel it on your hands? What color is the paint?</i></p>
<b>Cognitive Development</b>	<p><b>Snuggle, Snuggle</b> Sit a child in your lap facing you or hold a child to your chest and follow the actions in the song "Snuggles" (FS BG CD).</p>	<p><b>Photo Cards</b> Place Photo Card #24 (hat) in the easel and place it beside an actual hat so children can see the two-dimensional object and the real object. Talk about the clothing item.</p>	<p><b>Dance With Me</b> Play "Puppy Dance". Invite walkers to dance with you. Hold the hands of beginning walkers. Pick up non-walkers and dance with them in your arms.</p>	<p><b>Here Are My Ears</b> Encourage little ones to point to their body part as you say the rhyme on Yellow Card #SE65.</p>	<p><b>My Body Talks</b> Say the "My Body Talks" chant on Yellow Card #SE64 with little ones. Encourage them to mimic your actions. Point out the many ways we use our body to communicate.</p>
<b>Social Emotional Development</b>					

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	<p><b>Poke and Squeeze</b> Give children play dough to manipulate. Sit with them and demonstrate how to poke, pat, squeeze, smash and roll the dough.</p>	<p><b>Pick and Poke</b> Place several strips of masking tape on a table top. Encourage little ones to remove the tape. As they work, they will be developing fine motor skills in their hands and fingers.</p>	<p><b>My Hands</b> Read <u>Hands</u>. As you read, pause and invite children to do the same actions with their hands as they do in the book. Point out how we use our hands to help us do important things.</p>	<p><b>I Can</b> Play, "I Can, Can You" (FS BS CD). Have children follow your lead. If the rhyme moves too quickly, slowly read it without the CD. When children become familiar with it, try the CD again.</p>	<p><b>Bubble Stomp</b> Lay bubble wrap on the floor. Show children how to stomp on it with their feet to pop the bubbles. Show non-walkers how to pop the bubbles with their fingers. Say the chant on <i>Green Card #P40</i>.</p>
Sensory/Art	<p><b>Sensory Awareness</b> Children will use their fine motor skills to manipulate play dough.</p>	<p><b>Sensory Awareness</b> The children will experience the feel texture of sticky tape.</p>	<p><b>Sense of Smell</b> Children will smell the scent of maple.</p>	<p><b>Finger Paint</b> Children will feel the texture of paint and experience moving it around.</p>	<p><b>Textures</b> Children will be able to touch and manipulate bubble wrap; exploring the texture of it.</p>
Objectives	<p>C.1.c. Watches when others speak and then makes sounds themselves C.2.a. Responds to teacher's talk by babbling D.1.b. Plays with objects that make sounds D.2.a. Experiments with different uses for objects B.1.a. Imitates familiar adults' body language and sounds B.1.c. Shows affection A.3.a. Develops control of small muscles for manipulation and exploration</p>	<p>C.1.b. Uses hand motions/body movements in response to familiar words and phrases D.3.b. Enjoys playing peek-a-boo D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> D.4.a. Imitates adult actions B.1.c. Engages in positive relationships and interactions with adults C.3.b. Understands that pictures can represent real things in the environment A.3.a. Sits and uses hands A.3.b. Uses thumb and index finger to pick up, squeeze, or poke</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.2.d. Uses words such as <i>big, little, more and one, two, three</i> D.2.d. recognizes the difference in number of small sets of objects B.1.c. Engages in positive relationships and interactions with adults B.4.a. Shows interest and awareness of others A.1.c. Begins to develop self-care skills</p>	<p>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another while coordinating body movements D.3.b. Searches for missing or hidden objects B.2.b. Points to and names body parts on themselves and others D.4.a. Uses imitation in pretend play to express creativity and imagination C.1.b. Follows simple requests A.2.b. Moves body to achieve a goal</p>	<p>C.2.a. Tries to name objects C.1.b. Begins to use proto words (<i>wa-wa</i> for water) 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 A.2.b. Moves body to achieve a goal D.4.a. Uses imitation in pretend play to express creativity and imagination A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests</p>



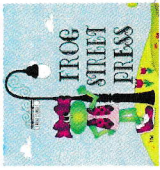
<b>Infant Class: Infant B and C</b>		<b>Date: March 5-9, 2018</b>			
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Encouraging Healthy Eating Habits</b>			
<b>English Vocabulary: Hug, Kiss, Love</b>		<b>Spanish Vocabulary: Abrazo, Beso, Amor</b>			
<b>American Sign Language (ASL): Hug</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	<p>Unite-Sing "The More We Get Together"</p> <p>Calm-Rub belly</p> <p>Connect-Snuggles with teacher</p> <p>Book-Rain, Rain Go Away!</p> <p>Photo Card-#18 Orange/Naranja</p>	<p>Unite-Sing "If You're Happy and You Know It"</p> <p>Calm-Roll a ball</p> <p>Connect-Sing with Lily</p> <p>Book-If You Were My Bunny</p> <p>Photo Card-#24 Hat/Sombrero</p>	<p>Unite-Sing "Farmer in the Dell"</p> <p>Calm-Breathing</p> <p>Connect-Hand massage</p> <p>Book-Hands</p> <p>Photo Card-#1 Arms/Manos</p> <p>Commit-Use gentle touches</p>	<p>Unite-Sing "5 Green and Speckled Frogs"</p> <p>Calm-Laughing</p> <p>Connect-Hug friends</p> <p>Book-1.2.3. To the Zoo</p> <p>Photo Card-#3 Face/Cara</p>	<p>Unite-Sing "ABC's"</p> <p>Calm-Walk with teacher</p> <p>Connect-Complement children</p> <p>Book-My Cat Just Sleeps</p> <p>Photo Card-#14 Cat/Gato</p> <p>Commit-Be a good helper</p>
<b>Language Development</b>	<p><b>Much to Say</b></p> <p>Select an interesting toy from the shelf. Sit with a child and discuss the toy in detail. Point out how it is used, its color, its shape, and its texture. If the toy makes a noise, discuss the sound.</p>	<p><b>Copy Me</b></p> <p>Play copycat games, such as pat-a-cake and peek-a-boo, with children. Use gestures, such as waving good-bye and hello, pointing, and patting your heart for happy.</p>	<p><b>Photo Gallery</b></p> <p>Show children one or two photos. Describe the object. If you are describing a toy, have the children get the toy. If you are describing body parts ask children to point to their body part.</p>	<p><b>Teddy Bear Chant</b></p> <p>Say the chant on <i>Blue Card L53</i> and encourage little ones to perform the actions. As a follow-up activity, listen to "Teddy Bear, Teddy Bear".</p>	<p><b>Naming Game</b></p> <p>Take a stroll with children and ask, "What's this?" as you point to a familiar object. Offer the correct name of the object. Also do this when looking at pictures in a book.</p>
<b>Cognitive Development</b>	<p><b>Ring, Beep, Blink</b></p> <p>Invite children to play with a toy that makes sound or lights up when buttons are pressed. Allow children to explore on their own but can demonstrate which buttons to push if needed.</p>	<p><b>One, Two, Three</b></p> <p>Use the counting sequence "one, two, three" often. Say <i>One, two, three, up you come. One, two, three take a bite.</i> Say and perform the rhyme on <i>Red Card C34</i> with children.</p>	<p><b>More or Less?</b></p> <p>Display a set of four blocks and a set of two blocks. Point out that the bigger pile has more blocks than the smaller pile. Sing the song on <i>Red Card C58.</i> Use the words blocks, crayons, and rattles.</p>	<p><b>Shape Hunt</b></p> <p>Show children the shape of a clover, then ask them to find the clovers that are hidden/placed around the classroom.</p>	<p><b>Textured Finger Paint</b></p> <p>Invite children to paint with textured finger paint. Talk about the paint as they work. Say: <i>The paint is cool and gritty. Do you feel it on your hands? What color is the paint?</i></p>
<b>Social Emotional Development</b>	<p><b>Snuggle, Snuggle</b></p> <p>Sit a child in your lap facing you or hold a child to your chest and follow the actions in the song "Snuggles" (FS BG CD).</p>	<p><b>Photo Cards</b></p> <p>Place <i>Photo Card #24</i> (hat) in the easel and place it beside an actual hat so children can see the two-dimensional object and the real object. Talk about the clothing item.</p>	<p><b>Dance With Me</b></p> <p>Play "Puppy Dance". Invite walkers to dance with you. Hold the hands of beginning walkers. Pick up non-walkers and dance with them in your arms.</p>	<p><b>Here Are My Ears</b></p> <p>Encourage little ones to point to their body part as you say the rhyme on <i>Yellow Card #SE65.</i></p>	<p><b>My Body Talks</b></p> <p>Say the "My Body Talks" chant on <i>Yellow Card #SE64</i> with little ones. Encourage them to mimic your actions. Point out the many ways we use our body to communicate.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	<p><b>Poke and Squeeze</b> Give children play dough to manipulate. Sit with them and demonstrate how to poke, pat, squeeze, smash and roll the dough.</p> <p><b>Sensory Awareness</b> Children will use their fine motor skills to manipulate play dough.</p>	<p><b>Pick and Poke</b> Place several strips of masking tape on a table top. Encourage little ones to remove the tape. As they work, they will be developing fine motor skills in their hands and fingers.</p> <p><b>Sensory Awareness</b> The children will experience the feel texture of sticky tape.</p>	<p><b>My Hands</b> Read Hands. As you read, pause and invite children to do the same actions with their hands as they do in the book. Point out how we use our hands to help us do important things.</p> <p><b>Sense of Smell</b> Children will smell the scent of maple.</p>	<p><b>I Can</b> Play, "I Can, Can You" (FS BS CD). Have children follow your lead. If the rhyme moves too quickly, slowly read it without the CD. When children become familiar with it, try the CD again.</p> <p><b>Finger Paint</b> Children will feel the texture of paint and experience moving it around.</p>	<p><b>Bubble Stomp</b> Lay bubble wrap on the floor. Show children how to stomp on it with their feet to pop the bubbles. Show non-walkers how to pop the bubbles with their fingers. Say the chant on <i>Green Card #P40</i>.</p> <p><b>Textures</b> Children will be able to touch and manipulate bubble wrap, exploring the texture of it.</p>
Sensory/Art	<p>C.1.c. Watches when others speak and then makes sounds themselves C.2.a. Responds to teacher's talk by babbling D.1.b. Plays with objects that make sounds D.2.a. Experiments with different uses for objects B.1.a. Imitates familiar adults' body language and sounds B.1.c. Shows affection A.3.a. Develops control of small muscles for manipulation and exploration</p>	<p>C.1.b. Uses hand motions/body movements in response to familiar words and phrases D.3.b. Enjoys playing peek-a-boo D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> D.4.a. Imitates adult actions B.1.c. Engages in positive relationships and interactions with adults C.3.b. Understands that pictures can represent real things in the environment A.3.a. Sits and uses hands A.3.b. Uses thumb and index finger to pick up, squeeze, or poke</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.2.d. Uses words such as <i>big, little, more and one, two, three</i> D.2.d. recognizes the difference in number of small sets of objects B.1.c. Engages in positive relationships and interactions with adults B.4.a. Shows interest and awareness of others A.1.c. Begins to develop self-care skills</p>	<p>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another while coordinating body movements D.3.b. Searches for missing or hidden objects B.2.b. Points to and names body parts on themselves and others D.4.a. Uses imitation in pretend play to express creativity and imagination C.1.b. Follows simple requests A.2.b. Moves body to achieve a goal</p>	<p>C.2.a. Tries to name objects C.1.b. Begins to use proto words (wa-wa for water) 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 A.2.b. Moves body to achieve a goal D.4.a. Uses imitation in pretend play to express creativity and imagination A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests</p>
Objectives					



<b>Infant Class: Infant B and C</b>		<b>Date: March 12-16, 2018</b>			
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Encouraging Healthy Eating Habits</b>			
<b>English Vocabulary: Stop, Red, Green</b>		<b>Spanish Vocabulary: Alto, Rojo, Verde</b>			
<b>American Sign Language (ASL): Please</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	<p>Unite-Sing "Baby Face" Calm-Stretching Connect-Hold baby doll Book-Faces/Caras Photo Card-#12 Teddy Bear/Osito de Peluche</p>	<p>Unite-Sing "I Love You" Calm-Arm massage Connect-Say Hello to Lily Book-Chicka Chicka abc Photo Card-#11 Truck/Camion Commit-Be a good friend</p>	<p>Unite-Sing "Little Red Wagon" Calm-Look in a mirror Connect-Count fingers Book-Clever Tiger Photo Card-#19 Banana/Platano Commit-Use gentle touches</p>	<p>Unite-Sing "10 in a Bed" Calm-Count toes Connect-Roll a ball Book-Noisy Monkey Photo Card-#20 Strawberry/Fresa</p>	<p>Unite-Sing "Take Me Out to the Ballgame" Calm-Dancing Connect-Give a toy to a friend Book-Little Frog Photo Card-#21 Shoes/Zapatos</p>
<b>Language Development</b>	<p><b>Conversation Starters</b> Wear unique and colorful clothing (beads, funny hat, clown nose) when changing a diaper or feeding time. Use these items as a springboard for conversation. Talk in detail, about the items.</p>	<p><b>Floor Covers</b> Change a child's environment by placing them on a colorful beach towel or blanket during floor time. Place a Photo Card on the blanket. Talk about the image on the card. Ask them to point to the</p>	<p><b>Please and Thank You</b> Say "please" and "thank you" when you interact with children. Ask them to hand you a toy by saying, "Hand me the rattle, please." Then say, "thank you" when the toy is handed to you.</p>	<p><b>Munch, Crunch, Gurgle</b> During meal time, point out the sounds that foods make when we chew or swallow. Dry cereals crunch and crack. Milk gurgles when we swallow.</p>	<p><b>Hands</b> Talk with little ones about their hands. Read the book <i>Hands</i>. Invite little ones to act out the chant on <i>Blue Card</i> #L48.</p>
<b>Cognitive Development</b>	<p><b>Putty in My Hands</b> Give little ones play dough to explore. Show them how to pat it, roll it, and stretch it.</p>	<p><b>Peek-a-Boo Plate</b> Draw eyes, a nose, and a smile on a paper plate. Hold the paper plate in front of your face as you play peek-a-boo. Invite children to touch the face. Ask children to find the eyes, nose, and mouth.</p>	<p><b>Tunnel Fun</b> Place a tunnel in the room. Place a special toy at one end of the tunnel to motivate little ones to crawl through the tunnel to get the toy. Add a few obstacles in the tunnel using pillows or blocks.</p>	<p><b>Drop it</b> Demonstrate dropping items onto a cookie sheet to create a sound. Discuss the sound that each item makes. Ask: <i>Which items make loud sounds? Which items make soft sounds?</i></p>	<p><b>Stacking Blocks</b> Sit and stack blocks with children. Encourage children to copy a tower you build. Rebuild the tower using more or less blocks and invite children to copy again. Count the blocks in each tower.</p>
<b>Social Emotional Development</b>	<p><b>Pat-a-Cake Feet</b> Talk about children's feet, and how they take you where you want to go. Play "Pat-a-Cake" using children's feet instead of hands. Sing the song on <i>Yellow Card</i> #SE22.</p>	<p><b>Nose Rubs</b> Teach little ones how to rub noses with you. Older children may be able to copy "butterfly kisses" (rubbing eyelashes on another's cheeks).</p>	<p><b>It Takes Two</b> Have two children sit across from each other and spread their legs. Make sure their feet are touching. Give them a ball and show them how to roll the ball back and forth to each other.</p>	<p><b>Walking My Baby</b> Play "Walking My Baby Back Home". Lay non-walkers on the floor and move their legs to the music. Hold the hands of walkers and walk around the room.</p>	<p><b>Safety Always</b> Remind children several times a day that they are safe in the classroom with you. Gradually give them simple safety rules, such as using gentle hands with friends. Physically demonstrate gentle hands.</p>

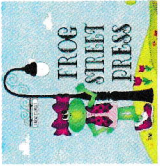
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>Shake, Shake, Shake</b> Give children rattles and bells to shake while you play "A Walk in the Park". On another day choose a song with a different tempo and invite the "band" to play along.</p> <p><b>Sensory Awareness</b> The children will manipulate play dough with their hands.</p>	<p><b>Forward and Backward</b> Invite crawlers to crawl backwards if they do not do this, demonstrate. Say <i>forward</i> when a child crawls forward and <i>backward</i> when they go backward.</p> <p><b>Painting</b> Children will experience the feeling of paint on their feet and they make feet prints.</p>	<p><b>Turn the Page</b> Sit with little ones and help them turn pages of board books. Show them how to hold a book correctly and how to grab the page at the top right with their thumb and index finger and turn the page.</p> <p><b>Ice Cube Melt</b> Each child will be given an ice cube to explore. They will feel the different temperatures of the ice as it melts, and see a solid become a liquid object.</p>	<p><b>Move and Learn</b> Play "Head, Shoulders, Knees and Toes". Encourage children to follow the lyrics. Teach the movements before introducing the music. Have children copy your movements.</p> <p><b>Rough and Smooth Textures</b> Children will be exposed to items that have rough and smooth textures for them to touch and manipulate.</p>	<p><b>Squeeze and Pour</b> Invite little ones to play with a variety of tools (sponges, cups, bottles) in a tub of water. Demonstrate how to use each tool.</p> <p><b>Water Play</b> Children will have a sensory experience splashing water with their hands and/or feet.</p>
<b>Sensory/Art</b>	<p>C.2.a. Responds well to teacher's talk by babbling or cooing C.2.a. Begins to move mouth while looking at teacher talking 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 B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adult A.3.a. Shakes objects A.3.a. Sits and uses hands</p>	<p>C.3.a. Points to pictures when named by an adult D.3.b. Enjoys playing peek-a-boo D.4.a. Coo, giggles, laughs when teacher plays games with them A.2.b. Moves body to achieve a goal with adults B.1.c. Engages in positive relationships A.2.b. Scoots forward or backward A.2.b. Crawls on hands and knees</p>	<p>C.1.b. Follows simple requests C.1.c. Begins to understand the rules of conversation D.2.b. Crawls into, around, and over obstacles D.2.c. Applies knowledge to new situations B.4.c. Plays side-by-side with others A.3.b. Uses thumb and index finger to pick up, squeeze, or poke C.3.d. Turns pages of a book</p>	<p>C.3.c. Enjoys playing with language-like sounds D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.1.b. Shows emotional connections and attachment to others while beginning to show independence C.1.a. Enjoys an adult's singing A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.3.c. Participates in activities or songs that require listening C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes D.1.c. Stacks blocks or objects D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> A.1.d. Begins to demonstrate healthy and safe habits B.1.b. Shows emotional connections and attachment to others while beginning to show independence A.3.c. Uses hands to play with tools</p>
<b>Objectives</b>					



<b>Infant Class: Infant B and C</b>		<b>Date: March 12-16, 2018</b>	
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Encouraging Healthy Eating Habits</b>	
<b>English Vocabulary: Stop, Red, Green</b>		<b>Spanish Vocabulary: Alto, Rojo, Verde</b>	
<b>American Sign Language (ASL): Please</b>			
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>Brain Start Way to Start the Day</b>	<p>Unite-Sing "Baby Face" Calm-Stretching Connect-Hold baby doll Book-Faces/Caras Photo Card-#12 Teddy Bear/Osito de Peluche</p>	<p>Unite-Sing "I Love You" Calm-Arm massage Connect-Say Hello to Lily Book-Chicka Chicka abc Photo Card-#11 Truck/Camion Commit-Be a good friend</p>	<p>Unite-Sing "Little Red Wagon" Calm-Look in a mirror Connect-Count fingers Book-Clever Tiger Photo Card-#19 Banana/Platano Commit-Use gentle touches</p>
<b>Language Development</b>	<p><b>Conversation Starters</b> Wear unique and colorful clothing (beads, funny hat, clown nose) when changing a diaper or feeding time. Use these items as a spingboard for conversation. Talk, in detail, about the items.</p>	<p><b>Floor Covers</b> Change a child's environment by placing them on a colorful beach towel or blanket during floor time. Place a <i>Photo Card</i> on the blanket. Talk about the image on the card. Ask them to point to the</p>	<p><b>Please and Thank You</b> Say "please" and "thank you" when you interact with children. Ask them to hand you a toy by saying, "Hand me the rattle, please." Then say, "thank you" when the toy is handed to you.</p>
<b>Cognitive Development</b>	<p><b>Putty in My Hands</b> Give little ones play dough to explore. Show them how to pat it, roll it, and stretch it.</p>	<p><b>Peek-a-Boo Plate</b> Draw eyes, a nose, and a smile on a paper plate. Hold the paper plate in front of your face as you play peek-a-boo. Invite children to touch the face. Ask children to find the eyes, nose, and mouth.</p>	<p><b>Drop It</b> Demonstrate dropping items onto a cookie sheet to create a sound. Discuss the sound that each item makes. Ask: <i>Which items make loud sounds? Which items make soft sounds?</i></p>
<b>Social Emotional Development</b>	<p><b>Pat-a-Cake Feet</b> Talk about children's feet, and how they take you where you want to go. Play "Pat-a-Cake" using children's feet instead of hands. Sing the song on <i>Yellow Card</i> #SE22.</p>	<p><b>Nose Rubs</b> Teach little ones how to rub noses with you. Older children may be able to copy "butterfly kisses" (rubbing eyelashes on another's cheeks).</p>	<p><b>Walking My Baby</b> Play "Walking My Baby Back Home". Lay non-walkers on the floor and move their legs to the music. Hold the hands of walkers and walk around the room.</p>
			<b>Friday</b>
			<p>Unite-Sing "Take Me Out to the Ballgame" Calm-Dancing Connect-Give a toy to a friend Book-Little Frog Photo Card-#21 Shoes/Zapatos</p>
			<p><b>Hands</b> Talk with little ones about their hands. Read the book <i>Hands</i>. Invite little ones to act out the chant on <i>Blue Card</i> #L48.</p>
			<p><b>Stacking Blocks</b> Sit and stack blocks with children. Encourage children to copy a tower you build. Rebuild the tower using more or less blocks and invite children to copy again. Count the blocks in each tower.</p>
			<p><b>Safety Always</b> Remind children several times a day that they are safe in the classroom with you. Gradually give them simple safety rules, such as using gentle hands with friends. Physically demonstrate gentle hands.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>Shake, Shake, Shake</b></p> <p>Give children rattles and bells to shake while you play "A Walk in the Park". On another day choose a song with a different tempo and invite the "band" to play along.</p>	<p><b>Forward and Backward</b></p> <p>Invite crawlers to crawl backwards if they do not do this, demonstrate. Say <i>forward</i> when a child crawls forward and <i>backward</i> when they go backward.</p>	<p><b>Turn the Page</b></p> <p>Sit with little ones and help them turn pages of board books. Show them how to hold a book correctly and how to grab the page at the top right with their thumb and index finger and turn the page.</p>	<p><b>Move and Learn</b></p> <p>Play "Head, Shoulders, Knees and Toes". Encourage children to follow the lyrics. Teach the movements before introducing the music. Have children copy your movements.</p>	<p><b>Squeeze and Pour</b></p> <p>Invite little ones to play with a variety of tools (sponges, cups, bottles) in a tub of water. Demonstrate how to use each tool.</p>
<b>Sensory/Art</b>	<p><b>Sensory Awareness</b></p> <p>The children will manipulate play dough with their hands.</p>	<p><b>Painting</b></p> <p>Children will experience the feeling of paint on their feet as they make foot prints.</p>	<p><b>Ice Cube Melt</b></p> <p>Each child will be given an ice cube to explore. They will feel the different temperatures of the ice as it melts, and see a solid become a liquid object.</p>	<p><b>Rough and Smooth Textures</b></p> <p>Children will be exposed to items that have rough and smooth textures for them to touch and manipulate.</p>	<p><b>Water Play</b></p> <p>Children will have a sensory experience splashing water with their hands and/or feet.</p>
<b>Objectives</b>	<p>C.2.a. Responds well to teacher's talk by babbling or cooing</p> <p>C.2.a. Begins to move mouth while looking at teacher talking</p> <p>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</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.1.c. Claps and smiles back and forth with familiar adult</p> <p>A.3.a. Shakes objects</p> <p>A.3.a. Sits and uses hands</p>	<p>C.3.a. Points to pictures when named by an adult</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>D.4.a. Coo, giggles, laughs when teacher plays games with them</p> <p>A.2.b. Moves body to achieve a goal with adults</p> <p>B.1.c. Engages in positive relationships with adults</p> <p>A.2.b. Scoots forward or backward</p> <p>A.2.b. Crawls on hands and knees</p>	<p>C.1.b. Follows simple requests</p> <p>C.1.c. Begins to understand the rules of conversation</p> <p>D.2.b. Crawls into, around, and over obstacles</p> <p>D.2.c. Applies knowledge to new situations</p> <p>B.4.c. Plays side-by-side with others</p> <p>A.3.b. Uses thumb and index finger to pick up, squeeze, or poke</p> <p>C.3.d. Turns pages of a book</p>	<p>C.3.c. Enjoys playing with language-like sounds</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.1.b. Shows emotional connections and attachment to others while beginning to show independence</p> <p>C.1.a. Enjoys an adult's singing</p> <p>A.2.b. Moves body to achieve a goal</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</p> <p>D.1.c. Stacks blocks or objects</p> <p>D.2.d. Uses words such as <i>big, little, more, and one, two, three</i></p> <p>A.1.d. Begins to demonstrate healthy and safe habits</p> <p>B.1.b. Shows emotional connections and attachment to others while beginning to show independence</p> <p>A.3.c. Uses hands to play with tools</p>





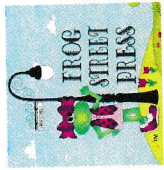
<b>Infant Class: Infant B and C</b>		<b>Date: March 19-23, 2018</b>	
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Developing Social skills</b>	
<b>English Vocabulary: One, Two, Three</b>		<b>Spanish Vocabulary: Uno, Dos, Tres</b>	
<b>American Sign Language (ASL): Thank you</b>			
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>Brain Start Way to Start the Day</b>	Unite-Sing "Little Turtle" Calm-Laughing Connect-Say hello to Lily Book-My Backpack Photo Card-#6 Blocks/Bloques Commit-Place photos in Safekeeper Box	Unite-Sing "Jig Jog" Calm-Roll a ball Connect-Snuggle with teacher Book-A Cuddle for Little Duck Photo Card-#7 Top/Trompo Commit-Use gentle touches	Unite-Sing "ABC's" Calm-Foot massage Connect-Complement children Book-Who Are We? Photo Card-# 9 Jack-in-the-Box/Caja Sorpresa
	<b>Aliterative Names</b> Make up alliterative names for children, such as Awesome Audrey, Kind Kira. Or Darling David. Use the names often. Make up alliterative names for foods as well.	<b>Sensory Glove</b> Place a sensory glove on your hand. Encourage children to feel each finger. Talk about how each finger feels. You might say, "This finger feels bumpy."	<b>Hand Me the Ball</b> Lay a ball, block, and a book on the floor. Ask a child to hand you the ball. When successful identifying the ball and handing it to you, ask for the other items one at a time.
<b>Cognitive Development</b>	<b>Downhill Run</b> Create an incline plane. Invite children to roll small cars up and down the "hill". Talk with children about the difference between pushing the car up the hill and letting it roll down the hill.	<b>Shoe Match</b> Invite children to organize an assortment of shoes into pairs. Allow children to show you how good they are at bringing you something you need or ask for. Also try this activity with mittens.	<b>Tunnel Fun</b> Place a special toy at one end of a tunnel to motivate children to crawl through. After a few times through, add one or two obstacles using pillows or blocks.
	<b>My Family</b> Cover cylinders with pictures of the children's families. Show the children how to roll the cylinders to see their families. Ask them, <i>Where is mommy? Where is brother?</i>	<b>Name that Emotion</b> Talk with children during the day about their emotions to help them identify if they are feeling sad, excited, angry, or happy. You might say, <i>Look at that big smile. You are feeling happy.</i>	<b>Putty in My Hands</b> Give children play dough to explore. Show them how to pat it, roll it, and stretch it.
<b>Social Emotional Development</b>			<b>Eyes, Ears, Nose, and Mouth</b> Very slowly sing "Eyes, Ears, Nose, and Mouth" to the tune of "Head, Shoulders, Knees and Toes" while pointing to each feature. Encourage children to copy your movements.
			<b>Name Game</b> Say a child's name with all its rhyming variations in "The Name Game". The first sound of a child's name is substituted with the letters B, F, and M.
			<b>Where Is Lily</b> Let a child watch you hide Lily the Puppet under one of two identical blankets and then ask where Lily is. If the child shows you, you will know that they have mastered object permanence.
			<b>Finger Paint</b> Invite children to make designs and marks with their hands in finger paint. Discuss the color of the paint and the feel of it on their hands. Discuss the designs the children make.
			<b>Unite-Sing "5 Little Monkeys"</b> Calm-Belly rubs Connect-"All By Myself" chant Book-Olivia Counts Photo Card-#18 Orange/Naranja Commit-Be a good friend
			<b>Unite-Sing "Uno, Dos, Tres"</b> Calm-Clapping Connect-Count fingers Book-101 First Words Photo Card-#16 Goldfish/Pez Dorado Commit-Use helping hands
			<b>Friday</b> Unite-Sing "5 Little Monkeys" Calm-Belly rubs Connect-"All By Myself" chant Book-Olivia Counts Photo Card-#18 Orange/Naranja Commit-Be a good friend

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>Bubble Stomp</b></p> <p>Lay bubble wrap on the floor and tape it securely in place. Show children how to stomp on it with their feet to pop the bubbles. Recite the chant on Green Card P40.</p> <p><b>Painting</b></p> <p>Children will experience the feeling of paint on their hands while making hand prints</p>	<p><b>Teddy Bear, Teddy Bear</b></p> <p>Play "Teddy Bear, Teddy Bear". Start by saying the rhyme without the CD, with children, and demonstrating the actions. Then play the CD as you do the movements as children copy you.</p> <p><b>Water Play</b></p> <p>Children will have a sensory experience splashing water with their hands</p>	<p><b>Hokey Pokey</b></p> <p>Play "Baby's Hokey Pokey" (FS BG CD). Encourage walkers to follow your actions. Move the arms and legs of non-walkers.</p> <p><b>Sense of Smell</b></p> <p>Children will use their sense of smell to experience the scent of mint</p>	<p><b>Twinkle Fingers</b></p> <p>Show children how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star".</p> <p><b>Paper Crumple</b></p> <p>Each child will be given a piece of paper. Discuss how the paper feels and what they are doing to it, i.e. tearing, ripping, crumpling</p>	<p><b>Soap Play</b></p> <p>Invite children to play with liquid soap in a tub of water. Describe the way the soap is used for washing their hands as they play.</p> <p><b>Hands in Flour</b></p> <p>The children will use their sense of touch to explore the feeling of flour</p>
<b>Sensory/Art</b>	<p>C.3.c Enjoys playing with language-like sounds</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.1.a. Differentiates between familiar and unfamiliar adults</p> <p>B.2.d. Enjoys pointing to or naming pictures of family members</p> <p>A.2.b. Moves body to achieve a goal</p> <p>C.1.b. Follows simple instructions</p>	<p>C.1.a. Listens with interest to language of others</p> <p>D.1.b. Categorizes, matches, orders, some objects</p> <p>D.3.c. Brings familiar people their shoes or other personal objects</p> <p>B.2.a. Expresses a variety of emotions</p> <p>B.3.a. Shows ability to cope with stress</p> <p>A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>A.2.b. Moves body to achieve a goal</p>	<p>C.1.b. Recognizes names of familiar objects</p> <p>C.1.b. Follows simple requests</p> <p>D.1.b. Uses senses to investigate environment to discover what objects do, how things work, and how they can make things happen</p> <p>B.2.b. Turns and looks at teacher when their name is called.</p> <p>C.1.a. Listens with interest to the language of others</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.a. Coordinates hand and body movements</p>	<p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</p> <p>D.2.b. Crawls into, around, and over obstacles</p> <p>D.2.c. Applies knowledge to new situations</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>B.4.c. Watches others and tracks their behavior</p> <p>A.3.a. Sits and uses hands</p> <p>D.4.a. Imitates adult actions</p>	<p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>D.3.c. Remembers that people and objects exist when out of sight</p> <p>B.1.a. Imitates familiar adults' body language and sounds</p> <p>B.1.c. Shows affection (hugs and kisses, leaning in, reaching out)</p> <p>A.1.c. Begins to develop self-care skills</p> <p>A.3.b. Transfers objects from hand to hand</p>
<b>Objectives</b>					



<b>Infant Class: Infant B and C</b>		<b>Date: March 19-23, 2018</b>			
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Developing Social skills</b>			
<b>English Vocabulary: One, Two, Three</b>		<b>Spanish Vocabulary: Uno, Dos, Tres</b>			
<b>American Sign Language (ASL): Thank you</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	<p>Unite-Sing "Little Turtle"            Calm-Laughing            Connect-Say hello to Lily            Book-My Backpack            Photo Card-#6 Blocks/Bloques            Commit-Place photos in Safekeeper Box</p>	<p>Unite-Sing "Jig Jog"            Calm-Roll a ball            Connect-Snuggle with teacher            Book-A Cuddle for Little Duck            Photo Card-#7 Top/Trompo            Commit-Use gentle touches</p>	<p>Unite-Sing "ABC's"            Calm-Foot massage            Connect-Complement children            Book-Who Are We?            Photo Card-# 9 Jack-in-the-Box/Caja Sorpresa</p>	<p>Unite-Sing "Uno, Dos, Tres"            Calm-Clapping            Connect-Count fingers            Book-101 First Words            Photo Card-#16 Goldfish/Pez Dorado            Commit-Use helping hands</p>	<p>Unite-Sing "5 Little Monkeys"            Calm-Belly rubs            Connect-"All By Myself" chant            Book-Olivia Counts            Photo Card-#18 Orange/Naranja            Commit-Be a good friend</p>
<b>Language Development</b>	<p><b>Alliterative Names</b>            Make up alliterative names for children, such as Awesome Audrey, Kind Kira. Or Darling David. Use the names often. Make up alliterative names for foods as well.</p>	<p><b>Sensory Glove</b>            Place a sensory glove on your hand. Encourage children to feel each finger. Talk about how each finger feels. You might say, "This finger feels bumpy."</p>	<p><b>Hand Me the Ball</b>            Lay a ball, block, and a book on the floor. Ask a child to hand you the ball. When successful identifying the ball and handing it to you, ask for the other items one at a time.</p>	<p><b>Hands</b>            Talk with children about things their hands can do. Read the book <u>Hands</u>. Invite children to act out the chant on Blue Card #L48</p>	<p><b>Finger Paint</b>            Invite children to make designs and marks with their hands in finger paint. Discuss the color of the paint and the feel of it on their hands. Discuss the designs the children make.</p>
<b>Cognitive Development</b>	<p><b>Downhill Run</b>            Create an incline plane. Invite children to roll small cars up and down the "hill". Talk with children about the difference between pushing the car up the hill and letting it roll down the hill.</p>	<p><b>Shoe Match</b>            Invite children to organize an assortment of shoes into pairs. Allow children to show you how good they are at bringing you something you need or ask for. Also try this activity with mittens.</p>	<p><b>Putty in My Hands</b>            Give children play dough to explore. Show them how to pat it, roll it, and stretch it.</p>	<p><b>Tunnel Fun</b>            Place a special toy at one end of a tunnel to motivate children to crawl through. After a few times through, add one or two obstacles using pillows or blocks.</p>	<p><b>Where Is Lily</b>            Let a child watch you hide Lily the Puppet under one of two identical blankets and then ask where Lily is. If the child shows you, you will know that they have mastered object permanence.</p>
<b>Social Emotional Development</b>	<p><b>My Family</b>            Cover cylinders with pictures of the children's families. Show the children how to roll the cylinders to see their families. Ask them, <i>Where is mommy? Where is brother?</i></p>	<p><b>Name that Emotion</b>            Talk with children during the day about their emotions to help them identify if they are feeling sad, excited, angry, or happy. You might say, <i>Look at that big smile. You are feeling happy.</i></p>	<p><b>Name Game</b>            Say a child's name with all its rhyming variations in "The Name Game". The first sound of a child's name is substituted with the letters B, F, and M.</p>	<p><b>Eyes, Ears, Nose, and Mouth</b>            Very slowly sing "Eyes, Ears, Nose, and Mouth" to the tune of "Head, Shoulders, Knees and Toes" while pointing to each feature. Encourage children to copy your movements.</p>	<p><b>Snuggle, Snuggle</b>            Sit a child in your lap facing you or hold a child to your chest and follow the actions in the song "Snuggles" (FS BG CD).</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	<p><b>Bubble Stomp</b></p> <p>Lay bubble wrap on the floor and tape it securely in place. Show children how to stomp on it with their feet to pop the bubbles. Recite the chant on Green Card P40.</p> <p><b>Painting</b></p> <p>Children will experience the feeling of paint on their hands while making hand prints</p>	<p><b>Teddy Bear, Teddy Bear</b></p> <p>Play "Teddy Bear, Teddy Bear". Start by saying the rhyme without the CD, with children, and demonstrating the actions. Then play the CD as you do the movements as children copy you.</p> <p><b>Water Play</b></p> <p>Children will have a sensory experience splashing water with their hands</p>	<p><b>Hokey Pokey</b></p> <p>Play "Baby's Hokey Pokey" (FS BG CD). Encourage walkers to follow your actions. Move the arms and legs of non-walkers.</p> <p><b>Sense of Smell</b></p> <p>Children will use their sense of smell to experience the scent of mint</p>	<p><b>Twinkle Fingers</b></p> <p>Show children how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star".</p> <p><b>Paper Crumple</b></p> <p>Each child will be given a piece of paper. Discuss how the paper feels and what they are doing to it, i.e. tearing, ripping, crumpling</p>	<p><b>Soap Play</b></p> <p>Invite children to play with liquid soap in a tub of water. Describe the way the soap is used for washing their hands as they play.</p> <p><b>Hands in Flour</b></p> <p>The children will use their sense of touch to explore the feeling of flour</p>
Sensory/Art	<p>C.3.c. Enjoys playing with language-like sounds</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.1.a. Differentiates between familiar and unfamiliar adults</p> <p>B.2.d. Enjoys pointing to or naming pictures of family members</p> <p>A.2.b. Moves body to achieve a goal</p> <p>C.1.b. Follows simple instructions</p>	<p>C.1.a. Listens with interest to language of others</p> <p>D.1.b. Categorizes, matches, orders, some objects</p> <p>D.3.c. Brings familiar people their shoes or other personal objects</p> <p>B.2.a. Expresses a variety of emotions</p> <p>B.3.a. Shows ability to cope with stress</p> <p>A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>A.2.b. Moves body to achieve a goal</p>	<p>C.1.b. Recognizes names of familiar objects</p> <p>C.1.b. Follows simple requests</p> <p>D.1.b. Uses senses to investigate environment to discover what objects do, how things work, and how they can make things happen</p> <p>B.2.b. Turns and looks at teacher when their name is called.</p> <p>C.1.a. Listens with interest to the language of others</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.a. Coordinates hand and body movements</p>	<p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</p> <p>D.2.b. Crawls into, around, and over obstacles</p> <p>D.2.c. Applies knowledge to new situations</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>B.4.c. Watches others and tracks their behavior</p> <p>A.3.a. Sits and uses hands</p> <p>D.4.a. Imitates adult actions</p>	<p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>D.3.c. Remembers that people and objects exist when out of sight</p> <p>B.1.a. Imitates familiar adults' body language and sounds</p> <p>B.1.c. Shows affection (hugs and kisses, leaning in, reaching out)</p> <p>A.1.c. Begins to develop self-care skills</p> <p>A.3.b. Transfers objects from hand to hand</p>
Objectives					

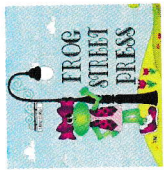


**Crème de la Crème®**  
Early Learning Centers of Excellence®  
**frogstreet Infant Program**



<b>Infant Class: Infant B and C</b>		<b>Date: March 26-30, 2018</b>	
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Developing Social Skills</b>	
<b>English Vocabulary: Head, Fingers, Toes, Dance</b>		<b>Spanish Vocabulary: Cabeza, Dedos, Bailar</b>	
<b>American Sign Language (ASL): Drink</b>			
LESSON COMPONENTS	Monday	Tuesday	Wednesday
<b>Brain Start Way to Start the Day</b>	Unite-Sing "Itsy Bitsy Spider" Calm-Massage Connect-Snuggle with teacher Book-Families/Las Familias Photo Card-#3 Face/cara	Unite-Sing "Old MacDonald" Calm-Hugging Connect-Give a toy to a friend Book-Animals.Talk/Los Animales Hablan Photo Card-#17 Apple/Manzana Commit-Use helping hands	Unite-Sing "The Wheels on the Bus" Calm-Watch floating bubbles Connect-Say "Hello" to Lily Book-Hoot Photo Card-#14 Cat/ Gato Commit-Safekeeper Box
	<b>Alliterative Names</b> Make up alliterative names for children, such as Awesome Audrey or Daring David. Use the names often. Make up names for food as well, such as Mighty milk.	<b>Please and Thank You</b> Say "please" and "thank you" when interacting with children. Ask them to hand you a toy, say, "Hand me the rattle, please." Then say, "thank you" When they hand you the toy.	<b>It's for You!</b> Sit with a child and a play phone and answer the phone. Say, "Hello. Yes, (child's name) is here." Hand the phone to the child and say, "It's for you."
<b>Cognitive Development</b>	<b>Little Drummers</b> Provide drums/boxes and drumsticks/tubes. Encourage children to bang their drums. If they don't experiment with striking the drum, show them how to do it.	<b>Stacking Blocks</b> Sit and build blocks with a child. Stack three blocks and encourage child to copy your tower. Count the blocks in your tower and challenge the child to count with you.	<b>Shadow Match</b> Show children the "Shadow Match Cards". Challenge the children to match the objects to their same shape shadow. Have them place the object on top of its shadow.
	<b>Pat-a-Cake Feet</b> Talk about a child's sweet feet that will take them where they want to go. Play pat-a-cake with children's feet not hands. Share photo cards of hands and feet and display them.	<b>Round the House</b> Sit on the floor facing a child and hold one of their hands palm up. Follow the rhyme directions on Yellow Card # SE47 and laugh when you tickle the child so they will understand the humor.	<b>Be My Shadow</b> Play "Be My Shadow, Be My Echo" (FS BG CD). Invite children to follow your lead as you sing along and perform the actions described in the lyrics.
<b>Social Emotional Development</b>			<b>Drop It</b> Demonstrate dropping small items (crayon, cotton ball, small ball) onto a cookie sheet to create a sound. Discuss the sound that each item makes and which sounds are quiet and which sounds are loud.
			<b>Toe Wiggle</b> Gather a few children. Have everyone take off their shoes and socks and wiggle their toes. Draw a face on your big toe. Name your toe and invite children to talk to your toe. Have children point to their big toe.
		Thursday	Friday
		Unite-Sing "If You're Happy and You Know It" Calm-Look in the mirror Connect-Row Your Boat with partner Book-Find the Kitten Photo Card-#15 Bird/Pajaro	Unite-Sing "Open, Shut Them" Calm-Rock baby doll Connect-Morning Greeting Book-Pets/Mascotas Photo Card-#19 Banana/Platano Commit-Be a good friend
		<b>Color Me Happy</b> Give children crayons and paper. Encourage them to move a crayon on the paper to create marks.	<b>Teddy Bear Chant</b> Say the chant on Blue Card #L53. Encourage children to perform the actions. As a follow-up activity, listen to "Teddy Bear, Teddy Bear".
		<b>Color Day</b> For Red Day invite children to wear red clothing, play with red toys, paint with red paint, play with red play dough, and eat red foods. Children will be exposed to many shades of red.	<b>Drop It</b> Demonstrate dropping small items (crayon, cotton ball, small ball) onto a cookie sheet to create a sound. Discuss the sound that each item makes and which sounds are quiet and which sounds are loud.
		<b>Class Photos</b> Take photos of the children in the class. Post the photos where children can see their classmates. You can also display them in the easel or pocket cube.	<b>Toe Wiggle</b> Gather a few children. Have everyone take off their shoes and socks and wiggle their toes. Draw a face on your big toe. Name your toe and invite children to talk to your toe. Have children point to their big toe.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	<p><b>Tunnels</b></p> <p>Place tunnels out in the classroom. Encourage children to crawl through them.</p>	<p><b>Up and Down</b></p> <p>Play "The Grand Old Duke of York". Encourage walkers to walk, march, and move up and down along with the lyrics. Assist non-walkers with the movements as they hold your hands.</p>	<p><b>Drop the Beanbag</b></p> <p>Invite children to drop beanbags into a box. Also, show children how to put the beanbag on their head and then bend at the waist to dump the beanbag into the box.</p>	<p><b>Sticky Ball</b></p> <p>Use masking tape to create a sticky ball. Hand the ball to a child and see what they do when the ball sticks to their hands. Describe the stickiness of the ball.</p>	<p><b>Spider Fingers</b></p> <p>Show children how to wiggle their fingers to make spider fingers. Demonstrate placing your spider fingers between a light source and the wall to make shadow spiders. Help children make shadow spiders.</p>
Sensory/Art	<p><b>Smelling Scents</b></p> <p>Have each child smell the scent of vanilla.</p>	<p><b>Painting</b></p> <p>Children will feel the texture of paint and experience moving it around</p>	<p><b>Sensory Awareness</b></p> <p>The children will use their hands to explore the feeling of flour</p>	<p><b>Sensory Awareness</b></p> <p>Children will investigate what sticky tape feels like</p>	<p><b>Freezer Teethers</b></p> <p>Children will be given teethers from the freezer and feel the coldness with their hands and mouth</p>
Objectives	<p>C.3.c. Enjoys playing with language-like sounds  D.1.b. Plays with objects that make sounds  D.2.c. Begins to repeat actions to get an effect  B.1.b. Shows social interaction with a smile and mutual eye gaze  A.2.b. Crawls on hands and knees</p>	<p>C.1.b. Follows simple requests  C.1.c. Begins to understand the rules of conversation  D.1.c. Stacks blocks or objects  D.2.d. Uses words such as <i>big, little, more</i> and <i>one, two, three</i>  B.1.c. Engages in positive relationships and interactions with adults  A.2.a. Develops control of large muscles for movement, navigation, and exploration  A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.2.b. Uses language (or language-like sounds) in "conversations"  C.3.c. Hears and distinguishes the sounds and rhythms of language  D.1.c. Notices size, shape, and color of objects  D.3.a. Looks intently at new faces or objects  B.4.a. Shows interest and awareness of others  B.4.c. Begins to develop personal relationships with peers  A.3.a. Sits and uses hands  A.3.b. Picks up and releases objects</p>	<p>C.3.d. Reaches for and holds writing tools  C.3.d. Marks or scribbles on paper  D.1.c. Shows interest in colors, shapes, patterns, and pictures  E.4.a. Learns and uses words to describe what they are thinking and doing  B.4.a. Shows interest and awareness of others  B.4.c. Begins to develop personal relationships with peers  A.3.a. Sits and uses hands  A.3.b. Transfers objects from hand to hand</p>	<p>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes  A.2.b. Moves from one position to another while coordinating body movements  D.1.b. Categorizes, matches, orders some objects  D.2.c. Begins to repeat actions to get an effect  B.2.b. Points to and names body parts on themselves and others  B.4.a. Reaches out to touch another child's face, hair, or other body parts  A.3.a. Develops control of small muscles for manipulation and exploration</p>



<b>Infant Class: Infant B and C</b>		<b>Date: March 26-30, 2018</b>	
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>		<b>Parents as Partners: Developing Social Skills</b>	
<b>English Vocabulary: Head, Fingers, Toes, Dance</b>		<b>Spanish Vocabulary: Cabeza, Dedos, Bailar</b>	
<b>American Sign Language (ASL): Drink</b>			
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>Brain Start Way to Start the Day</b>	Unite-Sing "Itsy Bitsy Spider" Calm-Massage Connect-Snuggle with teacher Book-Families/Las Familias Photo Card-#3 Face/cara	Unite-Sing "Old MacDonald" Calm-Hugging Connect-Give a toy to a friend Book-Animals Talk/Los Animales Hablan Photo Card-#17 Apple/Manzana Commit-Use helping hands	Unite-Sing "The Wheels on the Bus" Calm-Watch floating bubbles Connect-Say "Hello" to Lily Book-Hoot Photo Card-#14 Cat/ Gato Commit-Safekeeper Box
	<b>Alliterative Names</b> Make up alliterative names for children, such as Awesome Audrey or Daring David. Use the names often. Make up names for food as well, such as Mighty milk.	<b>Please and Thank You</b> Say "please" and "thank you" when interacting with children. Ask them to hand you a toy, say, "Hand me the rattle, please." Then say, "thank you" When they hand you the toy.	<b>It's for You!</b> Sit with a child and a play phone and answer the phone. Say, "Hello. Yes, (child's name) is here." Hand the phone to the child and say, "It's for you."
<b>Language Development</b>	<b>Little Drummers</b> Provide drums/boxes and drumsticks/tubes. Encourage children to bang their drums. If they don't experiment with striking the drum, show them how to do it.	<b>Stacking Blocks</b> Sit and build blocks with a child. Stack three blocks and encourage child to copy your tower. Count the blocks in your tower and challenge the child to count with you.	<b>Color Day</b> For Red Day invite children to wear red clothing, play with red toys, paint with red paint, play with red play dough, and eat red foods. Children will be exposed to many shades of red.
	<b>Pat-a-Cake Feet</b> Talk about a child's sweet feet that will take them where they want to go. Play pat-a-cake with children's feet not hands. Share photo cards of hands and feet and display them.	<b>Round the House</b> Sit on the floor facing a child and hold one of their hands palm up. Follow the rhyme directions on Yellow Card # SE47 and laugh when you tickle the child so they will understand the humor.	<b>Shadow Match</b> Show children the "Shadow Match Cards". Challenge the children to match the objects to their same shape shadow. Have them place the object on top of its shadow.
<b>Cognitive Development</b>	<b>Drop It</b> Demonstrate dropping small items (crayon, cotton ball, small ball) onto a cookie sheet to create a sound. Discuss the sound that each item makes and which sounds are quiet and which sounds are loud.	<b>Be My Shadow</b> Play "Be My Shadow, Be My Echo" (FS BG CD). Invite children to follow your lead as you sing along and perform the actions described in the lyrics.	<b>Drop It</b> Demonstrate dropping small items (crayon, cotton ball, small ball) onto a cookie sheet to create a sound. Discuss the sound that each item makes and which sounds are quiet and which sounds are loud.
	<b>Social Emotional Development</b>	<b>Toe Wiggle</b> Gather a few children. Have everyone take off their shoes and socks and wiggle their toes. Draw a face on your big toe. Name your toe and invite children to talk to your toe. Have children point to their big toe.	<b>Class Photos</b> Take photos of the children in the class. Post the photos where children can see their classmates. You can also display them in the easel or pocket cube.
<b>Unite-Sing "Open, Shut Them"</b> Calm-Rock baby doll Connect-Morning Greeting Book-Pets/Mascotas Photo Card-#19 Banana/Platano Commit-Be a good friend		<b>Teddy Bear Chant</b> Say the chant on Blue Card #L53. Encourage children to perform the actions. As a follow-up activity, listen to "Teddy Bear, Teddy Bear".	
<b>Unite-Sing "If You're Happy and You Know It"</b> Calm-Look in the mirror Connect-Row Your Boat with partner Book-Find the Kitten Photo Card-#15 Bird/Pajaro		<b>Color Me Happy</b> Give children crayons and paper. Encourage them to move a crayon on the paper to create marks.	
<b>Unite-Sing "The Wheels on the Bus"</b> Calm-Watch floating bubbles Connect-Say "Hello" to Lily Book-Hoot Photo Card-#14 Cat/ Gato Commit-Safekeeper Box		<b>Shadow Match</b> Show children the "Shadow Match Cards". Challenge the children to match the objects to their same shape shadow. Have them place the object on top of its shadow.	
<b>Unite-Sing "Old MacDonald"</b> Calm-Hugging Connect-Give a toy to a friend Book-Animals Talk/Los Animales Hablan Photo Card-#17 Apple/Manzana Commit-Use helping hands		<b>Be My Shadow</b> Play "Be My Shadow, Be My Echo" (FS BG CD). Invite children to follow your lead as you sing along and perform the actions described in the lyrics.	
<b>Alliterative Names</b> Make up alliterative names for children, such as Awesome Audrey or Daring David. Use the names often. Make up names for food as well, such as Mighty milk.		<b>Stacking Blocks</b> Sit and build blocks with a child. Stack three blocks and encourage child to copy your tower. Count the blocks in your tower and challenge the child to count with you.	
<b>Little Drummers</b> Provide drums/boxes and drumsticks/tubes. Encourage children to bang their drums. If they don't experiment with striking the drum, show them how to do it.		<b>Round the House</b> Sit on the floor facing a child and hold one of their hands palm up. Follow the rhyme directions on Yellow Card # SE47 and laugh when you tickle the child so they will understand the humor.	
<b>Pat-a-Cake Feet</b> Talk about a child's sweet feet that will take them where they want to go. Play pat-a-cake with children's feet not hands. Share photo cards of hands and feet and display them.		<b>Toe Wiggle</b> Gather a few children. Have everyone take off their shoes and socks and wiggle their toes. Draw a face on your big toe. Name your toe and invite children to talk to your toe. Have children point to their big toe.	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p><b>Tunnels</b></p> <p>Place tunnels out in the classroom. Encourage children to crawl through them.</p>	<p><b>Up and Down</b></p> <p>Play "The Grand Old Duke of York". Encourage walkers to walk, march, and move up and down along with the lyrics. Assist non-walkers with the movements as they hold your hands.</p>	<p><b>Drop the Beanbag</b></p> <p>Invite children to drop beanbags into a box. Also, show children how to put the beanbag on their head and then bend at the waist to dump the beanbag into the box.</p>	<p><b>Sticky Ball</b></p> <p>Use masking tape to create a sticky ball. Hand the ball to a child and see what they do when the ball sticks to their hands. Describe the stickiness of the ball.</p>	<p><b>Spider Fingers</b></p> <p>Show children how to wiggle their fingers to make spider fingers. Demonstrate placing your spider fingers between a light source and the wall to make shadow spiders. Help children make shadow spiders.</p>
<b>Sensory/Art</b>	<p><b>Smelling Scents</b></p> <p>Have each child smell the scent of vanilla.</p>	<p><b>Painting</b></p> <p>Children will feel the texture of paint and experience moving it around</p>	<p><b>Sensory Awareness</b></p> <p>The children will use their hands to explore the feeling of flour</p>	<p><b>Sensory Awareness</b></p> <p>Children will investigate what sticky tape feels like</p>	<p><b>Freezer Teethers</b></p> <p>Children will be given teathers from the freezer and feel the coldness with their hands and mouth</p>
<b>Objectives</b>	<p>C.3.c. Enjoys playing with language-like sounds  D.1.b. Plays with objects that make sounds  D.2.c. Begins to repeat actions to get an effect  B.1.b. Shows social interaction with a smile and mutual eye gaze  A.2.b. Crawls on hands and knees</p>	<p>C.1.b. Follows simple requests  C.1.c. Begins to understand the rules of conversation  D.1.c. Stacks blocks or objects  D.2.d. Uses words such as <i>big, little, more</i> and <i>one, two, three</i>  B.1.c. Engages in positive relationships and interactions with adults  A.2.a. Develops control of large muscles for movement, navigation, and exploration  A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.2.b. Uses language (or language-like sounds) in "conversations"  C.3.c. Hears and distinguishes the sounds and rhythms of language  D.1.c. Notices size, shape, and color of objects  D.3.a. Looks intently at new faces or objects  B.4.a. Shows interest and awareness of others  B.4.c. Begins to develop personal relationships with peers  A.2.b. Moves body to achieve a goal  A.3.b. Picks up and releases objects</p>	<p>C.3.d. Reaches for and holds writing tools  C.3.d. Marks or scribbles on paper  D.1.c. Shows interest in colors, shapes, patterns, and pictures  E.4.a. Learns and uses words to describe what they are thinking and doing  B.4.a. Shows interest and awareness of others  B.4.c. Begins to develop personal relationships with peers  A.3.a. Sits and uses hands  A.3.b. Transfers objects from hand to hand</p>	<p>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes  A.2.b. Moves from one position to another while coordinating body movements  D.1.b. Categorizes, matches, orders some objects  D.2.c. Begins to repeat actions to get an effect  B.2.b. Points to and names body parts on themselves and others  B.4.a. Reaches out to touch another child's face, hair, or other body parts  A.3.a. Develops control of small muscles for manipulation and exploration</p>