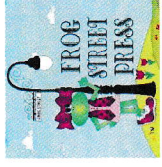


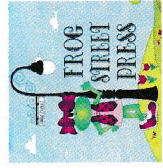
Toddler Club Program



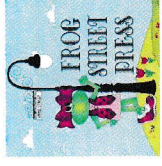
<p>Lesson Plan for Nursery Rhymes • Silly Houses Week 1</p>		<p>Date: March 5- March 9, 2018</p>			
<p>Objective: Children will conclude their study of nursery rhymes focusing on "There Was an Old Woman Who Lived in a Shoe" and "Peter, Peter Pumpkin Eater."</p>		<p>Parents as Partners: Send home Parents as Partners Card 28</p>			
<p>English Vocabulary: broth, pumpkin, woman, kiss, shoe, scatter, lullaby</p>		<p>Spanish Vocabulary: caldo, calabaza, mujer, beso, zapato, dispersar, cancion de cuna</p>			
<p>American Sign Language (ASL): broth, pumpkin, woman, kiss, shoe, scatter, lullaby</p>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Starting the Day</b></p>	<p>Greet child by name as children enter the classroom and then again as you begin "Starting the Day." Tell children that this week that we will be learning about an old woman who lived in a shoe and a man who made a pumpkin home for his wife. UNITE: Sing "Nursery Rhyme Rap" (FS Sing-Along Songs CD) "El rap de las rimas infantiles." CALM: Demonstrate how the old woman in the shoe kisses her children. Show children how to put their fingers on their lips and then move their fingers off and away from the lips. Demonstrate the kissing sound. Encourage children to practice the kissing motion. Practice with one hand and then the other. Teach ASL signs for woman and kiss. CONNECT: Sing "We Wish You Well" - "Que te sientas mejor." Use Max to welcome back children who have been absent. BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: "We are all safe here." BUILD COMMUNITY: Discuss using helpful hands. Give examples of using helpful hands, such as helping a friend who is trying to reach something and hugging a friend who is feeling sad. Give examples of unhelpful hands, such as pushing a friend.</p>	<p>UNITE: Sing "Peter, Peter Pumpkin Eater" (FS Rhymes and Shapes CD) "Daniel, Daniel calabaza con miel." CALM: Demonstrate how the old woman in the shoe kisses her children. Show children how to put their fingers on their lips and then move their fingers off and away from the lips. Demonstrate the kissing sound. Encourage children to practice the kissing motion. Practice with one hand and then the other. Teach ASL signs for woman and kiss. CONNECT: Sing "We Wish You Well" - "Que te sientas mejor." Use Max to welcome back children who have been absent. BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: "We are all safe here." BUILD COMMUNITY: Discuss using helpful hands. Give examples of using helpful hands, such as helping a friend who is trying to reach something and hugging a friend who is feeling sad. Give examples of unhelpful hands, such as pushing a friend. Tell children that this week they will continue to practice using helpful hands. Call attention to examples that you see during the week.</p>	<p>UNITE: Sing "There Was an Old Woman" (FS Rhymes and Shapes CD) "Esta era una viejita que vivien en un zapato." CALM: Demonstrate how the old woman in the shoe kisses her children. Show children how to put their fingers on their lips and then move their fingers off and away from the lips. Demonstrate the kissing sound. Encourage children to practice the kissing motion. Practice with one hand and then the other. Teach ASL signs for woman and kiss. CONNECT: Select a partner and demonstrate acting out the rhyme "Peter, Pumpkin Eater" - "Daniel, Daniel calabaza con miel." Point out how gently you move with your partner. BUILD COMMUNITY: Discuss using helpful hands. Give examples of using helpful hands, such as helping a friend who is trying to reach something and hugging a friend who is feeling sad. Give examples of unhelpful hands, such as pushing a friend. Tell children that this week they will continue to practice using helpful hands. Call attention to examples that you see during the week.</p>	<p>UNITE: Sing "Nursery Rhyme Rap" (FS Sing-Along Songs CD) "El rap de las rimas infantiles." CALM: Demonstrate how the old woman in the shoe kisses her children. Show children how to put their fingers on their lips and then move their fingers off and away from the lips. Demonstrate the kissing sound. Encourage children to practice the kissing motion. Practice with one hand and then the other. Teach ASL signs for woman and kiss. CONNECT: Name children who are absent and send them well wishes. Select a partner and demonstrate acting out the rhyme "Peter, Peter, Pumpkin Eater" - "Daniel, Daniel calabaza con miel." Point out how gently you move with your partner. BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: "We are all safe here." BUILD COMMUNITY: Discuss using helpful hands. Give examples of using helpful hands, such as helping a friend who is trying to reach something and hugging a friend who is feeling sad. Give examples of unhelpful hands, such as pushing a friend. Tell children that this week they will continue to practice using helpful hands. Call attention to examples that you see during the week.</p>	<p>UNITE: Sing "Peter, Peter Pumpkin Eater" (FS Rhymes and Shapes CD) "Daniel, Daniel calabaza con miel." CALM: Demonstrate how the old woman in the shoe kisses her children. Show children how to put their fingers on their lips and then move their fingers off and away from the lips. Demonstrate the kissing sound. Encourage children to practice the kissing motion. Practice with one hand and then the other. Teach ASL signs for woman and kiss. CONNECT: Sing "We Wish You Well" - "Que te sientas mejor." Name the children who are absent and send them well wishes. BUILD COMMUNITY: Discuss using helpful hands. Give examples of using helpful hands, such as helping a friend who is trying to reach something and hugging a friend who is feeling sad. Give examples of unhelpful hands, such as pushing a friend. Tell children that this week they will continue to practice using helpful hands. Call attention to examples that you see during the week.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Language Development</b></p>	<p>FS Nursery Rhymes Read "Peter, Peter Pumpkin Eater" and "There Was an Old Woman Who Lived in a Shoe" prior to reading. Teach the ASL signs for pumpkin and broth. Review the other nursery rhymes presented in this theme.  Cultural Rhyme: "Bedbug" - "Julio el sobrado." Read the rhyme "Bedbug" - "Julio el sobrado." Discuss the different ways that bugs move.</p>	<p>Story Folder: "Sweet Mother" - "La dulce senora" Present the story pausing to discuss unfamiliar vocabulary (crew, kazoo, brood, fondue, chatter, cue, residence, cozy). Discuss the phrase: She opens her "shoe tongue" to a beautiful view. Point out the tongues on children's shoes.</p>	<p>"Red, Green, Blue: A First Book of Colors" By: Alison Jay Point out the house from "There Was an Old Woman Who Lived in a Shoe" on the cover. Review the ASL sign for shoe. Point out the shoe house picture from "There Was an Old Woman Who Lived in a Shoe" and the pumpkin house from "Peter, Peter Pumpkin Eater" in the book. Review the ASL sign for pumpkin. Point out the characters from "Hey Diddle, Diddle," "Humpty Dumpty," "Little Miss Muffet," "Jack and Jill," and "Little Boy Blue" in the story</p>	<p>FS Nursery Rhymes Read "Peter, Peter Pumpkin Eater" and "There Was an Old Woman Who Lived in a Shoe" prior to reading. Teach the ASL signs for pumpkin and broth. Review the other nursery rhymes presented in this theme.</p>	<p>"Red, Green, Blue: A First Book of Colors" By: Alison Jay Point out the house from "There Was an Old Woman Who Lived in a Shoe" on the cover. Review the ASL sign for shoe. Point out the shoe house picture from "There Was an Old Woman Who Lived in a Shoe" and the pumpkin house from "Peter, Peter Pumpkin Eater" in the book. Review the ASL sign for pumpkin. Point out the characters from "Hey Diddle, Diddle," "Humpty Dumpty," "Little Miss Muffet," "Jack and Jill," and "Little Boy Blue" in the story</p>
<p><b>Cognitive Development</b></p>	<p>Home Sweet Home Recite the poem "Homes" - "Casas" - Discuss the different types of homes mentioned in the poem.</p>	<p>Home Sweet Home Recite the poem "Homes" - "Casas" - Discuss the different types of homes mentioned in the poem.</p>	<p>Photo Activity Cards 33 and 67 Use the suggestions on the back of the cards to stimulate discussion about pumpkins and kangaroos. Teach the ASL sign for kangaroo and pumpkin.</p>	<p>Home Sweet Home Recite the poem "Homes" - "Casas" - Discuss the different types of homes mentioned in the poem.</p>	<p>Photo Activity Cards 33 and 67 Use the suggestions on the back of the cards to stimulate discussion about pumpkins and kangaroos. Teach the ASL sign for kangaroo and pumpkin.</p>
<p><b>Social Emotional Development</b></p>	<p>I Love You Teach children the ASL sign for I love you. Remind children that the Sweet Mother told her children she loved them every day and sang lullabies to them, too. Sing "Skidamarink" - "Es Amor" to children. Teach the SL sign for lullaby.</p>	<p>Rock-a-Bye Baby Encourage them to sing a lullaby baby dolls. Review ASL sign for lullaby.</p>	<p>Lavender Suds Pretend to bathe babies in the sensory bins. Encourage children to smell the lavender fragrance of the soap from the bottle. Remind children that the Sweet Mother bathed her children in lavender sud.</p>	<p>I Love You Teach children the ASL sign for I love you. Remind children that the Sweet Mother told her children she loved them every day and sang lullabies to them, too. Sing "Skidamarink" - "Es Amor" to children. Teach the SL sign for lullaby.</p>	<p>Rock-a-Bye Baby Encourage them to sing a lullaby baby dolls. Review ASL sign for lullaby.</p>
<p><b>Physical Development</b></p>	<p>Kangaroo Jump Display Photo Card Activity 67 (kangaroo - kanguro). Discuss the difference between hopping (one foot) and jumping (two feet). Demonstrate hopping and jumping. Have children hop up and down like kangaroo several times and continue this activity during outdoor play.</p>	<p>Kangaroo Jump Display Photo Card Activity 67 (kangaroo - kanguro). Discuss the difference between hopping (one foot) and jumping (two feet). Demonstrate hopping and jumping. Have children hop up and down like kangaroo several times and continue this activity during outdoor play.</p>	<p>Little Pumpkin Teach children the action rhyme "Little Pumpkin" - "Una calabacita." Use three pre-cut pumpkins from orange construction paper to illustrate the rhyme.</p>	<p>Five in the Bed Discuss the sleeping arrangements for children who live in the shoe. Point out that they most likely would have to sleep several in a bed. While singing "Five in the Bed" (FS Action Songs CD), "Cinco en una cama" have children spin around on the lyrics "roll over, roll over" or twirl them around holding one of their hands. Point out how gently you twirl your partner.</p>	<p>Little Pumpkin Teach children the action rhyme "Little Pumpkin" - "Una calabacita." Use three pre-cut pumpkins from orange construction paper to illustrate the rhyme.</p>
<p><b>Outdoor Play</b></p>	<p>Follow the Shoe Prints Arrange construction paper shoe prints in a walking pattern on the playground sidewalk. Invite children to follow the path. Teach ASL sign for scatter. When the game is finished tell the children that they are going to scatter. Define scatter moving to a different location on the playground.</p>	<p>Follow the Shoe Prints Arrange construction paper shoe prints in a walking pattern on the playground sidewalk. Invite children to follow the path. Teach ASL sign for scatter. When the game is finished tell the children that they are going to scatter. Define scatter moving to a different location on the playground.</p>	<p>Kangaroo Jump Encourage children to hop up and down like kangaroos.</p>	<p>Follow the Shoe Prints Arrange construction paper shoe prints in a walking pattern on the playground sidewalk. Invite children to follow the path. Teach ASL sign for scatter. When the game is finished tell the children that they are going to scatter. Define scatter moving to a different location on the playground.</p>	<p>Kangaroo Jump Encourage children to hop up and down like kangaroos.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Music and Movement</b>	<p>FS Rhymes and Shapes "There Was an Old Woman Lived in a Shoe"</p>	<p>FS Action Songs Canciones de accion de Frog Street "Go in and Out the Window"</p>	<p>Start Smart Songs for 1's, 2's, and 3's "Skidatrink"</p>	<p>FS Rhymes and Shapes "Peter, Peter Pumpkin Eater"</p>	<p>FS Sing Along Songs Canciones para cantar juntos de Frog Street "Nursery Rhyme Rap"</p>
<b>Learning Centers</b>	<p>Construction Invite children to stamp pumpkin-shaped paper.</p>	<p>Creativity Station Invite children to glue pieces of orange tissue paper on pumpkin-shaped paper.</p>	<p>Construction Invite children to pretend that toy animals live in a coffee filter pumpkin.</p>	<p>Creativity Station Invite children to color paint pumpkin-shaped paper orange.</p>	<p>Creativity Station Invite children to glue pieces of orange felt on pumpkin-shaped paper.</p>
<b>Learning Goals</b>	<p>Develops emerging skills in caring and cooperation (B.4.f.) Understands and begins to use oral language for conversation and communication (C.2.c.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Shows emotional connections and attachments to others while beginning to show independence (B.1.c.) Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops the ability to make decisions and choose own materials (D.2.d.)</p>	<p>Develops an increasing awareness of the impact and consequences of their actions (B.3.c.) Develops communication skills for increasing complex purposes, such as reasoning (C.2.e.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Shows the ability to acquire and process new information (D.3.c.) Shows awareness of relationships to family/community/cultural group (B.2.d.) Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.)</p>	<p>Develops emerging skills in caring and cooperation (B.4.f.) Understands and begins to use oral language for conversation and communication (C.2.c.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Shows emotional connections and attachments to others while beginning to show independence (B.1.c.) Develops an increasing ability to keep a steady beat through chants, dances, and rhythmic patterns (A.2.f.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops the ability to make decisions and choose own materials (D.2.d.)</p>	<p>Recognizes and responds to the feelings and emotions of others (B.4.c.) Understands and begins to use oral language for conversation and communication (C.2.c.) Shows the ability to acquire and process new information (D.3.d.) Shows emotional connections and attachments to others while beginning to show independence (B.1.c.) Listens with interest to the language of others (C.1.a.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.)</p>	<p>Develops emerging skills in caring and cooperation (B.4.f.) Engages with stories and books (C.3.c.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Shows emotional connections and attachment to others while beginning to show independence (B.1.c.) Listens with interest to the language of others (C.1.a.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.)</p>



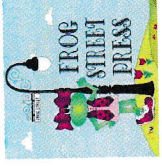
**Toddler Club Program**



Lesson Plan for Traditional Tales • Three Little Pigs Week 2		Date: March 12-16, 2018			
Objective: This week children will learn about the number three and how to outsmart a wolf.		Parents as Partners: Send home Parents as Partners Card 29			
English Vocabulary: pig, house, sticks, straw, bricks, wolf, three		Spanish Vocabulary: cerdo, casa, palitos, paja, ladrillos, lobo, tres			
American Sign Language (ASL): pig, house, sticks, straw, bricks, wolf, three					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Great each child by name as children enter the classroom and then again as you begin "Starting the Day." Tell children that this week they will be hearing the story of "The Three Little Pigs" and doing all kinds of "piggy" activities.</p> <p>UNITE: Sing "This Little Pig" (FS Sing Along-Songs CD) "Este Cerditto"</p> <p>CALM: Invite the children to huff and puff like the wolf. Point out that to make a big puff, children must take in a deep breathe when inhaling. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing.</p> <p>CONNECT: Sing "Three Little Pigs" - "Tres cerditos rosados" with the children. Demonstrate the song actions taking special care to point out being gentle when raising and lowering arms and when hugging friends.</p> <p>CONNECT: Use Max to welcome back children who have been absent.</p> <p>BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p>UNITE: Sing "Three Little Pigs" (FS Sing Along-Songs CD) "Tres cerditos"</p> <p>CALM: Invite the children to huff and puff like the wolf. Point out that to make a big puff, children must take in a deep breathe when inhaling. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing.</p> <p>CONNECT: Sing "Three Little Pigs" - "Tres cerditos rosados" with the children. Demonstrate the song actions taking care to point out being gentle when raising and lowering arms and when hugging friends.</p> <p>BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p>UNITE: Sing "Higgly, Piggy, Pop! (Start Smart Songs for 1's, 2's, &amp; 3's CD). Teach children to do a pig jig. Create simple steps even if children are just shuffling their feet around.</p> <p>CALM: Invite the children to huff and puff like the wolf. Point out that to make a big breathe, children must take in a deep breathe while inhaling. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing.</p> <p>CONNECT: Sing "Three Little Pigs" - "Tres cerditos rosados" with the children. Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p>UNITE: Sing "This Little Pig" (FS Sing Along-Songs CD) "Este Cerditto"</p> <p>CALM: Invite the children to huff and puff like the wolf. Point out that to make a big breathe, children must take in a deep breathe while inhaling. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing.</p> <p>CONNECT: Name children who are absent and send them well wishes.</p> <p>BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p>UNITE: Sing "Three Little Pigs" (FS Sing Along-Songs CD) "Tres cerditos"</p> <p>CALM: Invite the children to huff and puff like the wolf. Point out that to make a big breathe, children must take in a deep breathe while inhaling. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing.</p> <p>CONNECT: Name the children who are absent and send them well wishes.</p> <p>"Three Little Pigs" - "Tres cerditos rosados" with the children in groups of three. Demonstrate the song actions taking care to point out being gentle when raising and lowering arms and when hugging friends.</p> <p>BUILD COMMUNITY: Discuss destroying something that someone else has built. Talk with children about how it feels when someone knocks down their blocks or writes on their artwork. Give children some examples. Point out that the wolf was hungry and looking for food but he was also disrespectful of the pigs' property. Ask children to commit (to try to remember) to be respectful of other's space and work.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Language Development</b></p>	<p>Pig Nursery Rhymes Share the pig nursery rhymes "The Flying Pig", "El cerdito volador" and "To Market, To Market" - "Al Mercado, Al Mercado."</p>	<p>Three Little Pigs Puppet Story Retell the story of the three little pigs, count the pigs, and match each pig to a house. Teach children the ASL signs for pig, wolf, and three.</p>	<p>Developmental Storybook: "The Three Little Pigs" - "Los Tres Cerditos" Read Level I of the story. After reading, count the pigs. Have children, hold up three fingers or assist them in doing so. Ask children why the first two pigs weren't careful when they built their houses. Teach the ASL signs for sticks, straw, brick, wolf, and house.</p>	<p>"1, 2, 3: A Child's First Counting Book" By: Alison Jay Point out the three pigs and the wolf in the story. Review the ASL sign for wolf and three.</p>	<p>"If I Had a Pig" By: Mick Inkpen Point out the pig on the cover of the story. Discuss the activities that the child in the story does with the pig. Review the ASL sign for pig.</p>
<p><b>Cognitive Development</b></p>	<p>Photo Activity Cards 14 and 43 Use the suggestions on the back to practice vocabulary and stimulate discussion. Teach the children the ASL sign for three, pig, and house.</p>	<p>This Little Pig Teach the rhyme "This Pig and That Pig" - "Este cerdito y ese cerdito." Use two of the Pig Puppets to represent "this pig" and "that pig." Discuss places that pigs might live (woods, farm, zoo).</p>	<p>Photo Activity Cards 14 and 43 Use the suggestions on the back to practice vocabulary and stimulate discussion. Teach the children the ASL sign for three, pig, and house.</p>	<p>This Little Pig Teach the rhyme "This Pig and That Pig" - "Este cerdito y ese cerdito." Use two of the Pig Puppets to represent "this pig" and "that pig." Discuss places that pigs might live (woods, farm, zoo).</p>	<p>Photo Activity Cards 14 and 43 Use the suggestions on the back to practice vocabulary and stimulate discussion. Teach the children the ASL sign for three, pig, and house.</p>
<p><b>Social Emotional Development</b></p>	<p>This Little Piggy Invite children to use their fingers while playing "This Little Piggy" - "Este cerdito." Use Photo Activity Card #43 (piglets, wolf - cerditos, lobo) to compare pig feet to human feet.</p>	<p>Farm Life Provide some toy farm animals. Explain that pigs generally live on a farm. Point out that young pigs are called piglets and older, heavier pigs are called hogs. Discuss their diet and habits.</p>	<p>This Little Piggy Invite children to use their fingers while playing "This Little Piggy" - "Este cerdito." Use Photo Activity Card #43 (piglets, wolf - cerditos, lobo) to compare pig feet to human feet.</p>	<p>Farm Life Provide some farm animals. Explain that pigs generally live on a farm. Point out that young pigs are called piglets and older, heavier pigs are called hogs. Discuss their diet and habits.</p>	<p>This Little Piggy Invite children to use their fingers while playing "This Little Piggy" - "Este cerdito." Use Photo Activity Card #43 (piglets, wolf - cerditos, lobo) to compare pig feet to human feet.</p>
<p><b>Physical Development</b></p>	<p>Pig Jig Invite children to dance a pig jig to "Goody Moody" (Shawn Brown Toddler Tunes CD). Demonstrate some fast foot movements for little ones to try and follow.</p>	<p>Footprints Print "pig prints." Laminate and cut the prints out. Create a pig footprint pathway around the room. Discuss the characteristics of footprints with children. Point out that pigs feet are called hooves and a pig has a foot that is split. Invite children to follow the footprints around the room.</p>	<p>Pig Jig Invite children to dance a pig jig to "Goody Moody" (Shawn Brown Toddler Tunes CD). Demonstrate some fast foot movements for little ones to try and follow.</p>	<p>Footprints Print "pig prints." Laminate and cut the prints out. Create a pig footprint pathway around the room. Discuss the characteristics of footprints with children. Point out that pigs feet are called hooves and a pig has a foot that is split. Invite children to follow the footprints around the room.</p>	<p>Pig Jig Invite children to dance a pig jig to "Goody Moody" (Shawn Brown Toddler Tunes CD). Demonstrate some fast foot movements for little ones to try and follow. Encourage non-mobile children to create a pig jig clapping routine.</p>
<p><b>Outdoor Play</b></p>	<p>Here Comes the Wolf Play chase the children. Pretend you are the wolf and children are the pigs.</p>	<p>Huff and Puff Bubbles Invite children to catch bubbles that you huffed and puffed. Demonstrate huffing and puffing while blowing bubbles</p>	<p>Here Comes the Wolf Play chase the children. Pretend you are the wolf and children are the pigs.</p>	<p>Huff and Puff Bubbles Invite children to catch bubbles that you huffed and puffed. Demonstrate huffing and puffing while blowing bubbles</p>	<p>Here Comes the Wolf Play chase the children. Pretend you are the wolf and children are the pigs.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Music and Movement</b>	FS Action Songs Canciones para cantar juntos de Frog Street "Three Little Pigs"	FS Action Songs Canciones para cantar juntos de Frog Street "This Little Pig"	Shawn Brown Toddler Tunes "Goody Moody"	Start Smart Songs for 1's, 2's, 3's "Higglety, Pigglety Pop!"	FS Action Songs "Hokey Pokey" (instrumental)
<b>Learning Centers</b>	Creativity Station Invite children to color with brown crayons on pink construction paper.	Construction Sit with children and help them build a Lego house. Teach ASL sign for house. Talk with children as they build. Provide suggestions.	Sensory Encourage children to play with farm animals in the water table. Point out the pig toys in the water bin. Explain that pigs generally live on a farm. Point out that young pigs are called piglets and older, heavier pigs are called hogs.	Fine Motor Give each child a construction paper house. Encourage children to paste craft sticks onto their house. Discuss the texture of the craft sticks as children work.	Creativity Station Invite children to color with brown crayons on pink construction paper.
<b>Learning Goals</b>	Begins to learn and internalize rules, routines, and directions (B.3.e.) Demonstrates expressive language skills (C.1.d.) Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.b.) Understands and begins to use oral language for conversation and communication (C.2.c.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops increasing ability to change positions and move body from place to place (A.2.b.) Develops skill and confidence with processes of art, such as drawing, collage, pasting, and construction (D.5.a.)	Develops responsive and reciprocal communication skills (B.4.e.) Shows interest in songs, rhymes, and stories (C.3.a.) Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.b.) Increasingly understands non-verbal messages and makes non-verbal requests (C.1.c.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops increasing ability to change positions and move body from place to place (A.2.b.) Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a.)	Develops an increasing ability to pay attention, focus, concentrate, and be involved (B.3.f.) Develops a playful interest in repetitive sounds and words (rhythm, rhyme, and alliteration) (C.3.b.) Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.b.) Understands and begins to use language for conversation and communication (C.2.c.) Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.) Develops the ability to make new decisions and choose own materials (D.2.d.)	Develops responsive and reciprocal communication skills (B.4.e.) Demonstrates expressive language skills (C.1.d.) Develops the ability to make own decision and choose own materials (D.2.d.) Understand and begins to use oral language for conversation and communication (C.2.c.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops increasing ability to change positions and move body from place to place (A.2.b.) Develops skill and confidence with processes of art, such as drawing, collage, pasting, and construction (D.5.a.)	Begins to learn and internalize rules, routines, and directions (B.3.e.) Shows interest in songs, rhymes, and stories (C.3.c.) Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) Understand and begins to use oral language for conversation and communication (C.2.c.) Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.) Develops increasing ability to change positions and move body from place to place (A.2.b.) Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a.)

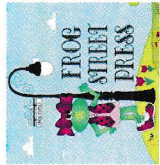


<p>Lesson Plan for Traditional Tales • The Three Bears Week 3</p>		<p>Date: March 19-23, 2018</p>			
<p>Objective: This week children will enjoy the time-honored story of "The Three Bears." They will learn about manners, bears, and the difference between real and make-believe.</p>		<p>Parents as Partners: Send home Parents as Partners Card 30</p>			
<p>English Vocabulary: three, bear, porridge, soft, hard, cottage, polite</p>		<p>Spanish Vocabulary: tres, oso, avena, suave, duro, cabana, amable</p>			
<p>American Sign Language (ASL): three, bear, porridge, soft, hard, cottage, polite</p>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Starting the Day</b></p>	<p>Greet each child by name as children enter the classroom and then again as you begin "Starting the Day." Tell children that this week they will be learning about three bears, Goldilocks, and manners.</p> <p>UNITE: Sing "There Once Were Three Bears" - "Este es el cuento de los tres ositos"</p> <p>CALM: Demonstrate roaring like a bear. Inhale deeply and then let out a roar as you exhale. Invite children to roar like a bear with you. Roar three or four times.</p> <p>CONNECT: Ask another adult to help you demonstrate how children should respond when someone knocks on their door. Remind children that they should never let anyone inside without asking their parents first.</p> <p>BUILD COMMUNITY: Discuss asking permission before eating someone's food or using their belongings. Give the children examples: When a child wants another cookie at snack time, the child should ask an adult for one instead of taking someone else's. If a child wants to play with something that someone is playing with, the child should politely ask to have a turn one instead of taking someone else's. If a child wants to play with something that someone is playing with, the child should politely ask to have a turn when the other child is finished.</p>	<p>UNITE: Sing "The Bear Went Over the Mountain" (FS Sing-Along CD) "El oso subió a la montaña." Discuss bears and where we can find them.</p> <p>CALM: Demonstrate roaring like a bear. Inhale deeply and then let out a roar as you exhale. Invite children to roar like a bear with you. Roar three or four times.</p> <p>CONNECT: Use Max to welcome back children who have been absent.</p> <p>BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: "We are all safe here."</p>	<p>UNITE: Sing "Three Bears Rap" (FS Sing-Along Songs CD) "El rap de los tres osos." CALM: Demonstrate roaring like a bear. Inhale deeply and then let out a roar as you exhale. Invite children to roar like a bear with you. Roar three or four times.</p> <p>CONNECT: Name children who are absent and send well wishes.</p> <p>BUILD COMMUNITY: Discuss asking permission before eating someone's food or using their belongings. Give the children examples: When a child wants another cookie at snack time, the child should ask an adult for one instead of taking someone else's. If a child wants to play with something that someone is playing with, the child should politely ask to have a turn when the other child is finished. Tell children that today they will be hearing a story about a little girl who went into someone's house without being invited and she ate their food and broke one of their chairs. Ask children to commit (try to remember) to asking before they take something from a friend.</p>	<p>UNITE: Sing "There Once Were Three Brown Bears" - "Este es el cuento de los tres ositos"</p> <p>CALM: Demonstrate roaring like a bear. Inhale deeply and then let out a roar as you exhale. Invite children to roar like a bear with you. Roar three or four times.</p> <p>CONNECT: Ask another adult to help you demonstrate how children should respond when someone knocks on their door. Remind children that they should never let anyone inside without asking their parents first.</p> <p>BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box and say: "We are all safe here."</p>	<p>UNITE: Sing "The Bear Went Over the Mountain" (FS Sing-Along CD) "El oso subió a la montaña." Discuss bears and where we can find them.</p> <p>CALM: Demonstrate roaring like a bear. Inhale deeply and then let out a roar as you exhale. Invite children to roar like a bear with you. Roar three or four times.</p> <p>CONNECT: Ask another adult to help you demonstrate how children should respond when someone knocks on their door. Remind children that they should never let anyone inside without asking their parents first.</p> <p>BUILD COMMUNITY: Discuss asking permission before eating someone's food or using their belongings. Give the children examples: When a child wants another cookie at snack time, the child should ask an adult for one instead of taking someone else's. If a child wants to play with something that someone is playing with, the child should politely ask to have a turn when the other child is finished. Tell children that today they will be hearing a story about a little girl who went into someone's house without being invited and she ate their food and broke one of</p>

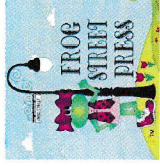
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Language Development</b></p>	<p>Participation Story: "Going on a Bear Hunt" - "Nos vamos cazar osos". Invite children to help you tell this story. They will follow your lead to change actions as the story describes the obstacles in their path.</p>	<p>Story Folder: "The Three Bears" - "Los tres osos". Discuss the less-familiar vocabulary (cottage, porridge, wobbled) in the story. Teach the ASL sign for porridge. Display the story props and read the story "The Three Bears" - "Los tres osos."</p>	<p>"1, 2, 3: A Child's First Counting Book" By: Alison Jay. Point out the pictures of the three bears in the story. Define the word angry as mad. Point out the picture of Goldilocks running away. Review the ASL sign for three.</p>	<p>"Bear In Sunshine" By: Stella Blackstone. Point out the bear on the cover. Point out the pictures of the bear throughout the story. Review words that may be unfamiliar (lane, misty, skate, and foggy). Teach the ASL sign for bear.</p>	<p>"Orange Pear Apple Bear." By: Emily Gravett. Point out the bear on the cover. Pass around a pear. Explain that the bear ate a pear in the story.</p>
<p><b>Cognitive Development</b></p>	<p>Photo Activity Card 44. Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. Teach the ASL sign for bear and cottage. Point out that a cottage is a small house.</p>	<p>Building a Cottage. Invite children to build a cottage for the bears with Legos.</p>	<p>Photo Activity Card 44. Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. Teach the ASL sign for bear and cottage. Point out that a cottage is a small house.</p>	<p>Building a Cottage. Invite children to build a cottage for the bears with Legos.</p>	<p>Photo Activity Card 44. Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. Teach the ASL sign for bear and cottage. Point out that a cottage is a small house.</p>
<p><b>Social Emotional Development</b></p>	<p>Manners Matter. Discuss manners. Talk about knocking on a door, ringing a doorbell, and asking to come inside. Make sure that little ones know they should never go visiting without a parent. Practice other manners, such as saying "please" and "thank you." Teach children the song "Thank You" - "Gracias." Demonstrate using the ASL sign for thank you as you say the rhyme. Tell children that using manners is polite. Teach the ASL sign for polite.</p>	<p>Bear Features. Point out the facial features on a stuffed bear. Discuss what features bears have that humans also have and how they differ from people.</p>	<p>Manners Matter. Discuss manners. Talk about knocking on a door, ringing a doorbell, and asking to come inside. Make sure that little ones know they should never go visiting without a parent. Practice other manners, such as saying "please" and "thank you." Teach children the song "Thank You" - "Gracias." Demonstrate using the ASL sign for thank you as you say the rhyme. Tell children that using manners is polite. Teach the ASL sign for polite.</p>	<p>Bear Features. Point out the facial features on a stuffed bear. Discuss what features bears have that humans also have and how they differ from people.</p>	<p>Manners Matter. Discuss manners. Talk about knocking on a door, ringing a doorbell, and asking to come inside. Make sure that little ones know they should never go visiting without a parent. Practice other manners, such as saying "please" and "thank you." Teach children the song "Thank You" - "Gracias." Demonstrate using the ASL sign for thank you as you say the rhyme. Tell children that using manners is polite. Teach the ASL sign for polite.</p>
<p><b>Physical Development</b></p>	<p>Bear Tricks. Tell children about bears that perform tricks. Have them clap, march, and roar. Play "Stars and Stripes Forever" (FS Action Songs CD) and invite children to pretend to be bears and march.</p>	<p>Teddy Bear, Teddy Bear. Display a teddy bear. Teach children the rhyme "Teddy Bear, Teddy Bear" - "Osos de peluche, oso de peluche" and actions.</p>	<p>Bear Tricks. Tell children about bears that perform tricks. Have them clap, march, and roar. Play "Stars and Stripes Forever" (FS Action Songs CD) and invite children to pretend to be bears and march.</p>	<p>Seven Feet Tall. Place a piece of masking tape seven feet long to represent the height of a male brown bear. See how many children can stand side-by-side to cover the tape with their feet. Have children walk the length of the tape. Teach ASL sign for bear.</p>	<p>Teddy Bear, Teddy Bear. Display a teddy bear. Teach children the rhyme "Teddy Bear, Teddy Bear" - "Osos de peluche, oso de peluche" and actions.</p>
<p><b>Outdoor Play</b></p>	<p>Run Goldilocks. Have teachers be "bears" and the children be "Goldilocks." Chase the children around the playground like the bears chased Goldilocks out of their cottage.</p>	<p>Balls for Bears. Invite children to play with balls in three sizes (small for baby bear, medium for mama bear, large for papa bear).</p>	<p>Run Goldilocks. Have teachers be "bears" and the children be "Goldilocks." Chase the children around the playground like the bears chased Goldilocks out of their cottage.</p>	<p>Balls for Bears. Invite children to play with balls in three sizes (small for baby bear, medium for mama bear, large for papa bear).</p>	<p>Run Goldilocks. Have teachers be "bears" and the children be "Goldilocks." Chase the children around the playground like the bears chased Goldilocks out of their cottage.</p>



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Music and Movement</b>	<p>FS Action Songs "Stars and Stripes Forever" (Instrumental)</p>	<p>FS Sing-Along Songs Canciones para cantar de Frog Street "Three Bears' Rap"</p>	<p>FS Action Songs "Stars and Stripes Forever" (Instrumental)</p>	<p>FS Sing-Along Songs Canciones para cantar de Frog Street "The Bear Went Over the Mountain"</p>	<p>FS Sing-Along Songs Canciones para cantar de Frog Street "Three Bears' Rap"</p>
<b>Learning Centers</b>	<p><b>Pretend and Learn</b> Have children pretend to have a snack in the bears' house with dishware and food. Invite children to play with three different sizes of cups (small for baby bear, medium for mama bear, large for papa bear).</p>	<p><b>Creativity Station</b> Have children color with brown crayons on construction paper.</p>	<p><b>Pretend and Learn</b> Have children pretend to have a snack in the bears' house with dishware and foods. Invite children to play with three different sizes of cups small for baby bear, medium for mama bear, large for papa bear.</p>	<p><b>Creativity Station</b> Have children paint with brown paint on construction paper.</p>	<p><b>Creativity Station</b> Have children color with brown crayons on construction paper.</p>
<b>Learning Goals</b>	<p>Engages in positive relationships and interactions with adults (B.1.d.) Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) Understands and begins to use oral language for conversation and communication (C.2.c.) Applies knowledge to new situations (D.2.c.) Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.) Develops confidence with moving in space, moving to rhythm, and playing with and near others (A.2.e.) Uses imitation in pretend play to express creativity and imagination (D.4.b.)</p>	<p>Develops an awareness of the impact and consequences of their actions (B.3.c.) Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) Understands and begins to use oral language for conversation and communication (C.2.c.) Develops responsive and reciprocal communication skills (B.4.e.) Moves body to achieve a goal (A.2.c.) Develops confidence with moving in space, moving to rhythm, and playing with and near others (A.2.e.) Develops skill and confidence with processes of art, such as drawing, collage, painting, and construction (D.4.a.)</p>	<p>Engages in positive relationships and interactions with adults (B.1.d.) Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) Understands and begins to use oral language for conversation and communication (C.2.c.) Develops responsive and reciprocal communication skills (B.4.e.) Moves body to achieve a goal (A.2.c.) Develops confidence with moving in space, moving to rhythm, and playing with and near others (A.2.e.) Develops skill and confidence with processes of art, such as drawing, collage, painting, and construction (D.4.a.) Uses imitation in pretend play to express creativity and imagination (D.4.b.)</p>	<p>Develops an awareness of the impact and consequences of their actions (B.3.c.) Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) Understands and begins to use oral language for conversation and communication (C.2.c.) Develops small muscle control and coordination (A.3.b.) Moves body to achieve a goal (A.2.c.) Develops confidence with moving in space, moving to rhythm, and playing with and near others (A.2.e.) Develops skill and confidence with processes of art, such as drawing, collage, painting, and construction (D.4.a.)</p>	<p>Engages in positive relationships and interactions with adults (B.1.d.) Engages with stories and books (C.3.c.) Understands and begins to use oral language for conversation and communication (C.2.c.) Develops responsive and reciprocal communication skills (B.4.e.) Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.) Develops confidence with moving in space, moving to rhythm, and playing with and near others (A.2.e.) Develops skill and confidence with processes of art, such as drawing, collage, painting, and construction (D.4.a.)</p>



**Toddler Club Program**



<p>Lesson Plan for Traditional Tales • Three Billy Goats Gruff Week 4</p>		<p>Date: March 26-30, 2018</p>			
<p>Objective: This week children will learn about the Three Billy Goats Gruff. This is a great tale about cooperation among siblings.</p>		<p>Parents as Partners: Send home Parents as Partners Card 31</p>			
<p>English Vocabulary: goat, bridge, kindness, small, large, mean, nice</p>		<p>Spanish Vocabulary: chivo, puente, amabilidad, pequeño, grande, malo, agradable</p>			
<p>American Sign Language (ASL): goat, bridge, kindness, small, large, mean, nice</p>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Starting the Day</b></p>	<p>Greet each child by name as children enter the classroom and then again as you begin "Starting the Day." UNITE: Sing "The Billy Goats Gruff" (FS Sing-Along Songs) "Los tres chivos." Define the less familiar vocabulary (treat, delay, butted, ferociously). Point out that the troll is a bully. He tried to use his big size and mean words to scare the goats. CALM: Tell children that the story that they heard today is about a troll who tried to frighten three goats. Talk about being frightened. Give some examples. Take several deep breathes with the children or do the S.T.A.R. (Smile, take a deep breathe, and relax) strategy a few times. CONNECT: Name the children who are absent and send well wishes. BUILD COMMUNITY: Discuss what it means to be a bully. Give children examples of how older children can help younger children and how bigger children can help smaller children. Tell children that today they will hear a story about a troll who tried to bully three billy goats. Ask children to commit (to try to remember) to be helpful to their friends</p>	<p>UNITE: Sing "Mary Had a Little Goat" - "Mary Tenia un chivito." Sing songs about some of the other groups of three we have in the last two weeks, such as "Three Little Pigs" and "Three Bears' Rap" CALM: Tell children that the story that they heard today is about a troll who tried to frighten three goats. Talk about being frightened. Give some examples. Take several deep breathes with the children or do the S.T.A.R. (Smile, take a deep breathe, and relax) strategy a few times. CONNECT: Use Max to welcome back children who have been absent. BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box, and say: We are all safe here.</p>	<p>UNITE: Sing "The Billy Goats Gruff" (FS Sing-Along Songs) "Los tres chivos." Define the less familiar vocabulary (treat, delay, butted, ferociously). Point out that the troll is a bully. He tried to use his big size and mean words to scare the goats. CALM: Tell children that the story that they heard today is about a troll who tried to frighten three goats. Talk about being frightened. Give some examples. Take several deep breathes with the children or do the S.T.A.R. (Smile, take a deep breathe, and relax) strategy a few times. CONNECT: Demonstrate the actions to the song "Three Happy Goats" - "Tres chivos felices." Demonstrate the songs actions taking special care to point out being gentle when raising and lowering arms and when giving friends a high-five BUILD COMMUNITY: Discuss what it means to be a bully. Give children examples of how older children can help younger children and how bigger children can help smaller children. Tell children that today they will hear a story about a troll who tried to bully three billy goats.</p>	<p>UNITE: Sing "Mary Had a Little Goat" - "Mary Tenia un chivito." Sing songs about some of the other groups of three we have in the last two weeks, such as "Three Little Pigs" and "Three Bears' Rap" CALM: Tell children that the story that they heard today is about a troll who tried to frighten three goats. Talk about being frightened. Give some examples. Take several deep breathes with the children or do the S.T.A.R. (Smile, take a deep breathe, and relax) strategy a few times. CONNECT: Name the children who are absent and send them well wishes. BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. When all the photos are inside, place the lid on the box, and say: We are all safe here.</p>	<p>UNITE: Sing "The Billy Goats Gruff" (FS Sing-Along Songs) "Los tres chivos." Define the less familiar vocabulary (treat, delay, butted, ferociously). Point out that the troll is a bully. He tried to use his big size and mean words to scare the goats. CALM: Tell children that the story that they heard today is about a troll who tried to frighten three goats. Talk about being frightened. Give some examples. Take several deep breathes with the children or do the S.T.A.R. (Smile, take a deep breathe, and relax) strategy a few times. CONNECT: Demonstrate the actions to the song "Three Happy Goats" - "Tres chivos felices." Demonstrate the songs actions taking special care to point out being gentle when raising and lowering arms and when giving friends a high-five BUILD COMMUNITY: Discuss what it means to be a bully. Give children examples of how older children can help younger children and how bigger children can help smaller children. Tell children that today they will hear a story about a troll who tried to bully three billy goats.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<p>"It's So Hard to Be a Troll" - "Es difícil ser un duende"</p> <p>Discuss the less-familiar vocabulary in the story (recommend, massive, despise, encompass). Each time you read the story, discuss a few of these words. You can also sing the book text to the tune of "I Winkle, Twinkle Little Star."</p>	<p>Developmental Storybook: "The Three Billy Goats Gruff" - "Los tres chivos"</p> <p>Read the story at the appropriate level (I) for children. Explain that Billy goats are boy goats and that they are brothers. Reenact the story. Provide "The Three Billy Goats Gruff Masks." Teach the ASL sign for goat.</p>	<p>"Duck, Duck, Goose" By: Karen Beaumont</p> <p>Point on the goat on the cover of the book. Read the book and pause to emphasize the goat.</p>	<p>Simms Taback "Farm Animals"</p> <p>By: Simms Taback</p> <p>Point out the goat on the cover of the book. Pause to emphasize the goat in story.</p>	<p>"Chicken, Chicken, Duck" By: Nadia Killanovich</p> <p>Read the story and stop to emphasize the goat picture. Point out the sound that the goat makes on the corresponding page. Review the ASL sign for goat.</p>
Cognitive Development	<p>Photo Activity Card 45</p> <p>Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. Review the ASL signs for goat and three.</p>	<p>Up-Close Look</p> <p>Remind children that the goats were heading across the bridge to eat grass. Teach the ASL sign for bridge. Invite children to use a magnifying glass to examine raffia grass and stripes of green construction paper.</p>	<p>Photo Activity Card 45</p> <p>Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. Review the ASL signs for goat and three.</p>	<p>Up-Close Look</p> <p>Remind children that the goats were heading across the bridge to eat grass. Teach the ASL sign for bridge. Invite children to use a magnifying glass to examine raffia grass and stripes of green construction paper.</p>	<p>Photo Activity Card 45</p> <p>Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. Review the ASL signs for goat and three.</p>
Social Emotional Development	<p>Kindness Counts</p> <p>Talk with children about examples of bullying discussed in "Starting the Day." Say: If you want to see a friend smile, try a little kindness. Share the poem about kindness "Kindness" - "Ser amable." Teach children the ASL sign for kind.</p>	<p>Trip, Trap</p> <p>Teach the chant "Troll Chant" - "El cantico de duende"</p>	<p>Being Afraid</p> <p>Talk to children about what frightens them. Do what you can to help dispel the fears but do not dismiss them. Discuss ideas children can try when they are fearful (talk to an adult, turn on a light, focus on something happy).</p>	<p>Kindness Counts</p> <p>Talk with children about examples of bullying discussed in "Starting the Day." Say: If you want to see a friend smile, try a little kindness. Share the poem about kindness "Kindness" - "Ser amable." Teach children the ASL sign for kind.</p>	<p>Trip, Trap</p> <p>Teach the chant "Troll Chant" - "El cantico de duende"</p>
Physical Development	<p>Troll Stroll</p> <p>Talk with children about the troll's large size. Point out that because he is so large, he lumbers as he walks. Define lumbering as walking with big, heavy steps. Demonstrate the lumbering walk with very heavy feet. Have children walk like trolls to "The Troll Tromp" (FS Action Songs CD).</p>	<p>Walk the Line</p> <p>Place a piece of masking tape on the floor and invite children to crawl or walk along the line. Point out that mountain goats have very good balance.</p>	<p>Troll Stroll</p> <p>Talk with children about the troll's large size. Point out that because he is so large, he lumbers as he walks. Define lumbering as walking with big, heavy steps. Demonstrate the lumbering walk with very heavy feet. Have children walk like trolls to "The Troll Tromp" (FS Action Songs CD).</p>	<p>Walk the Line</p> <p>Place a piece of masking tape on the floor and invite children to crawl or walk along the line. Point out that mountain goats have very good balance.</p>	<p>Troll Stroll</p> <p>Talk with children about the troll's large size. Point out that because he is so large, he lumbers as he walks. Define lumbering as walking with big, heavy steps. Demonstrate the lumbering walk with very heavy feet. Have children walk like trolls to "The Troll Tromp" (FS Action Songs CD).</p>
Outdoor Play	<p>Walk Like a Goat</p> <p>Invite children to take steps like a little goat, middle-sized goat, and a big goat. Then have them cross the playground walking like a troll.</p>	<p>Troll Eye Toss</p> <p>Encourage children to directly place troll eyes into a basket or bucket.</p>	<p>Walk Like a Goat</p> <p>Invite children to take steps like a little goat, middle-sized goat, and a big goat. Then have them cross the playground walking like a troll.</p>	<p>Troll Eye Toss</p> <p>Encourage children to directly place troll eyes into a basket or bucket.</p>	<p>Walk Like a Goat</p> <p>Invite children to take steps like a little goat, middle-sized goat, and a big goat. Then have them cross the playground walking like a troll.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Music and Movement</b>	<p>FS Action Songs "The Troll Stomp" (Instrumental)</p>	<p>Frog Street Sing-Along Songs Canciones para cantar juntos de Frog Street "The Billy Goats Gruff"</p>	<p>Frog Street Sing-Along Songs Canciones para cantar juntos de Frog Street "Three Happy Goats"</p>	<p>FS Action Songs "The Troll Stomp" (Instrumental)</p>	<p>FS Action Songs "The Troll Stomp" (Instrumental)</p>
<b>Learning Centers</b>	<p>Creativity Station Invite children to stamp a troll. Accept all marks as a "troll."</p>	<p>Fine Motor Invite children to glue stripes of construction paper grass. Explain that the goats wanted to cross the troll's bridge to eat the green grass.</p>	<p>Science Invite children to experiment with musical instruments to create the trip-trap sound of the goats crossing the bridge. Discuss the difference between the sound the little goat and the big goat might have made.</p>	<p>Creativity Station Invite children to dot paint a troll. Accept all marks as a "troll." Discuss the different colors that they are coloring with to make their trolls.</p>	<p>Creativity Station Invite children glue pieces of tissue paper to make a troll. Accept all marks as a "troll." Discuss the colors of tissue paper that they are using to make their trolls.</p>
<b>Learning Goals</b>	<p>Begins to learn and internalize rules, routines, and directions (B.3.e.) Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting (C.2.d.) Develops an attitude of an "explorer" - competent, confident learner who asks questions and makes discoveries (D.1.e.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Recognizes and begins to respond to the feelings and emotions of others and begins to show concern (B.4.f.) Demonstrates increasing balance, stability control, and coordination (A.2.a.) Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.) Develops skill and confidence with processes of art, such as drawing, collage painting, and construction (D.5.a.)</p>	<p>Develops language skills in structured language contexts, such as singing, storytelling, and reenacting (C.2.d.) Develops an expectation that words, book, and pictures can amuse, delight, comfort, inform, and excite (C.3.d.) Develops an attitude of an "explorer" - competent, confident learner who asks questions and makes discoveries (D.1.e.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Recognizes and responds to the feelings and emotions of others and begins to show concern (B.4.f.) Develops control of small muscles for manipulation and exploration (A.3.b.) Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.) Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (D.1.b.)</p>	<p>Develops increasing ability to identify own emotional responses (B.2.g.) Develops an expectation that words, book, and pictures can amuse, delight, comfort, inform, and excite (C.3.d.) Recognizes and responds to the feelings and emotions of others and begins to show concern (B.4.f.) Develops control of small muscles for manipulation and exploration (A.3.b.) Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.) Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (D.1.b.)</p>	<p>Begins to learn and internalize rules, routines, and directions (B.3.e.) Develops an expectation that words, book, and pictures can amuse, delight, comfort, inform, and excite (C.3.d.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Demonstrates increasing balance, stability control, and coordination (A.2.a.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops skill and confidence with processes of art, such as drawing, collage painting, and construction (D.5.a.)</p>	<p>Develops language skills in structured language contexts, such as singing, storytelling, and reenacting (C.2.d.) Develops an expectation that words, book, and pictures can amuse, delight, comfort, inform, and excite (C.3.d.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Demonstrates increasing balance, stability control, and coordination (A.2.a.) Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.) Develops skill and confidence with processes of art, such as drawing, collage painting, and construction (D.5.a.)</p>