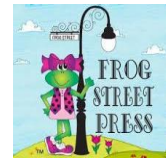


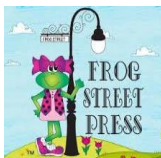
Toddler Club Program



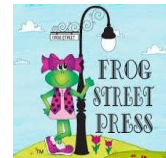
Lesson Plan for Traditional Tales • Cuentos Tradicionales - Three Little Pigs • Los Tres Cerditos (week 29)			Date: March 12 - 16, 2018		
Objective: Children will be learning the story of "The Three Little Pigs". They will also be learning about pigs and doing all kinds of fun "piggy" activities. Children will learn about the number three and how to outsmart a wolf.			Parents as Partners: Send home Parents as Partners Card 29. Encourage parents to share their childhood memories of "The Three Little Pigs" with their child.		
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	- Greet every child by name and introduce the theme. Tell children that this week we will be learning the story of the Three Little Pigs. • UNITE: "This Little Pig" • "Este cerdito" (Frog Street Sing-Along Songs TWO CD#19). • CALM: Invite children to huff and puff like the wolf. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing. • CONNECT: Name children who are absent and send them well wishes. Use Max to welcome back children who have been absent. • BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. • Calendar/Weather	• UNITE: Greet every child by name and sing "Three Little Pigs" • "Tres Cerditos" (Frog Street Sing-Along Songs CD TWO #23). • CALM: Invite children to huff and puff like the wolf. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing. • CONNECT: Use Max to welcome back children who were absent. Teach children Three Pink Pigs-Tres Cerditos Rosados- action song.(AGp5) Demonstrate the song actions taking care to point out being gentle when hugging friends. • BUILD COMMUNITY: Discuss destroying something that someone else built. Explain that we must always respect the work and space of others. • Calendar/Weather	• UNITE: Greet every child by name and sing "Higglety, Piggety, Pop" (Start Smart Songs for 1's, 2's, 3's CD). Teach children to do a Pig Jig. Create simple steps. • CALM: Invite children to huff and puff like the wolf. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing. • CONNECT: Use Max to wish well wishes to absent children. Sing Three Pink Pigs-Tres Cerditos Rosados- action song (AGp5) with the children in groups of three. Demonstrate the song actions taking care to point out being gentle when hugging friends. • BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather	• UNITE: Greet every child by name and sing "This Little Pig" • "Este cerdito" (Frog Street Sing-Along Songs TWO CD#19). • CALM: Invite children to huff and puff like the wolf. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing. • CONNECT: Use Max to welcome back children who may have been absent and send them well wishes. • BUILD COMMUNITY: Discuss destroying something that someone else built. Talk with children about how it feels when someone knocks down their blocks. Give examples like when the wolf was hungry and looking for food but was also disrespectful of the pig's property. • Calendar/Weather	• UNITE: Greet every child by name and sing "Three Little Pigs" • "Tres Cerditos" (Frog Street Sing-Along Songs CD TWO #23). • CALM: Invite children to huff and puff like the wolf. Lead children in taking several huffs and puffs. Point out that children are doing relaxing breathing. • CONNECT: Use Max to welcome back children who were absent. Sing Three Pink Pigs-Tres Cerditos Rosados- action song.(AGp5) in groups of three. Demonstrate the song actions taking care to point out being gentle when hugging friends. • BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather
	Language Development	• The Three Little Pigs- Los Tres Cerditos- Developmental Storybook - Read level I of the story. After reading, count the pigs. Have children hold up three fingers. Teach the ASL signs for sticks, straw, bricks, wolf, and house (AGp2)	• Pig Nursery Rhymes - Teach the children "The Flying Pig" - El Cerdito Volador- and "To Market, To Market"- Al Mercado, Al Mercado (AGp6)	• The Three Little Pigs- Los Tres Cerditos- Developmental Storybook - Read level I of the story. After reading, count the pigs. Have children hold up three fingers. Review the ASL signs for sticks, straw, bricks, wolf, and house (AGp2)	• Pig Nursery Rhymes - Teach the children "The Flying Pig" - El Cerdito Volador- and "To Market, To Market"- Al Mercado, Al Mercado (AGp6)

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	• This Little Pig - Este Cerdito y Ese Cerdito Teach children the rhyme (AGp7). Use two for the Pig Puppets to represent "this pig" and "that pig". Discuss places pigs might live (woods, farm, zoo).	• Photo Activity Cards #14, #43 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for three, pig and house (AGp2).	• Story Sequence (AGp7) Challenge the children to sequence the story. Teach the ASL signs for sticks, straw, and bricks (AGp2).	• Photo Activity Cards #14, #43 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for three, pig and house (AGp2).	• This Little Pig - Este Cerdito y Ese Cerdito Teach children the rhyme (AGp7). Use two for the Pig Puppets to represent "this pig" and "that pig". Discuss places pigs might live (woods, farm, zoo).
Social Emotional Development	• Oink (AGp8) Play an "oink" game with the children. Have children copy a variety of pig sounds and patterns. For example, "oink" once, "oink" in a high pitch voice, "oink" in a low voice, "oink" two times in a row.	• This Little Piggy - Este Cerdito (AGp8) Invite children to take off their shoes. Play "This Little Piggy" with the children. Help children name their toes (big toe, middle toe, little toe).	• Oink (AGp8) Play an "oink" game with the children. Have children copy a variety of pig sounds and patterns. For example, "oink" once, "oink" in a high pitch voice, "oink" in a low voice, "oink" two times in a row.	• This Little Piggy - Este Cerdito (AGp8) Invite children to take off their shoes. Play "This Little Piggy" with the children. Help children name their toes (big toe, middle toe, little toe).	• Farm Life (AGp8) Provide some toy farm animals. Help children use blocks to build a farm. 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.
Physical Development	• Piggy Wiggy (AGp9) Invite children to form a circle to perform this piggy-wiggy version of the Hokey Pokey. Direct children to perform the actions described in the song lyrics. Use "Hokey Pokey" instrumental (FS Action Songs CD #13)	• Footprints (AGp9) Pig Prints: Create a pig footprint pathway around the room. Discuss the characteristic of the footprints with the children. Point out that pig feet are called hooves and a pig has a hoof that is split.	• Pig Jig (AGp9) Invite children to dance a pig jig to "Stars and Stripes Forever" (Frog Street Action Songs CD #29) or "Goody Moody" (Shawn Brown Toddler Tunes CD #4)	• Footprints (AGp9) Pig Prints: Create a pig footprint pathway around the room. Discuss the characteristic of the footprints with the children. Point out that pig feet are called hooves and a pig has a hoof that is split.	• Piggy Wiggy (AGp9) Invite children to form a circle to perform this piggy-wiggy version of the Hokey Pokey. Direct children to perform the actions described in the song lyrics. Use "Hokey Pokey" instrumental (FS Action Songs CD #13)
Outdoor Play	• Huff-and-Puff Bubbles (AGp3) Invite children to huff and puff using Bubble Soap (Appendix p42) to blow bubbles on the playground.	• Here Comes the Wolf (AGp3) Play chase with the children. Pretend you are the wolf and children are the pigs. Encourage them to say: Here comes the wolf!	• Huff-and-Puff Bubbles (AGp3) Invite children to huff and puff using Bubble Soap (Appendix p42) to blow bubbles on the playground.	• Pig Art (AGp3) Invite children to draw pink pigs on the sidewalk using pink sidewalk chalk.	• Huff-and-Puff Bubbles (AGp3) Invite children to huff and puff using Bubble Soap (Appendix p42) to blow bubbles on the playground.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Music and Movement	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "This Little Pig" • "Este Cerdito".#19 "Three Little Pigs"- Los Tres Cerditos #23	•Frog Street Action Songs CD - Canciones de acción de Frog Street "Stars and Stripes Forever" (instrumental)#29 "Hokey Pokey" (instrumental) #13	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "This Little Pig" • "Este Cerdito".#19 "Three Little Pigs"- Los Tres Cerditos #23	•Frog Street Action Songs CD - Canciones de acción de Frog Street "Stars and Stripes Forever" (instrumental)#29 "Hokey Pokey" (instrumental) #13	•Shawn Brown Toddler Tunes CD "Goody Moody" #4
Learning Centers	•Sensory (AGp3) Fill the sensory table with faffia and hide small toys under the "straw"	•Pretend and Learn (AGp3) Invite children to wear snouts (Appendix p44) as they pretend to be pigs. Review ASL sign for pig (AGp2). Use chairs to create fence and offer pillows to create a place for the "pigs" to sleep.	•Sensory (AGp3) Fill the sensory table with faffia and hide small toys under the "straw"	•Pretend and Learn (AGp3) Invite children to wear snouts (Appendix p44) as they pretend to be pigs. Review ASL sign for pig (AGp2). Use chairs to create fence and offer pillows to create a place for the "pigs" to sleep.	•Creativity Sation (AGp3) Invite children to paint pink pictures. Accept all marks.
Learning Goals	• Recognizes and responds to the feelings and emotions of others (B.4.c.) • Develops an increasing awareness of the impact and consequences of their actions (B.3.c.) • Develops emerging skills in caring and cooperation (B.4.f.) • Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.)	• Develops communication skills for increasingly complex purposes, such as reasoning (C.2.e.) • Engages with stories and books (C.3.c.) • Understands and begins to use oral language for conversation and communication (C.2.c.) • Establishes secure relationships with primary caregivers (B.1.a.)	• Shows emotional connections and attachment to others while beginning to show independence (B.1.c.) • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Uses imitation in pretend play to express creativity and imagination (D.4.b.)	• Develops and demonstrates the ability to remember known information (D.3.d.) • Shows ability to acquire and process new information (D.3.c.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) • Listens with interest to language of others (C.1.a.) •Learns and begins to use math concepts during daily routines and experiences (D.2.g.)	- Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.) - dances, and movement to rhythmic patterns (A.2.f.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Learns and begins to use math concepts during daily routines and experiences (D.2.g.)



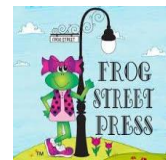
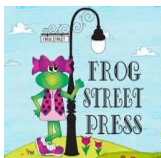
Toddler Club Program



Lesson Plan for Traditional Tales • Cuentos Tradicionales - The Three Bears • Los Tres Osos (week 2)			Date: March 19-23, 2018		
Objective: 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.			Parents as Partners: Send home Parents as Partners Card 30. Encourage parents to create a Safe Place for their child. Be sure to remind parents that this place is not for punishment and should not be viewed as a "time out".		
English Vocabulary: three, bear, porridge, soft, hard, cottage, polite			Spanish Vocabulary: tres, oso, avena, suave, duro, cabana, amble		
American Sign Language (ASL): three, bear, porridge, soft, hard, cottage, polite					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	- Greet every child by name and introduce the theme. Tell children that this week we will be learning three bears, Goldilocks and manners. • UNITE: Sing "There Once Were Three Bears" • "Este es el Cuento de los Tres Ositos" (AGp14). • 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. • CONNECT: Ask another person 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. Name children who are absent and send them well wishes. Use Max to welcome back children who have been absent. •BUILD COMMUNITY: Remind children that they are safe and pass around the Safekeeper Box. • Calendar/Weather	• UNITE: Greet every child by name and sing "The Bear Went Over the Mountain" • "El Oso Subio a la Montana" (Frog Street Sing-Along Songs CD TWO #10). •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. • CONNECT: Use Max to welcome back children who were absent. Name children who are absent and send well wishes. • BUILD COMMUNITY: Discuss asking permission before eating someone's food or using their belongings. Give the children examples: Ask children to commit (try to remember) to asking before they take something from a friend. • Calendar/Weather	• UNITE: Greet every child by name and sing "Three Bears' Rap" (Frog Street Sing-Along Songs CD TWO #21). •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. • CONNECT: Use Max to wish well wishes to absent children. Ask another person 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. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather	• UNITE: Greet every child by name and sing "There Once Were Three Bears" • "Este es el Cuento de los Tres Ositos" (AGp14). • 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. • CONNECT: Use Max to welcome back children who were absent. Name children who are absent and send well wishes. •BUILD COMMUNITY: Discuss asking permission before eating someone's food or using their belongings. Give the children examples: Ask children to commit (try to remember) to asking before they take something from a friend. • Calendar/Weather	• UNITE: Greet every child by name and sing "The Bear Went Over the Mountain" • "El Oso Subio a la Montana" (Frog Street Sing-Along Songs CD TWO #10). •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. • CONNECT: Use Max to wish well wishes to absent children. Ask another person 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. • BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather
Language Development	•The Three Bears- Los Tres Osos- Story Folder - Discuss the less-familiar vocabulary (cottage, porridge, wobbled) in the story. Teach the ASL sign for porridge.(AGp12) Display the story props and read the story <u>The Three Bears - Los Tres Osos.</u>	• Going on a Bear Hunt Participation Story - Nos vamos a cazar osos (Appendix p47) - Invite children to help you tell this story. They will begin the story by patting their knees to represent walking and then they will follow your lead to change actions as the story describes the obstacles in their path.	•Goldilocks, Goldilocks-Ricitos Action Song - Lead the children through the story using the Goldilocks Story Pathway as a guide. (Appendix p.43)	•The Three Bears- Los Tres Osos- Story Folder - Discuss the less-familiar vocabulary (cottage, porridge, wobbled) in the story. Teach the ASL sign for porridge.(AGp12) Display the story props and read the story <u>The Three Bears - Los Tres Osos.</u>	• Going on a Bear Hunt Participation Story - Nos vamos a cazar osos (Appendix p47) - Invite children to help you tell this story. They will begin the story by patting their knees to represent walking and then they will follow your lead to change actions as the story describes the obstacles in their path.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	• Bear Match Up Invite children to use "The Three Bears" Story Folder props to match the correct chair and bed with each bear.	•Photo Activity Cards #44 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for bear and cottage. (AGp12).	• Bear Match Up Invite children to use "The Three Bears" Story Folder props to match the correct chair and bed with each bear.	•Photo Activity Cards #44 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for bear and cottage. (AGp12).	• Goldilocks Puppets Have each child decorate a 6-inch paper plate to look like Goldilocks using large wiggle eyes, yellow curling ribbon, and crayons. Help child glue on the ribbon "hair" and eyes. Encourage children to draw a mouth and nose. Glue each paper plate face to a tongue depressor to create stick puppets. Encourage children to talk for their puppets as you ask them questions.
Social Emotional Development	•Manners Matter (AGp18) 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. Teach the children the "Thank You" rhyme. Demonstrate using the ASL sign for thank you as you say the rhyme. (AGp12)	•Bear Features - (AGp18) Invite children to name the facial features on a stuffed bear. Discuss which features bears have that humans also have. Ask how bears are different from people.	•Manners Matter (AGp18) 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. Teach the children the "Thank You" rhyme. Demonstrate using the ASL sign for thank you as you say the rhyme. (AGp12)	•Bear Features - (AGp18) Invite children to name the facial features on a stuffed bear. Discuss which features bears have that humans also have. Ask how bears are different from people.	•Manners Matter (AGp18) 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. Teach the children the "Thank You" rhyme. Demonstrate using the ASL sign for thank you as you say the rhyme. (AGp12)
Physical Development	•Bear Tricks (AGp19) Tell children about bears that perform tricks. Have them perform bear tricks (roll over, clap, march, play a drum, growl). Play "Stars and Stripes Forever" (FS Action Songs CD #29) and invite children to march like bears.	• Teddy Bear, Teddy Bear-Oso de Peluche, Oso de Peluche (AGp19) Display a teddy bear. Ask children if they have a teddy bear. Teach them the "Teddy Bear" rhyme and actions to match the words.	• Goldilocks Says (AGp19) Play Goldilocks Says as you would play Simon Says. Remind children that they can not perform the action unless the caller first says, "Goldilocks says".	•Bear Tricks (AGp19) Tell children about bears that perform tricks. Have them perform bear tricks (roll over, clap, march, play a drum, growl). Play "Stars and Stripes Forever" (FS Action Songs CD #29) and invite children to march like bears.	• Teddy Bear, Teddy Bear-Oso de Peluche, Oso de Peluche (AGp19) Display a teddy bear. Ask children if they have a teddy bear. Teach them the "Teddy Bear" rhyme and actions to match the words.
Outdoor Play	• Balls for Bears (AGp13) Invite children to play with balls in three sizes (small for baby bear, medium for mama bear, large for papa bear).	•Neighborhood School Stroll (AGp13) Remind children that the bears were out on a walk when Goldilocks arrived at their house. Take a walk around the "neighborhood school" just like the bears did.	• Balls for Bears (AGp13) Invite children to play with balls in three sizes (small for baby bear, medium for mama bear, large for papa bear).	• Run Goldilocks (AGp13) Have teachers be "bears" and the children be "Goldilocks". Chase the children around the playground like the bears chased Goldilocks out of their cottage.	•Neighborhood School Stroll (AGp13) Remind children that the bears were out on a walk when Goldilocks arrived at their house. Take a walk around the "neighborhood school" just like the bears did.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Music and Movement	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "Three Bear's Rap" • "El rap de los tres osos".#21 "The Bear Went Over the Mountain" - El oso subio a la montana" #10	•Frog Street Action Songs CD - Canciones de acción de Frog Street "Stars and Stripes Forever" (instrumental)#29	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "Three Bear's Rap" • "El rap de los tres osos".#21 "The Bear Went Over the Mountain" - El oso subio a la montana" #10	•Frog Street Action Songs CD - Canciones de acción de Frog Street "Stars and Stripes Forever" (instrumental)#29	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "Three Bear's Rap" • "El rap de los tres osos".#21 "The Bear Went Over the Mountain" - El oso subio a la montana" #10
Learning Centers	•Math (AGp13) Challenge children to identify the three objects in each set as small, medium, or large.	•Pretend and Learn (AGp13) Invite children to pretend they are playing (with permission) inside the three bears' cottage. During the week, encourage them to reenact the events of the story.	•Science (AGp13) Invite children to tap each material on a wooden table to determine which material makes the loudest sound and which makes the softest sound.	•Pretend and Learn (AGp13) Invite children to pretend they are playing (with permission) inside the three bears' cottage. During the week, encourage them to reenact the events of the story.	•Creativity Sation (AGp13) Invite children to dip a bear (Appendix p45) into tempera paint and then press the sponge onto the paper. Some children will just paint with the sponges and this is ok.
Learning Goals	• Engages in positive relationships and interactions with adults (B.1.d) • Develops an increasing awareness of the impact and consequences of their actions (B.3.c.) • Shows ability to cope with stress (B.3.a)	• Develops communication skills for increasingly complex purposes, such as reasoning (C.2.e.) • Engages with stories and books (C.3.c.) • Understands and begins to use oral language for conversation and communication (C.2.c.) • Establishes secure relationships with primary caregivers (B.1.a.)	• Shows emotional connections and attachment to others while beginning to show independence (B.1.c.) • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Uses imitation in pretend play to express creativity and imagination (D.4.b.)	• Develops and demonstrates the ability to remember known information (D.3.d.) • Shows ability to acquire and process new information (D.3.c.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) • Listens with interest to language of others (C.1.a.) •Learns and begins to use math concepts during daily routines and experiences (D.2.g.)	Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.) dances, and movement to rhythmic patterns (A.2.f.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Learns and begins to use math concepts during daily routines and experiences (D.2.g.)

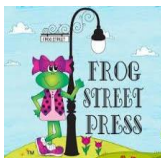


Toddler Club Program

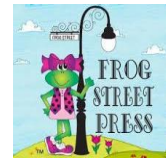
Lesson Plan for Traditional Tales • Cuentos Tradicionales - Three Billy Goats Gruff • Los Tres Chivos (week 3)			Date: March 26 - 30, 2018		
Objective: Children will learn about the Three Billy Goats Gruff. This is a great tale of cooperation among siblings.			Parents as Partners: Send home Parents as Partners Card 31. Encourage parents to be patient with children as they overcome their fears.		
English Vocabulary: goat, bridge, kindness, small, large, mean, nice			Spanish Vocabulary: chivo, puente, amabilidad, pequeno, grande, malo, agradable		
American Sign Language (ASL): goat, bridge, kindness, small, large, mean, nice					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	- Greet every child by name and introduce the theme. Tell children that this week we will be learning about the Three Billy Goats Gruff. - UNITE: Sing "The Billy Goats Gruff" • "Los Tres Chivos" (AGp24)(Frog Street Sing-Along Songs CD). 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 they will hear today is about a troll who tried to frighten three goats. Some children may remember this sotry introduced in Theme 4. - CONNECT: Name children who are absent and send them well wishes. 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: <u>We are all safe here.</u> - Calendar/Weather	- UNITE: Greet every child by name and sing "Mary Had a Little Goat" • "Mary Tenia un Chivito" (AGp24). - CALM: Talk about being frightened. Give children some examples of things that might be frightening, such as hearing loud thunder or losing sight of your mom in a crowd. - CONNECT: Arrange children in groups of three and have each group stand in a circle and hold hands. Demonstrate the "Three Happy Goats" song (AGp25)(Frog Street Sing-Along Songs CD) taking special care to point out being gentle when raising and lowering arms and when giving high-five. - BUILD COMMUNITY: Discuss what it means to be a bully. Give children examples: A bully might be mean to a younger child. A bully might yell at or hit others. Say: No one likes a bully. - Calendar/Weather	- UNITE: Greet every child by name and sing "The Billy Goats Gruff" • "Los Tres Chivos" (AGp24)(Frog Street Sing-Along Songs CD). Sing songs about some of the other groups of three we have studied in the last two weeks, such as "Three Little Pigs" (AGp4) "Three Bear's Rap" (AGp14). - CALM: Explain that relaxation breathing is a good activity to do when you feel frightened just like it is when you feel anxious. Take several deep breaths with children or do the S.T.A.R strategy a few times. - CONNECT: Name children who are absent and send them well wishes. Use Max to welcome back children who have been absent. - BUILD COMMUNITY: Discuss what it means to be a bully. Give children examples: A bully might be mean to a younger child. A bully might yell at or hit others. Say: No one likes a bully. Give examples of how older children can help younger children and how bigger children can help smaller children. - Calendar/Weather	- UNITE: Greet every child by name and sing "Mary Had a Little Goat" • "Mary Tenia un Chivito" (AGp24). - CALM: Talk about being frightened. Give children some examples of things that might be frightening, such as hearing loud thunder or losing sight of your mom in a crowd. - CONNECT: Arrange children in groups of three and have each group stand in a circle and hold hands. Demonstrate the "Three Happy Goats" song (AGp25)(Frog Street Sing-Along Songs CD) taking special care to point out being gentle when raising and lowering arms and when giving high-five. - 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. Ask children to commit to be helpful to their friends. - Calendar/Weather	- UNITE: Greet every child by name and sing "The Billy Goats Gruff" • "Los Tres Chivos" (AGp24)(Frog Street Sing-Along Songs CD). Point out that the troll is a bully. He tried to use his big size and mean words to scare the goats. - CALM: Explain that relaxation breathing is a good activity to do when you feel frightened just like it is when you feel anxious. Take several deep breaths with children or do the S.T.A.R strategy a few times. - CONNECT: Name children who are absent and send them well wishes. Use Max to welcome back children who have been absent. - BUILD COMMUNITY: Discuss what it means to be a bully. Give children examples: A bully might be mean to a younger child. A bully might yell at or hit others. Say: No one likes a bully. Give examples of how older children can help younger children and how bigger children can help smaller children. - Calendar/Weather
Language Development	- The Three Billy Goats Gruff - Los Tres Chivos - Developmental Storybook - Read the story and explain that billy goats are boy goats and that these three boy goats are brothers. Ask: Where were the goats going? Which goat went first? Which characters in the story have big voices? Which character would you choose to be?	- It's So Hard to Be a Troll - Discuss the less-familiar vocabulary in the story. Each time you read the story, discuss a few of these words. You can also sing the book text to the tune of "Twinkle, Twinkle Little Star". Ask: Do you feel sorry for the Troll? Why?	- Two Silly Goats - Dos Chivos Graciosos - Read the story through once as children just listen. On subsequent readings, invite children to use the ASL sign for goat (AGp22) every time they hear the word goat in the story. By the end of the week, invite two volunteers to act out the story.	- The Three Billy Goats Gruff - Los Tres Chivos - Developmental Storybook - Reenact the story and provide "Three Billy Goats Gruff Masks" (Appendix p.45) for the actors. Teach the ASL sign for goat . (AGp22)	- It's So Hard to Be a Troll - Discuss the less-familiar vocabulary in the story. Each time you read the story, discuss a few of these words. You can also sing the book text to the tune of "Twinkle, Twinkle Little Star". Ask: Do you feel sorry for the Troll? Why?

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	•Drum Beats Provide small boxes to use as drums. Lead the children in playing their "drums" to the "Goats on a Stroll" - "Chivos de Paseo" chant.	•Photo Activity Cards #45 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for <i>goat</i> and <i>three</i> . (AGp22).	• Small-to-Large Goats Have children arrange the "Small-to-Large Goats" in size order. Teach ASL signs for <i>small</i> and <i>large</i> (Agp.22). Invite children to talk in a voice appropriate for each goat (tiny, soft voice for smallest goat and loud, deep voice for largest goat).	•Photo Activity Cards #45 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for <i>goat</i> and <i>three</i> . (AGp22).	• Up-Close Look Remind children that the goats were heading across the bridge to eat grass. Teach the ASL sign for <i>bridge</i> (Agp.22). Invite children to use a magnifying glass to examine fresh, green grass. Ask children what they see.
Social Emotional Development	•Kindness Counts (AGp28) Talk with children about the 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. Teach the ASL sign for kindness (AGp.22). Ask children what the troll could have done to be kind. Ask how the story would have been different if the troll would have said, "It's so good to see you come across my bridge"	•Being Afraid - (AGp28) Encourage children to think of a time when they were afraid. Ask them what frightens them. Do what you can to help dispel their fears but do not dismiss them. Discuss ideas children can try when they are fearful. (talk to an adult, turn on light, focus on something happy). Children's fears are real and may take time to move beyond.	•Trip, Trap! (AGp28) Teach children the chant. Ask children what the troll might say if he were being nice instead of mean. Teach the ASL signs for <i>nice</i> and <i>mean</i> (AGp22).	•Being Afraid - (AGp28) Encourage children to think of a time when they were afraid. Ask them what frightens them. Do what you can to help dispel their fears but do not dismiss them. Discuss ideas children can try when they are fearful. (talk to an adult, turn on light, focus on something happy). Children's fears are real and may take time to move beyond.	•Kindness Counts (AGp28) Talk with children about the 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. Teach the ASL sign for kindness (AGp.22). Ask children what the troll could have done to be kind. Ask how the story would have been different if the troll would have said, "It's so good to see you come across my bridge"
Physical Development	•Troll Shadows (AGp29) Invite children to stand between a light source and a wall. Show them how to make a shadow that might look like a troll.	• Troll Stroll (AGp29) Talk with the children about the troll's large size. Point out that because he is so large, he lumbers as he walks. Demonstrate a lumbering walk with very heavy feet. Have children walk like trolls to "The Troll Trump" (Frog Street Action Songs CD #)	• Walking the Line (AGp29) Place a piece of masking tape on the floor and invite children to crawl along the line like a goat. Point out that mountain goats have very good balance. Challenge them to crawl balancing a beanbag on their head.	•Feed the Goat (AGp29) Goats love to eat paper! Show the children how to crumple recycled paper and "feed" it to the goat using tongs and the "Feed the Goat" box (Appendix p.42)	• The Troll on the Bridge (AGp29) Invite children to play the game. Invite them to suggest additional characters for more verses. Call attention to word <i>scary-o</i> replacing <i>derry-o</i> . Ask why this word is used in this version of the song.
Outdoor Play	• Walk Like a Goat (AGp23) Invite children to take steps like a little goat, a middle-sized goat, and a big goat. Then have them cross the playground walking like a troll.	•Butt the Ball (AGp23) Show the children how to butt a beach ball like a goat might butt a troll.	• Troll Eye Toss (AGp23) Create a throw line with yarn or rope. Challenge children to stand behind the line and toss Troll Eyes (Appendix p.45) into a basket or bucket.	• Walk Like a Goat (AGp23) Invite children to take steps like a little goat, a middle-sized goat, and a big goat. Then have them cross the playground walking like a troll.	• Troll Eye Toss (AGp23) Create a throw line with yarn or rope. Challenge children to stand behind the line and toss Troll Eyes (Appendix p.45) into a basket or bucket.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Music and Movement	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "The Billy Goats Gruff" • "Los Tres Chivos" .# "Three Happy Goats" - "Tres Chivos Felices" #	•Frog Street Action Songs CD - Canciones de acción de Frog Street "The Troll Trump" (instrumental) #	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "The Billy Goats Gruff" • "Los Tres Chivos" .# "Three Happy Goats" - "Tres Chivos Felices" #	•Frog Street Action Songs CD - Canciones de acción de Frog Street "The Troll Trump" (instrumental)	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "The Billy Goats Gruff" • "Los Tres Chivos" .# "Three Happy Goats" - "Tres Chivos Felices" #
Learning Centers	•Math (AGp23) Sit with children and help them order the numerals. Notice which numerals children recognize. Show them the numeral that represents their age.	•Pretend and Learn (AGp23) Tape butcher paper to the floor to create a "bridge". Encourage children to reenact the story using the masks and butcher paper "bridge" as props.	•Science (AGp23) Invite children to experiment with the materials 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. Ask: Which materials make the best trip-trap sound?	•Pretend and Learn (AGp23) Tape butcher paper to the floor to create a "bridge". Encourage children to reenact the story using the masks and butcher paper "bridge" as props.	•Creativity Sation (AGp23) Invite children to paint a troll. Talk with them as they paint. Ask what color hair they will give their troll. Ask what color skin their troll will have.
Learning Goals	• Engages in positive relationships and interactions with adults (B.1.d) • Develops an increasing awareness of the impact and consequences of their actions (B.3.c.) • Shows ability to cope with stress (B.3.a)	• Develops communication skills for increasingly complex purposes, such as reasoning (C.2.e.) • Engages with stories and books (C.3.c.) • Understands and begins to use oral language for conversation and communication (C.2.c.) • Establishes secure relationships with primary caregivers (B.1.a.)	• Shows emotional connections and attachment to others while beginning to show independence (B.1.c.) • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Uses imitation in pretend play to express creativity and imagination (D.4.b.)	• Develops and demonstrates the ability to remember known information (D.3.d.) • Shows ability to acquire and process new information (D.3.c.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) • Listens with interest to language of others (C.1.a.) • Learns and begins to use math concepts during daily routines and experiences (D.2.g.)	- Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.) - dances, and movement to rhythmic patterns (A.2.f.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Learns and begins to use math concepts during daily routines and experiences (D.2.g.)



Toddler Club Program



Lesson Plan for Traditional Tales • Cuentos Tradicionales - The Gingerbread Man • El Galleta de Jengibre (week 4)			Date: April 2 - 6, 2018		
Objective: Children will learn about the Three Billy Goats Gruff. This is a great tale of cooperation among siblings.			Parents as Partners: Send home Parents as Partners Card 32. Encourage parents to be patient with children as they overcome their fears.		
English Vocabulary: gingerbread, cookies, creative, catch, chase, thankful, patience			Spanish Vocabulary: galleta de jengibre, galletas, creativo, atrapar, perseguir, agradecido, paciencia		
American Sign Language (ASL): gingerbread, cookies, creative, catch, chase, thankful, patience					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	- Greet every child by name and introduce the theme. Tell children that this week they will learn about the Gingerbread Man and will participate in activities that spring from this classic story. • UNITE: Sing "Runaway Cookies" • "Las Galletas que se Escaparon" (AGp34). • CALM: Encourage children to stand and run in place. When they get winded (about a minute) stop and discuss how they are breathing. • CONNECT: Name children who are absent and send them well wishes. 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: <u>We are all safe here.</u> • Calendar/Weather	• UNITE: Greet every child by name and sing "Gingerbread" • "Galletitas de Jengibre" (AGp34) (Frog Stree Sing-Alongs CD). • CALM: Encourage children to stand and run in place. When they get winded (about a minute) stop and discuss how they are breathing.Point out that after we run, we take deep breaths and deep breaths help us calm down and relax. • CONNECT: Select a partner and demonstrate the actions for the poem "Gingerbread Friend". Partner children and recite the poem again so children can act it out with their partner. Switch roles and repeat the poem a third time. • BUILD COMMUNITY: Discuss ways to express gratitude (things you are thankful for). Tell children about things you are thankful for. (family, your home, friends, pets, a beautiful day) Teach the ASL sign for <i>thankful</i> (p.32) • Calendar/Weather)	• UNITE: Greet every child by name and Sing "Runaway Cookies" • "Las Galletas que se Escaparon" (AGp34). • CALM: Encourage children to stand and run in place. When they get winded (about a minute) stop and discuss how they are breathing.Point out that after we run, we take deep breaths help us calm down and relax. • CONNECT: Name children who are absent and send them well wishes. Use Max to welcome back children who have been absent. Select a partner and demonstrate the actions for the poem "Gingerbread Friend". • BUILD COMMUNITY: Discuss ways to express gratitude (things you are thankful for). Tell children about things you are thankful for. (family, your home, friends, pets, a beautiful day). Ask children about things they are thankful for. Little ones may think of this as something that makes them happy. • Calendar/Weather	• UNITE: Greet every child by name and sing "Gingerbread" • "Galletitas de Jengibre" (AGp34) (Frog Stree Sing-Alongs CD). • CALM: Encourage children to stand and run in place. When they get winded (about a minute) stop and discuss how they are breathing. • CONNECT: Name children who are absent and send them well wishes. 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. Tell children that when they are thankful saying <i>thank-you</i> is a way you can let people know. Ask children to commit to be practice saying <i>thank-you</i>. • Calendar/Weather	• UNITE: Greet every child by name and Sing "Runaway Cookies" • "Las Galletas que se Escaparon" (AGp34). • CALM: Encourage children to stand and run in place. When they get winded (about a minute) stop and discuss how they are breathing.Point out that after we run, we take deep breaths and deep breaths help us calm down and relax. • CONNECT: Name children who are absent and send them well wishes. Use Max to welcome back children who have been absent. Select a partner and demonstrate the actions for the poem "Gingerbread Friend". • BUILD COMMUNITY: Discuss ways to express gratitude (things you are thankful for). Tell children about things you are thankful for. (family, your home, friends, pets, a beautiful day). Ask children about things they are thankful for. Little ones may think of this as something that makes them happy. • Calendar/Weather
Language Development	• The Gingerbread Man - El Muneco de Jengibre- Story Folder - Display the story props and tell the story. Ask: Who chased the gingerbread man first? Who ate the gingerbread man? Teach the ASL signs for <i>chase</i> and <i>catch</i> (p.32) Why do you think the gingerbread man ran away?	• Smart Cookie's Best Friend - La Mejor Amiga de Galletita Lista - This story was introduced in Theme 6. Ask if anyone remembers it. Read the story. Ask: Who is Smart Cookie's best friend? What do the friends like to do? Why do Smart Gookie and Gabby Graham like the story of the Gingerbread Man?	• The Runaway Cookie Parade - El Desfile de la Galletita que se Escapo - Story Folder - Display the story props and tell the story. Ask: Why didn't Ginny eat the cookies? What made the cookies come to life? Teach the ASL signs for <i>cookies</i> and <i>creative</i> (p.32) Which cookie is your favorite? Why? Where do you think the cookies went?	• Smart Cookie's Best Friend - La Mejor Amiga de Galletita Lista - This story was introduced in Theme 6. Ask if anyone remembers it. Read the story. Ask: Who is Smart Cookie's best friend? What do the friends like to do? Why do Smart Gookie and Gabby Graham like the story of the Gingerbread Man?	• The Gingerbread Man - El Muneco de Jengibre- Story Folder - Display the story props and tell the story. Ask: Who chased the gingerbread man first? Who ate the gingerbread man? Teach the ASL signs for <i>chase</i> and <i>catch</i> (p.32) Why do you think the gingerbread man ran away?

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	•Gingerbread Man Count (AGp37) Use the Gingerbread Man Template to trace and cut out five brown gingerbread men. Invite five volunteers (each holding a gingerbread man) to hold up and put down the gingerbread men one at a time as you recite the rhyme. Children not holding a gingerbread man can count down on their fingers.	•Photo Activity Cards #12, 46 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for <i>cat</i> and <i>dog</i> . Teach children the ASL sign for <i>cookies</i> . (AGp32).	• Dress the Gingerbread Man Give children the supplies for Dress the Gingerbread Man (p.42). Invite little ones to dress the gingerbread man. Talk with them about the clothes they choose. Ask: Do you think the gingerbread man likes wearing clothes? Why?	•Photo Activity Cards #12, 46 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children the ASL signs for <i>cat</i> and <i>dog</i> . Teach children the ASL sign for <i>cookies</i> . (AGp32).	•Story Retell and Sequence (AGp37) Encourage children to retell the story using "The Gingerbread Man" Story Folder props. Challenge children to sequence the animals in the order in which they joined the chase. Review the ASL sign for chase. (p.32)
Social Emotional Development	•Gingerbread Man Puzzles (AGp38) Give children "Gingerbread Man Puzzles" (p.43). Work with children one-on-one to assemble the puzzles. Talk with little ones about the gingerbread man's body parts. Point out that we have the same body parts (arms, legs, head). Point out the body parts that the gingerbread man does not have (ears, knees belly button).	•Who Took the Cookies? - (AGp38) Teach the children the chant and then play the game. (Frog Street Sing-Along Songs CD). This works best with three or four children playing at one time. After the last verse, answer the "Then who?" question with "the cookie monster!" Review the ASL sign for cookies (p.32)	•Patience (AGp38) Discuss the meaning of patience with children and offer examples of things we have to wait for, such as for cookies to bake and cool, flowers to bloom, and birthdays to come. Teach the ASL sign for patience. (p.32) Discuss words in the poem that may be new to children (anxious, patiently)	•Who Took the Cookies? - (AGp38) Teach the children the chant and then play the game. (Frog Street Sing-Along Songs CD). This works best with three or four children playing at one time. After the last verse, answer the "Then who?" question with "the cookie monster!" Review the ASL sign for cookies (p.32)	•Gingerbread Man Puzzles (AGp38) Give children "Gingerbread Man Puzzles" (p.43). Work with children one-on-one to assemble the puzzles. Talk with little ones about the gingerbread man's body parts. Point out that we have the same body parts (arms, legs, head). Point out the body parts that the gingerbread man does not have (ears, knees belly button).
Physical Development	•Gingerbread Hokey Pokey (AGp39) Invite children to pretend to be gingerbread men doing a ginger version of the Hokey Pokey. Use "Hokey Pokey" instrumental (FS Action Songs CD) to accompany your dance.	• Gumdrop Hop (AGp39) Place a dozen 12-inch construction paper "gumdrops" in a path on the floor. Challenge children to hop from gumdrop to gumdrop.	•I'm Fresh from the Pan (AGp39) Invite children to beat "drums" (small boxes) while chanting: "I'm fresh from the pan. Catch me if you can". Start with a slow, steady beat and increase the rhythmic pace as children are able.	•Gingerbread Girl Twirl (AGp39) Give children brown streamers and invite them to twirl to "Goody Moody" (Shawn Brown Toddler Tunes CD)	•Gingerbread Hokey Pokey Spicy Gingerbread Man (AGp39) Give each child a Gingerbread Man (p43) made from brown construction paper. Have children use a paintbrush to cover their gingerbread man with glue. Have children shake ground spices from salt shakers onto their gingerbread man. Discuss the smell of the spices.
Outdoor Play	• Gingerbread Man Race (AGp33) Invite children to pretend to be gingerbread men running away as they race across the playground.	•The Gingerbread Man Says (AGp33) Play The Gingerbread Man Says like you would play Simon Says. Give commands that children will follow only if preceded by the words "The Gingerbread Man says.."Do not eliminate children who do not follow all game rules.	• Gingerbread Man Race (AGp33) Invite children to pretend to be gingerbread men running away as they race across the playground.	•The Gingerbread Man Says (AGp33) Play The Gingerbread Man Says like you would play Simon Says. Give commands that children will follow only if preceded by the words "The Gingerbread Man says.."Do not eliminate children who do not follow all game rules.	• Gingerbread Man Race (AGp33) Invite children to pretend to be gingerbread men running away as they race across the playground.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Music and Movement	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "Gingerbread" • "Galletitas de Jengibre".# "Who Took the Cookies?" - "Quien se robo las galletitas?" #	•Frog Street Action Songs CD - Canciones de acción de Frog Street "The Hokey Pokey" (instrumental) #	•Frog Street Sing-Along Songs CD TWO-Canciones para cantar juntos de Frog Street "Gingerbread" • "Galletitas de Jengibre".# "Who Took the Cookies?" - "Quien se robo las galletitas?" #	•Frog Street Action Songs CD - Canciones de acción de Frog Street "The Hokey Pokey" (instrumental) #	•Shawn Brown Toddler Tunes "Goody Moody".#
Learning Centers	•Math (AGp33) Encourage children to place O-shaped cereal over the buttons on the gingerbread men. During this week, discuss the one-to-one match of cereal pieces to buttons. If children are ready, count the buttons on each gingerbread man.	•Fine Motor (AGp33) Encourage children to roll play dough, cut out gingerbread men using cookie cutters, and then place them on the cookies sheet. Discuss the smell and color of the dough.	•Construction (AGp33) Invite children to build a gingerbread house with the paper blocks. Encourage them to add colorful "candy" decorations.	•Math (AGp33) Encourage children to place O-shaped cereal over the buttons on the gingerbread men. During this week, discuss the one-to-one match of cereal pieces to buttons. If children are ready, count the buttons on each gingerbread man.	•Creativity Sation (AGp33) Show children how to trace around the templates to make gingerbread men and then use crayons to decorate their gingerbread men.
Learning Goals	• Engages in positive relationships and interactions with adults (B.1.d) • Develops an increasing awareness of the impact and consequences of their actions (B.3.c.) • Shows ability to cope with stress (B.3.a)	• Develops communication skills for increasingly complex purposes, such as reasoning (C.2.e.) • Engages with stories and books (C.3.c.) • Understands and begins to use oral language for conversation and communication (C.2.c.) • Establishes secure relationships with primary caregivers (B.1.a.)	• Shows emotional connections and attachment to others while beginning to show independence (B.1.c.) • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Uses imitation in pretend play to express creativity and imagination (D.4.b.)	• Develops and demonstrates the ability to remember known information (D.3.d.) • Shows ability to acquire and process new information (D.3.c.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) • Listens with interest to language of others (C.1.a.) •Learns and begins to use math concepts during daily routines and experiences (D.2.g.)	Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.) dances, and movement to rhythmic patterns (A.2.f.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Learns and begins to use math concepts during daily routines and experiences (D.2.g.)