

Toddler Club Program

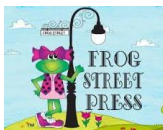
Lesson Plan for Farm Animals - "Horses and Cows" • "Caballo a Vaca" (week 1)	Date: June 18 - 22 2018
Objective: For the next few weeks children will bestudying farm animals. This week we will learn anout horses and dairy cows.	Parents as Partners: Send home Parents as Partners Card 41.
English Vocabulary: Farm, Farmer, Horse, Foal, Cow, Calf, Dairy, Plow	Spanish Vocabulary: granja, granjero, caballo, potro, vaca, ternero, lacteos, arar

American Sign Language (ASL): Farm, Farmer, Horse, Foal, Cow, Calf, Dairy, Plow

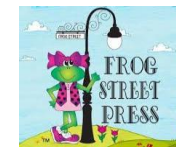
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to cailm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome bach children who have been absent. Select a partner and role play the action rhyme. Explain that you are pretending to ride a horse and that you are the rider and your partner is the horse. Point out that at the end of the ride the rider hugs the horse to say thank you. Partner children and have them face one another. Designate one child to the the hores and one to be the rider. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. 	<ul style="list-style-type: none"> •UNITE: Sing "The Old Gray Mare" (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to cailm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome bach children who have been absent. Select a partner and role play the action rhyme. Explain that you are pretending to ride a horse and that you are the rider and your partner is the horse. Point out that at the end of the ride the rider hugs the horse to say thank you. Partner children and have them face one another. Designate one child to the the hores and one to be the rider. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. 	<ul style="list-style-type: none"> •UNITE: Sing "Did You Feed My Cow?" p.4 •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to cailm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome bach children who have been absent. Select a partner and role play the action rhyme. Explain that you are pretending to ride a horse and that you are the rider and your partner is the horse. Point out that at the end of the ride the rider hugs the horse to say thank you. Partner children and have them face one another. Designate one child to the the hores and one to be the rider. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm".(Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to cailm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome bach children who have been absent. Select a partner and role play the action rhyme. Explain that you are pretending to ride a horse and that you are the rider and your partner is the horse. Point out that at the end of the ride the rider hugs the horse to say thank you. Partner children and have them face one another. Designate one child to the the hores and one to be the rider. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "The Old Gray Mare" (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to cailm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome bach children who have been absent. Select a partner and role play the action rhyme. Explain that you are pretending to ride a horse and that you are the rider and your partner is the horse. Point out that at the end of the ride the rider hugs the horse to say thank you. Partner children and have them face one another. Designate one child to the the hores and one to be the rider. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<p>•Granpa's Farm• La granja del abuelo</p> <p>Talk with children about the farm. Teach the ASL sign for farm and farmer. Explain that farmers have animals on their farm that provide food of help the farmer do his work.</p> <p>Farmers also plant crops that provide food for us to eat.</p> <p>Farmers use a plow tho prepare a field of dirt for planting crops. They pll the plow behind a tractor or a horse. Teach ASL sign for plow. Read the book. Pause to talk specifically about the horse and cows.</p>	<p>•This Little Cow•</p> <p>Teach children the poem. Have them hold up one finger for each cow. Discuss the things cows do. Review the ASL sign for cow.</p>	<p>•Old MacDonald Story Folder</p> <p>Display the story folder cover. Ask children to name the animals they think they will hear about in this story.</p>	<p>•Granpa's Farm• La granja del abuelo</p> <p>Talk with children about the farm. Teach the ASL sign for farm and farmer. Explain that farmers have animals on their farm that provide food of help the farmer do his work.</p> <p>Farmers also plant crops that provide food for us to eat.</p> <p>Farmers use a plow tho prepare a field of dirt for planting crops. They pll the plow behind a tractor or a horse. Teach ASL sign for plow. Read the book. Pause to talk specifically about the horse and cows.</p>	<p>•Old MacDonald Story Folder</p> <p>Display the story folder cover. Ask children to name the animals they think they will hear about in this story.</p>
Cognitive Development	<p>• Photo Activity Cards #58 and 59 - Horse and cow. Use the suggestions on the back of the card to stimulate discussion.</p> <p>• Teach Asl signs for farm, horse, and cow.</p>	<p>•Chomp, Swish, Clip-Clip</p> <p>Teach children the song. Discuss the noises horses make as they eat, move their tail, and walk.</p>	<p>•Farm Animal Puzzles</p> <p>Encourage children to assemble the farm animal puzzles: horse and cow. p. 42</p> <p>Discuss the role horses and cows play on a farm.</p>	<p>•Mommy and Baby Animals</p> <p>Give children a horse/foal and cow/ calf Mommy and Baby Animals. (p.43) Encourage children to match the mommies and their babies. teach children the ASL sign for hores, foal, cow and calf.</p>	<p>• Photo Activity Cards #58 and 59 - Horse and cow. Use the suggestions on the back of the card to stimulate discussion.</p> <p>• Teach Asl signs for farm, horse, and cow.</p>
Social Emotional Development	<p>•Pony Ride</p> <p>Sit in a chair and allow little ones to straddle your foot for a horse ride.</p>	<p>•Baby Horses</p> <p>Display the mommy and daby hores in Skinamarink (p.2). Point out that a baby horse is called a foal. Agirl foal is a filly and a baby boy is a colt. Teach the ASL sigh for foal. Use a peeper puppet and preform the chant with little ones.</p>	<p>•Purple Cows</p> <p>Teach the children the silly poem. Show them the "Puripe Cow" and encourage them to compare it to how the cow it to the cow on the photo activity card to understand the humor of a purple cow.</p>	<p>•Baby Horses</p> <p>Display the mommy and daby hores in Skinamarink (p.2). Point out that a baby horse is called a foal. Agirl foal is a filly and a baby boy is a colt. Teach the ASL sigh for foal. Use a peeper puppet and preform the chant with little ones.</p>	<p>•Purple Cows</p> <p>Teach the children the silly poem. Show them the "Puripe Cow" and encourage them to compare it to how the cow it to the cow on the photo activity card to understand the humor of a purple cow.</p>
Physical Development	<p>•Clip Clop</p> <p>Give each child twoblocks and invite children to use the blocks as rhythm instruments to make horse galloping sounds as they listen to "William Tell Overture".</p>	<p>•Galloping</p> <p>Discuss different ways horses move. Recite the rhyme. Teach little ones to gallop by placing masking tape markers on the floor. Have each child place their preforming leg on the first marker and then bring the back leg up.</p>	<p>•The Farmer In The Dell</p> <p>Invite children to play The Farmer In The Dell using verses suited to theis unit about cows and horses instead of the traditional verses. (p.46)</p>	<p>•Five Little Ponies</p> <p>Teach children the poem and have them count down on their fingers. If you repeat this rhyme throughout the week, older children will begin to chant along.</p>	<p>•Galloping</p> <p>Discuss different ways horses move. Recite the rhyme. Teach little ones to gallop by placing masking tape markers on the floor. Have each child place their preforming leg on the first marker and then bring the back leg up.</p>
Outdoor Play	<p>•Horseshoes</p> <p>Teach the children how to play horseshoes. Use streamers to create a throw line.</p>	<p>•Pony Rides</p> <p>Encourage children to pretend they are riding a pony outside.</p>	<p>•Moo, Moo, Neigh</p> <p>Play Moo, Moo, Neigh like you would Duck, Duck, Goose.</p>	<p>•Pony Rides</p> <p>Encourage children to pretend they are riding a pony outside.</p>	<p>•Moo, Moo, Neigh</p> <p>Play Moo, Moo, Neigh like you would Duck, Duck, Goose.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Music and Movement	•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had A Farm" • "El viejo Donald tenia una granja" .	•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Old Gray Mare" • "La vieja yegua gris" .	•Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer In The Dell" • "Vicente en el pajar" .	•Frog Street Action Songs - Canciones de acción de Frog Street Sing "William Tell Overture"	•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had A Farm" • "El viejo Donald tenia una granja" .
Learning Centers	•Library and Listening Encourage children to use the props to sing old MacDonald or tell a story (Old MacDonald Story Folder)	•Creativity Station Invite children to dip a piece of chalk into milk before using it to draw. The milk will cause the chalk to break down and function more like paint. The children will love watching the chalk dissolve. Point out that milk comes from cows.	•Construction Sit with children and encourage them to use blocks to make fences for the horses and cows. Teach the ASL sign for cow and horse.	•Library and Listening Encourage children to use the props to sing old MacDonald or tell a story (Old MacDonald Story Folder)	•Construction Sit with children and encourage them to use blocks to make fences for the horses and cows. Teach the ASL sign for cow and horse.
Learning Goals	<ul style="list-style-type: none"> • Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.) • Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.) 	<ul style="list-style-type: none"> • Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) • Begins to develop interests and skills related to numbers and counting(D.2.f.) • Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) • Engages with stories and books (C.3.c.) 	<ul style="list-style-type: none"> Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) • Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music (D.5.b.) • Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) • Develops the attitude of an "explorer" (D.1.e.) 	<ul style="list-style-type: none"> • Coordinates eye and hand movements (A.3.c.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Develops the attitude of an "explorer" (D.1.e.) • Develops the inclination and ability to communicate (B.3.f.) • Establishes secure relationships with primary caregivers (B.1.a.) 	<ul style="list-style-type: none"> • Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing (D.5.a.) • 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.)



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Toddler Club Program

Lesson Plan for Farm Animals - "Ducks and Chickens" • "Pato a Pollo" (week 2)	Date: June 25 - 29 2018
Objective: Children will continue their study of farm animals. This week children will learn about ducks and chickens.	Parents as Partners: Send home Parents as Partners Card 42.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
English Vocabulary: Duck, Duckling, Chicken, Chick, Rooster, Hen, Farm, Farmer			Spanish Vocabulary: pato, patito, pollo, gallo, gallina, granja, granjero		
American Sign Language (ASL): <i>Duck, Duckling, Chicken, Chick, Rooster, Hen, Farm, Farmer</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Select a partner and role play the action rhyme. Pair children and have one play the role of hen 1 and the other play the role of hen 2. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Select a partner and role play the action rhyme. Pair children and have one play the role of hen 1 and the other play the role of hen 2. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Select a partner and role play the action rhyme. Pair children and have one play the role of hen 1 and the other play the role of hen 2. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Select a partner and role play the action rhyme. Pair children and have one play the role of hen 1 and the other play the role of hen 2. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Select a partner and role play the action rhyme. Pair children and have one play the role of hen 1 and the other play the role of hen 2. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<p>•Granpa's Farm• La granja del abuelo <i>Read the story to children pausing to discuss the chickens and ducks. Ask children which farm animal they like best and why. Point out that women can be farmers too. Review the ASL sign for chicken, duck, and farmer. Ask children to think of other animals they might add to the book.</i></p>	<p>•Little Red Hen• La gallina roja read the story. Talk with children about the lack of help from the hen's friends. Ask children about tasks they have trouble doing by themselves, such as tying shoes, brushing teeth, and pouring milk. Ask them how they think the hen felt about her friends not helping her. Sing the song about the hen and her lazy friends. Teach children the ASL sign for hen. Ask how the story would have been different if her friends had helped. Ask children to choose which character they would be.</p>	<p>•Old MacDonald Story Folder Display the story folder cover. Ask children to name the animals they think they will hear about in this story.</p>	<p>•Granpa's Farm• La granja del abuelo <i>Read the story to children pausing to discuss the chickens and ducks. Ask children which farm animal they like best and why. Point out that women can be farmers too. Review the ASL sign for chicken, duck, and farmer. Ask children to think of other animals they might add to the book.</i></p>	<p>•Five Little Ducks Sing Five Little Ducks. Ask the children where they think the ducks were when they didn't come back. Teach children the ASL sign for duck and duckling. Display the book cover. Tell the children that this book is similar to the song. Read the story. Ask the children why the ducklings didn't come back when they were called.</p>
Cognitive Development	<p>• Photo Activity Cards #60 and 61 - Chicken and duck. Use the suggestions on the back of the card to stimulate discussion. • Teach ASL signs for chicken and duck. Review the signs from week 1 for farmer, horse, and cow.</p>	<p>•Feather Play Challenge children to blow a craft feather up into the air and then try to keep it aloft by continuing to blow air..</p>	<p>•Farm Animal Puzzles Encourage children to assemble the farm animal puzzles: duck and chicken. p. 42 Discuss the role ducks and chickens play on a farm.</p>	<p>•Mommy and Baby Animals Give children a horse/foal and cow/ calf, duck/duckling, and chicken/ chick Mommy and Baby Animals. (p.43) Encourage children to match the mommies and their babies. teach children the ASL sign for these farm animals.</p>	<p>• Photo Activity Cards #60 and 61 - Chicken and duck. Use the suggestions on the back of the card to stimulate discussion. • Teach ASL signs for chicken and duck. Review the signs from week 1 for farmer, horse, and cow.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Put Your Feather give each child a craft feather to play the game. Ask the children to putt the feather on verious parts of their bodies. Continue to play the game as long as the children show interest. 	<ul style="list-style-type: none"> •Feather painting Invite children to paint using sturdy craft feathers as pain brushes. Talk with children about feathers. Point out that feathers repel water. Tell children that feathers keep ducks warm in cold weather and dry when they are wet. 	<ul style="list-style-type: none"> •Whick Egg? Hide a small prize inside one of two plastic eggs. Invite children to guess which duck egg holds the treasure. 	<ul style="list-style-type: none"> •Feather Race play a blowing game with little ones one at a time. Place tow craft feathers on a table (one infront of you and the other in front of the child). See who can blow the feather off the table first. 	<ul style="list-style-type: none"> •Baby Chicks Show the children the hen, rooster, and chicks on page 8 of Skinamarink. Talk to the names for chickens. Explain that males are called roosters, females are called hens, and babies are called chicks. Also point out the duchlings and duck on page 16. Invite children to preform the action rhyme. Teach the ASI sign for rooster and hen. Discuss how mother take care of their babies by feeding them and giving them a worm place to sleep.
Physical Development	<ul style="list-style-type: none"> •Quack, Quack, Cluck, Cluck Teach Children this song and discusse the sounds each animal makes. Have children flap their wings each time they sing the words quack and cluck. After singing the song ask : Does anyone know what sound a rooster makes? point out that chickens also say bock and baby chickens say cheep or peep. 	<ul style="list-style-type: none"> •Chicken dance Play new chicken dance song. Invite children to do the chicken dance as directed in the lyrics. 	<ul style="list-style-type: none"> •The Farmer In The Dell Invite children to play The Farmer In The Dell using verses suited to theis unit about ducks, hens, and chickens instead of the traditional verses. (p.46) 	<ul style="list-style-type: none"> •Rolling Eggs Invite children to rool playdough into egg shapes. 	<ul style="list-style-type: none"> •Quack, Quack, Cluck, Cluck Teach Children this song and discusse the sounds each animal makes. Have children flap their wings each time they sing the words quack and cluck. After singing the song ask : Does anyone know what sound a rooster makes? point out that chickens also say bock and baby chickens say cheep or peep.
Outdoor Play	<ul style="list-style-type: none"> •Follow the Trail Place orange duck prints in a pathway on the sidewalk. Invite children to follow the prints with a beanbag on their head. 	<ul style="list-style-type: none"> •Duck, Duck, Goose Play Duck, Duck, Goose. 	<ul style="list-style-type: none"> •Waddling Show children how to squat and waddle like a duck. Blow bubbles and invite your waddling ducks to catch them. 	<ul style="list-style-type: none"> •Duck, Duck, Goose Play Duck, Duck, Goose. 	<ul style="list-style-type: none"> •Waddling Show children how to squat and waddle like a duck. Blow bubbles and invite your waddling ducks to catch them.
Music and Movement	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald had A Farm" • "El viejo Donaldo tenia una granja" . 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer in the Dell" • "Vicente en el pajar" . 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Little Red Hen" • "La gallinta roja" . 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "Five Little Ducks" • "Cinco patitos" . 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "New Chicken Dance" .

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	<ul style="list-style-type: none"> •Pretend and Learning Encourage children to pretend to be farmers. Review the ASL signs for farm and farmer. 	<ul style="list-style-type: none"> •Creativity Station Help children create a baby chick face. Cut triangles "beaks" from orange paper and invite children to glue a beak in the center of their plate. Help them attach two wiggle eyes. Help them decide where they want to glue a single yellow feather. Encourage children to name their baby chicks. 	<ul style="list-style-type: none"> •Construction Sit with children and encourage them to use blocks to make hen houses, build fences for the chickens, and have ducks swim in the pond. 	<ul style="list-style-type: none"> •Sensory Invite children to float rubber ducks in the water table. Encourage the children to sing duck songs they know as they play. Teach the ASL sign for duck. 	<ul style="list-style-type: none"> •Creativity Station Help children create a baby chick face. Cut triangles "beaks" from orange paper and invite children to glue a beak in the center of their plate. Help them attach two wiggle eyes. Help them decide where they want to glue a single yellow feather. Encourage children to name their baby chicks.
Learning Goals	<ul style="list-style-type: none"> • Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.) • Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.) 	<ul style="list-style-type: none"> • Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) • Engages with stories and books (C.3.c.) 	<ul style="list-style-type: none"> Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) • Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music (D.5.b.) • Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) • Develops the attitude of an "explorer" (D.1.e.) 	<ul style="list-style-type: none"> • Coordinates eye and hand movements (A.3.c.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Develops the attitude of an "explorer" (D.1.e.) • Develops the inclination and ability to communicate (B.3.f.) • Establishes secure relationships with primary caregivers (B.1.a.) 	<ul style="list-style-type: none"> • Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing (D.5.a.) • 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.)



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Toddler Club Program

Lesson Plan for Farm Animals - "Pigs and Goats" • "Cerdo el chivo" (week 3)	Date: July 2 - 6 2018
Objective: Children will complete their study of farm animals this week. They will learn about pigs and goats.	Parents as Partners: Send home Parents as Partners Card 43.
English Vocabulary: pig piglets, hog, goat, kid, farm, farmer	Spanish Vocabulary: granja, granjero, cerdo, cerditos, puerco, chivo, cabrito

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
American Sign Language (ASL): pig, piglets, hog, goat, kid, farm, farmer					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Review the song "Three pink Pigs" introduced in theme 8. Arrange children in groups of three and hold hands. Demonstrate the song actions taking care to point out being gentle when raising hands and lowering arms and 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 	<ul style="list-style-type: none"> •UNITE: Sing "Higglety, Pigglety Pop" p. 24 (Start Smart Songs for 1's, 2's, 3's CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Mary Had a Little lamb". •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Review the song "Three pink Pigs" introduced in theme 8. Arrange children in groups of three and hold hands. Demonstrate the song actions taking care to point out being gentle when raising hands and lowering arms and 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 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Review the song "Three pink Pigs" introduced in theme 8. Arrange children in groups of three and hold hands. Demonstrate the song actions taking care to point out being gentle when raising hands and lowering arms and 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 	<ul style="list-style-type: none"> •UNITE: Sing "Bingo" •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Review the song "Three pink Pigs" introduced in theme 8. Arrange children in groups of three and hold hands. Demonstrate the song actions taking care to point out being gentle when raising hands and lowering arms and 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	<p>•Granpa's Farm• La granja del abuelo <i>Read the book pausing to discuss pigs. Tell children that the leftover food pig eat is called slop. Explain that pigs are not picky eaters. They will eat almost anything. Ask children if they have ever seen a pig and if so where. Review ASL sign for pig p. 22.</i></p>	<p>"Three Little Pigs" Developmental Storybook <i>Read the story. pause to discuss words that may be new vocabulary. Ask where did the first pig get the straw for his house. What did the wolf say to the pigs when he wanted to in their house? What did the first two pigs do when they finished their homes? After reading the story invite the children to sing "Three Little Pigs" p. 45.</i></p>	<p>•"The Three Billy Goats Gruff" Developmental Storybook <i>Display the cover of the story. Ask a volunteer to point to the big billy goat, the middle sized billy goat, and the little billy goat. Review the ASL sign for goat p.22. Read the story. pause to define words that may be unfamiliar to children. Ask the children were the goats afraid of the troll?</i></p>	<p>•Granpa's Farm• La granja del abuelo <i>Read the book pausing to discuss pigs. Tell children that the leftover food pig eat is called slop. Explain that pigs are not picky eaters. They will eat almost anything. Ask children if they have ever seen a pig and if so where. Review ASL sign for pig p. 22.</i></p>	<p>"Three Little Pigs" Developmental Storybook <i>Read the story. pause to discuss words that may be new vocabulary. Ask where did the first pig get the straw for his house. What did the wolf say to the pigs when he wanted to in their house? What did the first two pigs do when they finished their homes? After reading the story invite the children to sing "Three Little Pigs" p. 45.</i></p>

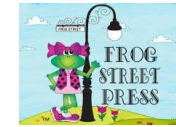
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Cards #43, #45, and #62 - piglets/wolf, goats, and pig. Use the suggestions on the back of the card to stimulate discussion. • Teach Asl signs for dpig piglets and goat. Review the signs from other farm animals. 	<ul style="list-style-type: none"> •Pet Goats Some people have goats as pwts. Explain to children that goats are social creatures that like people and will follow you around like a dog. They are gentle, love to be petted, enjoy playing, anwd will come when you call them. They live outdoors and must have shelter because they do not like the rain. Goats will eat bushesand plants in your backyard. Teach the children the poem "Lullaby". 	<ul style="list-style-type: none"> •Farm Animal Puzzles Encourage children to assemble the farm animal puzzles: pig and goat. Have children compare pigs and goats. 	<ul style="list-style-type: none"> •Pig Puppets Have children color a paper plate pink. Then give each child the pig puppet parts you prepared p.43. Have children glue the eyes, snout, and ears to their paper plate. Use a marker to draw nostrils on the snout. Attach the puppet face to a large popsicle stick. 	<ul style="list-style-type: none"> • Photo Activity Cards #43, #45, and #62 - piglets/wolf, goats, and pig. Use the suggestions on the back of the card to stimulate discussion. • Teach Asl signs for dpig piglets and goat. Review the signs from other farm animals.
Social Emotional Development	<ul style="list-style-type: none"> •This Little Piggy Invite the children to take off their shoes. Play this game with children individually. Help children name their "piggy toes". Ask children why the last little piggy is crying. Use photo card # 43 to compare pigs feet with human feet. 	<ul style="list-style-type: none"> •Mommy and Baby Animals Give children the horse/foul, cow/calf, duck/duckling, chicken/chick, pig/piglet, and goat/kid mommy and baby animals.encourage the children to match the babies to their mommies. Use a puppet to preform the chant "Farm Animal". 	<ul style="list-style-type: none"> •Alike and Different Invite children to look closley at Photo Activity Cards (#45 and #58). Discuss how these two animals are alike and how they are different. 	<ul style="list-style-type: none"> •This Little Piggy Invite the children to take off their shoes. Play this game with children individually. Help children name their "piggy toes". Ask children why the last little piggy is crying. Use photo card # 43 to compare pigs feet with human feet. 	<ul style="list-style-type: none"> •Mommy and Baby Animals Give children the horse/foul, cow/calf, duck/duckling, chicken/chick, pig/piglet, and goat/kid mommy and baby animals.encourage the children to match the babies to their mommies. Use a puppet to preform the chant "Farm Animal".
Physical Development	<ul style="list-style-type: none"> •If You're a Pig Sing this song. Discuss the sounds that pigs and goats make. Review the sounds that other farm animals make. 	<ul style="list-style-type: none"> •Picking Up Tails Cut up 12 in pieces of pink curling ribbon to make pig tails. Dump the pig tails on the floor and challenge the children to pick them up and collect them in pails. When all the tails are picked up have the children dump the tails back onto the floor and do it agian. 	<ul style="list-style-type: none"> •Pink Play Dough Invite children to roll pink playdough (p.44) into a ball and then smash it to make a pig snout. Have children add black paper circles to make nostrials on the pig's snout. 	<ul style="list-style-type: none"> •If You're a Pig Sing this song. Discuss the sounds that pigs and goats make. Review the sounds that other farm animals make. 	<ul style="list-style-type: none"> •Picking Up Tails Cut up 12 in pieces of pink curling ribbon to make pig tails. Dump the pig tails on the floor and challenge the children to pick them up and collect them in pails. When all the tails are picked up have the children dump the tails back onto the floor and do it agian.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor Play	<ul style="list-style-type: none"> •Mud Pies Invite children to make mud pies using a tub of water and a tub of dirt, and pie tins. 	<ul style="list-style-type: none"> •Feed the Goats Invite children to fill pails with hay (Dried Grass) and drop it in the trough (box) for the goats. 	<ul style="list-style-type: none"> •Goats Climb Invite children to be goats as they climb on low climbing apparatus. 	<ul style="list-style-type: none"> •Feed the Goats Invite children to fill pails with hay (Dried Grass) and drop it in the trough (box) for the goats. 	<ul style="list-style-type: none"> •Goats Climb Invite children to be goats as they climb on low climbing apparatus.
Music and Movement	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald had A Farm" • "El viejo Donaldo tenia una granja" . 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Three Little Pigs" • "Los tres cerditos". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "The Billy Goats Gruff" • "Los tres chivos". 	<ul style="list-style-type: none"> •Frog Street Street Action Songs - Canciones de acción de Frog Street - "Little Boy Blue" 	<ul style="list-style-type: none"> •Start Smart Songs for 1"s, 2"s, and 3"s Sing "Higglety, Pigglety, Pop"
Learning Centers	<ul style="list-style-type: none"> •Pretend and Learning Encourage children to pretend to be farmers. Provide suggestions for actions children can pretend to do, such as feeding the pigs, milking the goats, grooming the horse, and gathering eggs. 	<ul style="list-style-type: none"> •Creativity Station Invite children to dip sponges into brown paint and dab them onto pink paper pigs to make "muddy pigs." 	<ul style="list-style-type: none"> •Construction Sit with children and encourage them to use blocks to make a fence for the pigs and to create a meadow for the goats. Review the ASL sign for pig and goat p. 22. 	<ul style="list-style-type: none"> •Gross Motor Invite children to build a bridge with wooden blocks. Have them then tap small blocks on the bridge to make the trip trap sound as if goats are crossing the bridge. Demonstrate how to tape the blocks lightly and supervise children closely. 	<ul style="list-style-type: none"> •Pretend and Learning Encourage children to pretend to be farmers. Provide suggestions for actions children can pretend to do, such as feeding the pigs, milking the goats, grooming the horse, and gathering eggs.
Learning Goals	<ul style="list-style-type: none"> • Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.) • Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.) 	<ul style="list-style-type: none"> • Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) • Engages with stories and books (C.3.c.) 	<ul style="list-style-type: none"> Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) • Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music (D.5.b.) • Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) • Develops the attitude of an "explorer" (D.1.e.) 	<ul style="list-style-type: none"> • Coordinates eye and hand movements (A.3.c.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Develops the attitude of an "explorer" (D.1.e.) • Develops the inclination and ability to communicate (B.3.f.) • Establishes secure relationships with primary caregivers (B.1.a.) 	<ul style="list-style-type: none"> • Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing (D.5.a.) • 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.)

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
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Crème de la Crème
Early Learning Centers of Excellence®



Toddler Club Program



Lesson Plan for Farm Animals - "Sheep and Dogs" • "Oveja a Perro" (week 4)	Date: July 9 - 13 2018
Objective: Children will complete their study of farm animals this week. They will learn about sheep and dogs.	Parents as Partners: Send home Parents as Partners Card 44.
English Vocabulary: farm, farmer, sheep, lamb, wool, dog, puppy	Spanish Vocabulary: granja, granjero, Oveja, cordero, lana, perro, perrito

American Sign Language (ASL): pig, piglets, hog, goat, kid, farm, farmer

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Bingo" •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Mary Had a Little lamb". •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald had a farm". (Frog Street Action Songs CD). •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Bingo" •CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain these tasks and invite the children to act them out with you. Old MacDonald Washes his face, brushes his teeth, exercises, makes a list of things he needs to do, take some deep breaths to calm himself, and eats his breakfast. Say: Now Old MacDonald is ready for work. •CONNECT: Name the children who are absent and send them well wishes. Use Max to welcome each children who have been absent. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<p>•Granpa's Farm• La granja del abuelo <i>Read the book pausing to discuss sheep. At the end of the week tell the children that this is the last week we will be study farm animals. Ask them which farm animals they like best. Ask children to describe the experienced they have had with sheep. By the end of the week ask them to compare sheep to cows.</i></p>	<p>Max Listening Story Read the story. Instruct children to pat their hands when they hear the words good dog and shake their finger when they hear the words bad dog.</p>	<p>•Old MacDonald Story Folder Point out to children that women can be farmers. Present the story using Francis Farmer p. 43 in the place of Old MacDonald. Discuss the work people do on farms.</p>	<p>•Granpa's Farm• La granja del abuelo <i>Read the book pausing to discuss sheep. At the end of the week tell the children that this is the last week we will be study farm animals. Ask them which farm animals they like best. Ask children to describe the experienced they have had with sheep. By the end of the week ask them to compare sheep to cows.</i></p>	<p>Max Listening Story Read the story. Instruct children to pat their hands when they hear the words good dog and shake their finger when they hear the words bad dog.</p>
Cognitive Development	<p>• Photo Activity Cards #12 & #63 - pets, and lamb, sheep. Use the suggestions on the back of the card to stimulate discussion. • Teach ASL signs for dog, and sheep. Review the signs from other farm animals.</p>	<p>•Farm Dogs Discuss the work farm dogs perform. Teach children the poem. Have them hold up one finger for each dog until they have five fingers up.</p>	<p>•Farm Animal Puzzles Encourage children to assemble the farm animal puzzles: dog and sheep. Discuss the role dogs and sheep play on the farm.</p>	<p>•Mommy and Baby Animals Give children a dog/puppy and sheep/ lamb Mommy and Baby Animals. (p.43) Encourage children to match the mommies and their babies. teach children the ASL sign for these farm animals.</p>	<p>•Farm Dogs Discuss the work farm dogs perform. Teach children the poem. Have them hold up one finger for each dog until they have five fingers up.</p>
Social Emotional Development	<p>•Find The Sheep Use the "Farm Animal Puzzle: Sheep". Show the children the sheep and then hide it. Challenge little ones to pretend they are sheep dogs looking for the lost sheep.</p>	<p>•Mommy and Baby Animals Give children the dog/ puppy, sheep/lamb horse/fowl, cow/calf, duck/duckling, chicken/chick, pig/piglet, and goat/kid mommy and baby animals. encourage the children to match the babies to their mommies.</p>	<p>•Alike and Different Invite children to look closely at Photo Activity Cards. Discuss how these two animals are alike and how they are different.</p>	<p>•Rags Sing the song. Point out that a dog like rags would not be a good farm dog if he doesn't obey. Farm dogs are working dogs. It is important that they know how to obey.</p>	<p>•Mommy and Baby Animals Give children the dog/ puppy, sheep/lamb horse/fowl, cow/calf, duck/duckling, chicken/chick, pig/piglet, and goat/kid mommy and baby animals. encourage the children to match the babies to their mommies.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	<p>•Farmer In The Dell Invite children to play farmer in the dell using verses suited for this unit about sheep and dogs instead of traditional verses</p>	<p>•Dog Tricks Invite children to pretend to be dogs learning tricks to play in a version of "Simon Says". Begin each action command with "The farmer says..." Use appropriate dog behaviors, such as lie down, beg for a treat, roll over, speak, scratch your ear, wag your tail, show your tongue, and pant.</p>	<p>•Dog and Bone Have children sit in circle. One child walks around the outside of the circle carrying a paper or plastic bone. Eventually they drop the bone behind a player. The player picks up the bone and chases the other friend around the circle. If she taps him before he gets around the circle he goes to the doghouse. If she doesn't he takes his place in the circle. The player with the bone now becomes it.</p>	<p>•If You're A Sheep Sing "If You're a Sheep". Discuss the sound that sheep and dogs make.</p>	<p>•Dog Tricks Invite children to pretend to be dogs learning tricks to play in a version of "Simon Says". Begin each action command with "The farmer says..." Use appropriate dog behaviors, such as lie down, beg for a treat, roll over, speak, scratch your ear, wag your tail, show your tongue, and pant.</p>
Outdoor Play	<p>•Chasing Balls discuss how dogs love to chase balls. Invite children to pretend they are dogs and chase balls you toss. Teach The ASL sign for dog.</p>	<p>•Find the Sheep Pretend to be little bo peep looking for her lost sheep. Invite children to hide and pretend to be the lost sheep while you search for them.</p>	<p>•Hearing Have children pretend to be sheep and invite them to start walking or running. Run or walk beside them and gradually change their course of direction as if you are hearing them.</p>	<p>•Chasing Balls discuss how dogs love to chase balls. Invite children to pretend they are dogs and chase balls you toss. Teach The ASL sign for dog.</p>	<p>•Find the Sheep Pretend to be little bo peep looking for her lost sheep. Invite children to hide and pretend to be the lost sheep while you search for them.</p>
Music and Movement	<p>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald had A Farm" • "El viejo Donaldo tenia una granja" .</p>	<p>•Frog Street Action Songs - Canciones de acción de Frog Street Sing "Farme and the Dell" • "Vicente en el pajar" .</p>	<p>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "My Dog Rags" • "Mi Perro Harapos" .</p>	<p>•Frog Street Shapes and Rhymes Cd - "Little Boy Blue"</p>	<p>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald had A Farm" • "El viejo Donaldo tenia una granja" .</p>
Learning Centers	<p>•Pretend and Learning Encourage children to pretend to be farmers. Review the ASL signs for farm and farmer.</p>	<p>•Creativity Station Invite children to explore the finger paint on the tabletop. Remind children that sheep are often white. When children get the paint on their hands, have them press a handprint of two on green construction paper. Turn the paper upside down and draw eyes and ears on the thumbs to create sheep grazing in the pasture.</p>	<p>•Construction Sit with children and encourage them to use blocks to make a dog house for the dog.</p>	<p>•Fine Motor Show children how to flatten play dough and then use their fist to imprint what looks like a dog paw print in the dough.</p>	<p>•Creativity Station Invite children to explore the finger paint on the tabletop. Remind children that sheep are often white. When children get the paint on their hands, have them press a handprint of two on green construction paper. Turn the paper upside down and draw eyes and ears on the thumbs to create sheep grazing in the pasture.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Learning Goals</p>	<ul style="list-style-type: none"> • Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.) • Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.) 	<ul style="list-style-type: none"> • Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) • Engages with stories and books (C.3.c.) 	<ul style="list-style-type: none"> Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) • Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music (D.5.b.) • Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) • Develops the attitude of an “explorer” (D.1.e.) 	<ul style="list-style-type: none"> • Coordinates eye and hand movements (A.3.c.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Develops the attitude of an “explorer” (D.1.e.) • Develops the inclination and ability to communicate (B.3.f.) • Establishes secure relationships with primary caregivers (B.1.a.) 	<ul style="list-style-type: none"> • Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing (D.5.a.) • 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.)