

Parents as Partners

Did You Know?

- Desiring things is a basic human trait that causes us to be curious about our world. But without limits, our desires can lead to unhappiness and a lack of gratitude. As a parent, you want to provide everything your child needs but giving your child everything he desires can actually lead to an ungrateful attitude.

Try It Out

- Let your child see you being thankful in everyday life. If your child sees and hears you express gratitude naturally, he will follow your example. Express thanks to waitresses, store clerks, bank tellers, and helpful friends and family members.
- Teach your child that he doesn't get everything he wants. Explain that we have to wait for some things and other things are just beyond our reach.
- Involve your child in charity events. A toddler can help you pick toys to give to less fortunate children and he can go with you to make the donation. A toddler can also do charity walks (or tricycle-a-thons) and can help choose gifts for less fortunate children during the holidays.
- Each evening share something you are thankful for with your child. Invite her to offer suggestions of things for which she is grateful. Create a gratitude box. Invite your child to help decorate it. Write things you are grateful for and drop them into the box. Invite your child to draw pictures of things he wishes to drop in the box. You can include family photos in your box or use them to decorate your box.



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Did You Know?

We frequently do things for children because we are in a hurry and can accomplish a task more quickly and efficiently than a child can. But, if you help your child do tasks he can do for himself, you may make him feel that he is not capable or that his own efforts are not good enough.

Try It Out

- Once you know your child knows how to do a task, avoid standing over her while she works to accomplish it.
- Give your child chores. Teach him how to do the chore and leave him to it. Avoid dictating exactly how chores should be done.
- Share ideas with your child about how something can be accomplished more easily, such as scrunching socks up before pulling them on, laying a coat on the floor face up and putting your hands in the arms before pulling the coat over your head, or stepping into a pair of pants one leg at a time.
- Place self-care items within your child's reach. Store clothes in lower drawers. Keep a step stool by the bathroom sink.
- Start simple. If you are teaching your child how to brush his teeth, start by teaching him how to put the toothpaste on the toothbrush. Pump toothpaste dispensers work great.



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Did You Know?

Creativity is more than artistic and musical talent. It also includes problem solving. Creative thinking wires in the brain between birth and age four. Young children are good at generating creative approaches to a task. We should not squelch their ideas by expecting perfectionism, restricting choices, or having unrealistic expectations.

Try It Out



- Provide an environment that allows your child to explore and play without unnecessary restraints.
- Adapt to your child's ideas rather than trying to structure your child's ideas to fit your plan.
- Let your child solve problems that naturally occur in everyday life. For example, if you run out of jelly for her sandwich, ask her what other spread might work. If your child's favorite toy breaks, ask him how to fix it. Be ready to accept your child's solutions and allow your child time to explore all possibilities. The journey is more important than the destination.
- Ask your child "what if" questions, such as, "What if people had giraffes for house pets?" and "What if dogs could talk?"
- Embrace failure. Failing at a task gives us information about what doesn't work which always leads us one step closer to something that will work.

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Did You Know?

Toddlers need to build a strong learning foundation between birth and three years of age. This foundation is best built through exploration and discovery and will later lead to academic success. Don't pressure your child to learn "academic" concepts, such as letter sounds and numbers.

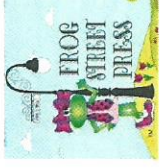
Try It Out

- Nurture your child's curiosity by calling attention to flowers, seeds, animals, and plants.
- Talk about numbers and letters within a natural context, such as when you write your child's name or discuss his age. Point out that the first letter of the grocery store's name is a "T." Don't drill and practice letters and numbers.
- Enhance your child's vocabulary by offering synonyms for words they use and adding information to their conversations. For example, you might tell your child that another name for a car is an automobile and then talk about why we use cars and how they help us travel from place to place.
- Read to your child and express your love of reading and interest in what words say.
- Invite your child to help you put the groceries away. Call attention to the letters on cans and how cans that look alike all go in the same area of the pantry.



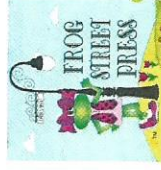


Toddler Club Progr:



Lesson Plan for On the Go! (Tricycles and Wagons)		Date: July 30- August 3, 2018 Theme 13: Week 1	
Objective(s): Children will be learning about transportation and travel. This week children will learn about walking and dancing as well as riding a tricycle or a wagon.		Parents as Partners: Card #49	
English Vocabulary: Tricycle, Bicycle, Wagon, Wheels, Travel, Feet, Roll		Spanish Vocabulary: Triciclo, Bicicleta, Carretilla, Liantas, Viajar, Pies, Rodar	
American Sign Language (ASL): Tricycle, Bicycle, Wagon, Wheels, Travel, Feet, Roll			
LESSON COMPONENTS	Monday	Tuesday	Wednesday
Starting the Day	<p>Unite: Greet each child by name as children enter the classroom and begin to sing "My Little Red Wagon"</p> <p>Calm: Have children form a line behind you. Take a breathing walk by taking a few steps and inhaling. Take a few more steps and exhale.</p> <p>Connect: Name the children who are absent and send them well wishes.</p> <p>Build Community: Remind children they are safe and pass around the <u>Safe keeper</u>. Box. When all the photos are inside, place the lid on the box.</p>	<p>Unite: Greet each child by name as children enter the classroom and begin to sing "Put Your Little Foot"</p> <p>Calm: Remind children that deep breathing helps relieve stress.</p> <p>Connect: Use Max to welcome back children who have been absent.</p> <p>Build Community: Discuss listening to other's big voices. Remind children that they use their big voices when they don't like what someone else is doing.</p>	<p>Unite: Greet each child by name as children enter the classroom and begin to sing "Put Your Little Foot"</p> <p>Calm: Remind children that deep breathing helps relieve stress.</p> <p>Connect: Invite all children to lie on their back and bicycle slowly and be gentle.</p> <p>Build Community: Remind children they are safe and pass around the <u>Safe keeper</u> Box. When all the photos are inside, place the lid on the box.</p>
Language Development	<p>My Aunt Violet Display the cover of the story folder. Ask about the things in the wagon. Point out that Aunt Violet and her nephew are using the wagon the transport the things they find on their walk.</p>	<p>Goldilocks Story Pathway Lean children through the story using the Goldilocks Story Pathways as a guide point out that you are using your legs and feet to help you travel the pathway.</p>	<p>Story Time Dancing Feet by Lindsey Craig</p>
Cognitive Development	<p>Tricycle Discuss tricycles and bicycles. Display Photo Activity Card #73 beside page 22 <u>Gram Is Coming to My House</u>. Count the wheels on the bicycle. Compare the bicycle to the tricycle.</p>	<p>Transportation Memory Game Give children wagon, tricycle, stroller, and scooter Memory Card: Transportation. Invite children to first sort the types of transportation into matching pairs.</p>	<p>Transportation Puzzles Encourage Children to assemble the Transportation Puzzle: Wagon and Tricycle. Ask: <i>What do wagons and tricycles both have?</i></p>
			Friday
			<p>Unite: Greet each child by name as children enter the classroom and begin to sing "My Little Red Wagon"</p> <p>Calm: Have children form a line behind you. Take a breathing walk by taking a few steps and inhaling. Take a few more steps and exhale.</p> <p>Connect: Name the children who are absent and send them well wishes.</p> <p>Build Community: Discuss listening to other's big voices. Remind children that they use their big voices when they don't like what someone else is doing.</p> <p>Gram is Coming to My House Display the book cover. Tell children that this book is about a grandmother who is on her way to see her grandson. Ask: Which vehicle do you think Gram will choose to ride?</p>
			<p>Wagon Wheels Give children Wagons and Wheels and invite them to create wagons with different sizes of wheels. Ask: <i>Which wheels look the best?</i></p>

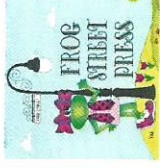
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<p>My Wagon Ask children if they have a wagon. If so, ask about its color and how they play with it. Have children echo each line in the poem and perform the motions.</p>	<p>All the Ways I Move Discuss all the ways we move our bodies. Invite children to move like insects and animals as they sing <i>Can You Move with Me?</i></p>	<p>Wagon Wheel Snacks Show children a round plate. Discuss the shape of wheels. Show children a square block. Ask the children what they think would happen if the wheels where square.</p>	<p>Footprint Mural Lay a 6-foot piece of light colored bulletin board paper on the floor. Place a tray of tempera paint at one end of the paper and a tub of soapy water and a towel at the opposite end.</p>	<p>Walking Safely Point out we travel, or move from one place to another, using our feet. Discuss crossing the street safely. Explain that children should always hold the hand of an adult.</p>
Physical Development	<p>Bicycle Exercise Lie on your back and demonstrate moving your legs as if were pedaling a bicycle. Remind little ones that we did this activity during "Starting the Day".</p>	<p>Traveling Pathways Use masking tape or chalk to create pathways that are circular, straight, zigzag. Suggest ways to move in and around the pathways.</p>	<p>Put Your Little Foot Teach children this fun Dance. Children with less mobility can do this dance from a sitting position.</p>	<p>Travel Time Invite children to sing and move this song. After you finish, ask children: <i>Where did the duke take his man?</i></p>	<p>Tactile Crawl Create a tactile pathway using textured materials. Invite children to crawl over the pathway.</p>
Outdoor Play	<p>Baby Steps Show children how to take baby steps. Challenge them to walk across the playground using baby steps.</p>	<p>Take a Walk Take a walk around the neighborhood. Call attention to ways people move and call attention to transportation vehicles you see.</p>	<p>Wash the Tricycles and Wagons Have children use washing supplies to wash the tricycle and wagons.</p>	<p>Baby Steps Show children how to take baby steps. Challenge them to walk across the playground using baby steps.</p>	<p>Take a Walk Take a walk around the neighborhood. Call attention to ways people move and call attention to transportation vehicles you see.</p>
Music and Movement	<p>Frog Street Action Songs Te Pudes Mover Conmigo?</p>	<p>Frog Street Action Songs Put Your Little Foot</p>	<p>Start Smart Songs Can You Move with Me?</p>	<p>Frog Street Songs The Grand Old Duke of York</p>	<p>Frog Street Songs My Little Red Wagon</p>
Learning Centers	<p>Construction Materials: Blocks, box lids, Styrofoam meat trays, making tape. Create masking tape pathways along the floor. Invite children to use the box lids as wagons. Show them how to load their wagons with blocks, "drive" them along the pathways, and then unload them at another location.</p>	<p>Creativity Station Materials: Red and Black tempera paint, paper. Invite children to paint wagons. Accept all marks and paint strokes little ones make.</p>	<p>Pretend and Learn Materials: A variety of shoes. Invite children to explore the shoes. Have them try different styles and encourage them to walk in each style.</p>	<p>Discovery Materials: Tricycle, wagon, scooter. Invite children to explore a tricycle, wagon, and scooter. Place one in the center at one time and rotate the vehicles during the week. Encourage children to name the parts. Turn each vehicle over and invite children to explore the wheels.</p>	<p>Construction Materials: Blocks, box lids, Styrofoam meat trays, making tape. Create masking tape pathways along the floor. Invite children to use the box lids as wagons. Show them how to load their wagons with blocks, "drive" them along the pathways, and then unload them at another location.</p>
Learning Goals	<p>*Show ability to cope with stress. * Shows interest in colors, shapes, patterns, and pictures. *Develops awareness, understanding, and appreciation for their bodies and how they function.</p>	<p>* Responds to and interacts with others. *Develops spatial understandings, including an awareness of how two- and three- dimensional objects can be fitted together. *Begins to understand safe and unsafe behaviors.</p>	<p>* Develops increasing ability to identify emotional responses. *Develops and demonstrates the ability to remember and connect new and known experiences and information. *Shows emotional connections and attachment to others while beginning to show independence.</p>	<p>*Develops language skills in structured context, such as through books, finger plays, storytelling, and reenacting. *Develops control of large muscles for movement, navigation, and balance. *Develops knowledge of the natural environment in the outdoor area of the program.</p>	<p>*Engages with stories and books. *Develops confidence with moving in space, moving to rhythm, and playing near and with others. *Uses objects in new ways or in pretend play.</p>



Lesson Plan for On the Go! (Cars, Trucks, and Buses)		Date: August 6-10, 2018 Theme 13: Week 2			
Objective(s): This week children will learn about vehicles that move on the roads: Cars, Trucks, and Buses.		Parents as Partners: Card #50			
English Vocabulary: Car, Truck, Bus, Ice Cream Truck, Wheels, Passanger, Seat Belt, Windshield Wipers		Spanish Vocabulary: Automovil, Camion, Autobus, Camion de Helados, Lantás, Pasajero, Cinturon de Seguridad, Limpia Parabrisas			
American Sign Language (ASL): Car, Truck, Bus, Ice Cream Truck, Wheels, Passanger, Seat Belt, Windshield Wipers					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Unite: Greet each child by name and start signing "I'm a Little Hunk of Tin"</p> <p>Calm: Demonstrate how people on a bus (passengers) may sit up and down while riding the bus by sitting tall and erect and them relaxing.</p> <p>Connect: Name the children who are absent and send them well wishes.</p> <p>Building Community: Remind children they are safe and pass around the <u>Safekeeper Box</u>.</p>	<p>Unite: Greet each child by name and start signing "The Wheels on the bus"</p> <p>Calm: Remind children that inhaling and exhaling helps keep them calm.</p> <p>Connect: Use <u>Max</u> to welcome back children who have been absent.</p> <p>Building Community: Continue practicing listening to other's big voices. Continue to give children examples.</p>	<p>Unite: Greet each child by name and start signing "I'm a Little Red Dump Truck"</p> <p>Calm: Demonstrate how people on a bus (passengers) may sit up and down while riding the bus by sitting tall and erect and them relaxing.</p> <p>Connect: Discuss sitting by someone on a bus. Explain that it is important to stay in your seat and not allow parts of your body to cross over into another person's space.</p> <p>Building Community: Remind children they are safe and pass around the <u>Safekeeper Box</u>.</p>	<p>Unite: Greet each child by name and start signing "I'm a Little Hunk of Tin"</p> <p>Calm: Remind children that inhaling and exhaling helps keep them calm.</p> <p>Connect: Place <u>carpet squares</u> on the floor in sets of two to represent bus seats. Have children sit on the "seats".</p> <p>Building Community: Continue practicing listening to other's big voices. Continue to give children examples.</p>	<p>Unite: Greet each child by name and start signing "The Wheels on the bus"</p> <p>Calm: Demonstrate how people on a bus (passengers) may sit up and down while riding the bus by sitting tall and erect and them relaxing.</p> <p>Connect: Name the children who are absent and send them well wishes.</p> <p>Building Community: Remind children they are safe and pass around the <u>Safekeeper Box</u>.</p>
Language Development	<p>Gram is Coming to My House Read the book stopping to focus on the car, shuttle, and bus that Gram uses to travel to see her grandson. <i>Ask: What color is Gram's Car?</i></p>	<p>The Wheels on the Bus Display the book cover. Tell Children that the words in the book are similar to words in the son. Read the book. Discuss all the sounds on the bus. Ask children which verse they like best.</p>	<p>Bus Driver Tell children that people who ride the bus are called <i>passengers</i>. Teach children the finger play.</p>	<p>Story Time Read My Cars by Byron Barton</p>	<p>Gram is Coming to My House Read the book stopping to focus on the car, shuttle, and bus that Gram uses to travel to see her grandson. <i>Ask: What color is Gram's Car?</i></p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>Cars Tracks Place <u>bulletin board paper</u> on the floor in an uncarpeted area. Use <u>making tape to attach markers</u> to the back of <u>medium-sized cars</u>. Invite children to push the cars across the paper to make car tracks.</p>	<p>Does It Roll? Provide a <u>collection of items</u> that roll and do not roll. Invite children to explore the items to determine if they roll. Talk with children about what they find out. Ask: <i>What do things that roll all have in common?</i></p>	<p>Windshield Wipers Discuss the purpose of windshield wipers. Review this song that was first introduced in Theme 9.</p>	<p>Transportation Puzzles Encourage children to assemble the <u>Transportation Puzzles: Cars, Trucks and Bus</u>. Ask: <i>What do you notice is the same about cars, trucks, or buses?</i></p>	<p>Transportation Memory Game Give children the car, truck and bus "Memory Cards." <u>Transportation.</u> Invite children to first match the vehicles into pairs. Then have children place all six cards face down and turn them over to try to find matching pairs.</p>
Social Emotional Development	<p>Sitting Politely Work with children individually to remind them of the discussion during "Starting the Day: Connect" about how to keep your body in your own space when sitting beside someone else.</p>	<p>Car Safety Discuss being safe in and around a car. Discuss a few tips at a time throughout the week. Sing "Mommy's Helper"</p>	<p>Car Snacks Discuss taking long trips in the car. Talk about games you can play, such as looking out the window to find things they are certain color or making silly sounds when you see things like a cow. Explain that a snack is always a good thing to have when you are on a long trip.</p>	<p>Buckle Up for Safety Talk with little ones about wearing seat belts. Explain why we use them and teach them the son.</p>	<p>The Ice Cream Truck Display <u>Photo Cards #76</u>. Ask children about their experiences with the ice cream truck. Invite children to make Baggie Ice Cream.</p>
Physical Development	<p>Here is a Car Teach children this little transition rhyme. Use it this week as you learn about cars and other road vehicles.</p>	<p>Windshield Wiper Moves Have children move their hands back and forth like windshield wipers as you recite this rhyme.</p>	<p>Traffic Band Invite children to create a band. Put all the sounds together to make a traffic band. Have everyone start together on the word "go" and silence the band with the word "stop"</p>	<p>Red Light, Green Light Use <u>Stop-and-Go Circles</u> as you play a game of Red Light, Green Light. Explain to children that when you hold up a green circle, they can "drive their cars" towards you.</p>	<p>Go In and Out of Traffic Tell children they are going to pretend to be cars in traffic. Explain that you are the traffic officer and you will tell them when they can go. Create a one-handed signal for "go" and one-handed signal for "stop".</p>
Outdoor Play	<p>Cars and Trucks Take cars and trucks outdoors to play with the sandbox or on the sidewalk.</p>	<p>Bus, Car, and Truck Search Take a walk around the school neighborhood to find cars, trucks, and buses.</p>	<p>Parade Decorate tricycle and wagons with <u>colored streamers</u> and have a parade.</p>	<p>Cars and Trucks Take cars and trucks outdoors to play with the sandbox or on the sidewalk.</p>	<p>Bus, Car, and Truck Search Take a walk around the school neighborhood to find cars, trucks, and buses.</p>
Music and Movement	<p>Frog Street Sing-Along Song I'm a Little Hunk of Tin</p>	<p>Frog Street Action Song The Wheels on the Bus</p>	<p>Shawn Brown Toddler Tunes The Wheels on the Bus</p>	<p>Frog Street Sing-Along Song I'm a Little Red Dump Truck</p>	<p>Frog Street Sing-Along Song Buckle up</p>
Learning Centers	<p>Science Materials: Cofee cans or plastic cofee containers with lids on, plank Provide containers for children to roll like wheels. Point out the round shape of the containers. Prop up one side of the plank to create a ramp. Invite children to roll the containers down the ramp.</p>	<p>Creativity Station Materials: Small cars, tempera paint, shallow pan, sponge paper. Place a sponge in a shallow pan and pout tempera paint on it. Invite children to roll the car wheels over the sponge and them roll them onto a sheet of paper</p>	<p>Construction Materials: Garages, small cars, masking tape. Use masking tape to create "roads" on the floor. Place "garages" along the road. Invite children to moce the cars along the roads and park them in the garage.</p>	<p>Pretend and Learn Materials: Boxes, Steering Wheels. Invite children to sit inside the boxes and use the steering wheel to drive their "car"</p>	<p>Science Materials: Cofee cans or plastic cofee containers with lids on, plank Provide containers for children to roll like wheels. Point out the round shape of the containers. Prop up one side of the plank to create a ramp. Invite children to roll the containers down the ramp.</p>

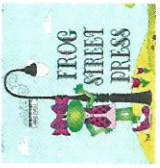
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Goals</p>	<ul style="list-style-type: none"> *Increasingly understanding non-verbal messages and makes non-verbal requests. *Makes things happen and watches for results and repeats actions. *Begins to understand safe and unsafe behaviors. 	<ul style="list-style-type: none"> *Develops an understanding that symbols/pictures can be "read" by others. *Develops and demonstrates the ability to remember and connect new and known experiences and information. *Uses hands or feet to touch objects or people. 	<ul style="list-style-type: none"> *Begins to develop interest and skills related to numbers and counting. *Develops spatial understandings, including an awareness of how two- and three- dimensional objects can be fitted together. *Develops emerging skills in caring and cooperation. 	<ul style="list-style-type: none"> *Initiates sounds, gestures, signs, or words. *Develops knowledge of the natural environment in the outdoor area of the program. *Develops the attitude of an "explorer" -- competent, confident learner who ask questions and makes discoveries. 	<ul style="list-style-type: none"> *Develops responsive and reciprocal communication skills, such as turn-taking. *Use objects in new ways or in pretend play. *Develops an ability to creative and expressive through a variety of activities, such as art.



Lesson Plan for On the Go! (Trains and Airplanes)		Date: August 13-17, 2018 Theme 13: Week 3		
Objective(s): This week children will learn about vehicles people use to travel longer distance: trains and airplanes.		Parents as Partners: Card #51		
English Vocabulary: Trains, tracks, engine, caboose, airplane, fly and wings		Spanish Vocabulary: Tren, vias del tren, locomotora, furgon de cola, avion, fly and alas		
American Sign Language (ASL): Trains, tracks, engine, caboose, airplane, fly and wings				
LESSON COMPONENTS	Monday	Tuesday	Wednesday	
Starting the Day	<p>Unite: Greet each child by name as children enter the classroom and then again as you begin. Sing : Little Red Caboose"</p> <p>Calm: Demonstrate flying like an airplane and accoordinate your breathing accordingly.</p> <p>Connect: Name the children who are absent and send them well wishes</p> <p>Building Community:Remind children they are safe and pass around the Safekeeper Box (pg. 42).</p>	<p>Unite: Display Photo Activity Cards #77 (train and cards #78 airplane. Calm: Remind children that inhaling and exhaling helps keep them Calm: Invite children to "fly" with you. Remind them to breath in and out as they fly up and down in the sky.</p> <p>Connect: Tell children that they are to make a train. Have them stand in a line with their hands on the shoulders.</p> <p>Building Community:Remind children of some of the skills you have practiced over the pas few months: using <u>listening ears</u>, <u>using kind</u></p>	<p>Unite: Greet each child by name and start singing Down by the Station "</p> <p>Calm: Demonstrate flying like an airplane and accoordinate your breathing accordingly.</p> <p>Connect:</p> <p>Connect: Discuss sitting by someone on a bus. Explain that it is important to stay in your seat and not allow parts of your body to cross over into another person's space.</p> <p>Building Community: Remind children they are safe and pass around the Safekeeper Box.</p>	<p>Unite: Greet each child by name and start singing Down by the Station "</p> <p>Calm: Demonstrate flying like an airplane and accoordinate your breathing accordingly.</p> <p>Connect:</p> <p>Connect: Discuss sitting by someone on a bus. Explain that it is important to stay in your seat and not allow parts of your body to cross over into another person's space.</p> <p>Building Community: Remind children they are safe and pass around the Safekeeper Box.</p>
	Language Development	<p>Gram is Coming to My House</p> <p>Read the book stopping to focus on the car, shuttle, and bus that Gram uses to travel to see her grandson.</p> <p>Ask: <i>What color is Gram's Car?</i></p>	<p>The Wheels on the Bus</p> <p>Display the book cover. Tell Children that the words in the book are similar to words in the son. Read the book. Discuss all the sounds on the bus. Ask children which verse they like best.</p>	<p>Bus Driver</p> <p>Tell children that people who ride the bus are called <i>passengers</i>. Teach children the finger play.</p>
	Thursday	Friday		
	<p>Unite: Display Photo Activity Cards #77 (train and cards #78 airplane. Calm: Remind children that inhaling and exhaling helps keep them Calm: Invite children to "fly" with you. Remind them to breath in and out as they fly up and down in the sky.</p> <p>Connect: Tell children that they are to make a train. Have them stand in a line with their hands on the shoulders.</p> <p>Building Community:Remind children of some of the skills you have practiced over the pas few months: using <u>listening ears</u>, <u>using kind</u></p> <p>Story Time</p> <p>Read My Cars by Byron Barton</p>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>Cars Tracks Place bulletin board paper on the floor in an uncarpeted area. Use <u>making tape to attach</u> markers to the back of medium-sized cars. Invite children to push the cars across the paper to make car tracks.</p>	<p>Does It Roll? Provide a collection of items that roll and do not roll. Invite children to explore the items to determine if they roll. Talk with children about what they find out. Ask: <i>What do things that roll all have in common?</i></p>	<p>Windshield Wipers Discuss the purpose of windshield wipers. Review this song that was first introduced in Theme 9.</p>	<p>Transportation Puzzles Encourage children to assemble the <u>Transportation Puzzles: Cars, Trucks and Bus</u>. Ask: <i>What do you notice is the same about cars, trucks, or buses?</i></p>	<p>Transportation Memory Game Give children the car, truck and bus "Memory Cards: Transportation." Invite children to first match the vehicles into pairs. Then have children place all six cards face down and turn them over to try to find matching pairs.</p>
Social Emotional Development	<p>Sitting Politely Work with children individually to remind them of the discussion during "Starting the Day: Connect" about how to keep your body in your own space when sitting beside someone else.</p>	<p>Car Safety Discuss being safe in and around a car. Discuss a few tips at a time throughout the week. Sing "Mommy's Helper"</p>	<p>Car Snacks Discuss taking long trips in the car. Talk about games you can play, such as looking out the window to find things they are certain color or making silly sounds when you see things like a cow. Explain that a snack is always a good thing to have when you are on a long trip.</p>	<p>Buckle Up for Safety Talk with little ones about wearing seat belts. Explain why we use them and teach them the song.</p>	<p>The Ice Cream Truck Display <u>Photo Cards #76</u>. Ask children about their experiences with the ice cream truck. Invite children to make Baggie Ice Cream.</p>
Physical Development	<p>Here is a Car Teach children this little transition rhyme. Use it this week as you learn about cars and other road vehicles.</p>	<p>Windshield Wiper Moves Have children move their hands back and forth like windshield wipers as you recite this rhyme.</p>	<p>Traffic Band Invite children to create a band. Putt all the sounds together to make a traffic band. Have everyone start together on the word "go" and silence the band with the word "stop"</p>	<p>Red Light, Green Light Use <u>Stop-and-Go Circles</u> as you play a game of Red Light, Green Light. Explain to children that when you hold up a green circle, they can "drive their cars" towards you.</p>	<p>Go In and Out of Traffic Tell children they are going to pretend to be cars in traffic. Explain that you are the traffic officer and you will tell them when they can go. Create a one-handed signal for "go" and one-handed signal for "stop".</p>
Outdoor Play	<p>Cars and Trucks Take cars and trucks outdoors to play with the sandbox or on the sidewalk.</p>	<p>Bus, Car, and Truck Search Take a walk around the school neighborhood to find cars, trucks, and buses.</p>	<p>Parade Decorate tricycle and wagons with <u>colored streamers</u> and have a parade.</p>	<p>Cars and Trucks Take cars and trucks outdoors to play with the sandbox or on the sidewalk.</p>	<p>Bus, Car, and Truck Search Take a walk around the school neighborhood to find cars, trucks, and buses.</p>
Music and Movement	<p>Frog Street Sing-Along Song I'm a Little Hunk of Tin</p>	<p>Frog Streer Action Song The Wheels on the Bus</p>	<p>Shawn Brown Toddler Tunes The Wheels on the Bus</p>	<p>Frog Street Sing-Along Song Buckle up</p>	<p>Frog Street Sing-Along Song Buckle up</p>
Learning Centers	<p>Science Materials: Cofee cans or plastic cofee containers with lids on, plank Provide containers for children to roll like wheels. Point out the round shape of the containers. Prop up one side of the plank to create a ramp. Invite children to roll the containers down the ramp.</p>	<p>Creativity Station Materials: Small cars, tempera paint, shallow pan, sponge paper. Place a sponge in a shallow pan and pout tempera paint on it. Invite children to roll the car wheels over the sponge and them roll them onto a sheet of paper</p>	<p>Construction Materials: Garages, small cars, masking tape. Use masking tape to create "roads" on the floor. Place "garages" along the road. Invite children to moce the cars along the roads and park them in the garage.</p>	<p>Pretend and Learn Materials: Boxes, Steering Wheels. Invite children to sit inside the boxes and use the steering wheel to drive their "car"</p>	<p>Science Materials: Cofee cans or plastic cofee containers with lids on, plank Provide containers for children to roll like wheels. Point out the round shape of the containers. Prop up one side of the plank to create a ramp. Invite children to roll the containers down the ramp.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Goals	<ul style="list-style-type: none"> *Increasingly understanding non-verbal messages and makes non-verbal requests. *Makes things happen and watches for results and repeats actions. *Begins to understand safe and unsafe behaviors. 	<ul style="list-style-type: none"> *Develops an understanding that symbols/pictures can be "read" by others. *Develops and demonstrates the ability to remember and connect new and known experiences and information. *Uses hands or feet to touch objects or people. 	<ul style="list-style-type: none"> *Begins to develop interest and skills related to numbers and counting. *Develops spatial understandings, including an awareness of how two- and three- dimensional objects can be fitted together. *Develops emerging skills in caring and cooperation. 	<ul style="list-style-type: none"> *Initiates sounds, gestures, signs, or words. *Develops knowledge of the natural environment in the outdoor area of the program. *Develops the attitude of an "explorer" -- competent, confident learner who asks questions and makes discoveries. 	<ul style="list-style-type: none"> *Develops responsive and reciprocal communication skills, such as turn-taking. *Use objects in new ways or in pretend play. *Develops an ability to creative and expressive through a variety of activities, such as art.



<p>Lesson Plan for On the Go! (Boats and Ships)</p>		<p>Date: August, 20-24, 2018 Theme 13: Week 4</p>	
<p>Objective(s): This week children will learn about transportation vehicles that move on the water: boats and ships.</p>		<p>Parents as Partners: Card #52</p>	
<p>English Vocabulary: Boat, ship, ocean, lake, motor, wind and water</p>		<p>Spanish Vocabulary: barco, mave, oceano, lago, motor, viento, and agua</p>	
<p>American Sign Language (ASL): Boat, ship, ocean, lake, motor, wind and water</p>			
<p>LESSON COMPONENTS</p>	<p>Monday</p>	<p>Tuesday</p>	<p>Wednesday</p>
<p>Starting the Day</p>	<p>Unite: Greet each child by name as children enter the classroom and then again as you begin. Display Photo Activity Cards #79. Calm: Tell children you will be pretending to be the wind that blows sailboats. Connect: Name the children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the Safekeeper Box. (p. 42). When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p>Unite: Tell children that we will be learning about says people move on water-boats and ships. Calm: Take several deep breaths with little ones. Have the children place a hand in front of their face so they can feel the big wind they are making. Connect: Use Max to welcome back children who have been absent. Build Community: Remind children of some of the skills you have practiced over the past few months using helpful hands, using listening ears.</p>	<p>Unite: Greet each child by name as children enter the classroom and then again as you begin. Display Photo Activity Cards #79 Calm: Tell children you will be pretending to be the wind that blows sailboats. Connect: Name the children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the Safekeeper Box. (p. 42). When all the photos are inside, place the lid on the box and say: We are all safe here.</p>
<p>Language Development</p>	<p>How Do They Move? Display the cover of the book. Read the title. Ask children about their experiences with boats. Read the boo. Pause on each page to review what powers each boat. Teach the ASL sign for motor and wind. (p. 32)</p>	<p>"I Saw a Ship A-Sailing" Discuss the unfamiliar words in this nursery rhyme that were first introduced in Theme 9.</p>	<p>"I Saw a Ship A-Sailing" Ask if there might really be a ship that has a duck as a captain and mice as crew.</p>
<p>Cognitive Development</p>	<p>Sailboat Moves Teach children the action rhyme. If possible, demonstrate how a boat tips and then rights itself while sailing in the wind.</p>	<p>Build a Shape Vehicle Challenge children to use the shapes to build transportation vehicles (boat and ships).</p>	<p>Transportation Puzzles Encourage children to assemble the Transportation Puzzles Sailboats and Ship (p. 43). Ask: Have you ever been on a boat? When?</p>
<p>Friday</p>		<p>Unite: Greet each child by name as children enter the classroom and then again as you begin. Display Photo Activity Cards #79 Calm: Tell children you will be pretending to be the wind that blows sailboats. Connect: Name the children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the Safekeeper Box. (p. 42). When all the photos are inside, place the lid on the box and say: We are all safe here. How Do They Move? Display the cover of the book. Read the title. Ask children about their experiences with boats. Read the boo. Pause on each page to review what powers each boat. Teach the ASL sign for motor and wind. (p. 32)</p>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	Boat and Sun Safety Discuss some simple boat safe rules: Always wear a life jacket. Don't lean over the edge of the boat. Stay away from motor. Wear sunscreen.	Sailboat Fun Invite children to sail ice sailboats (p. 42) in a tub of water. Have children blow on the sails gently to see the boats move.	Homemade Boats Help each child make a boat to take home. Provide sponges/cut in half, straws and triangular sails cut from craft foam.	A Sailor Went to Sea Teach children song. Discuss tools that make it easier to see things on the water, such as sunglasses (to protect from glare) and binoculars (to see farther away).	Boat and Sun Safety Discuss some simple boat safe rules: Always wear a life jacket. Don't lean over the edge of the boat. Stay away from motor. Wear sunscreen.
Physical Development	The Big Blue Sea Teach children the finger play. Point out that it is the wind that make the waves.	My Bonnie Lies Over the Ocean Teach children the song. Demonstrate the movements as you sing and encourage them to follow your lead.	Tipsy Boat Teach children the song "One Little Bear" (p. 47). Discuss what makes a boat tip over.	Boat Exercise Show children how to sit on the floor and rock like a boat on the water. Have children rock with you.	Blue Waters Invite children to become the ocean as they wave blue streamers to "Mouret-Pondeau" Frog Street Action Songs CD.
Outdoor Play	Motor Boat, Motor Boat Hold hands with one child at a time and circle around saying the rhyme. "Motor boat, motor boat go so slow move slowly. Motor boat, motor boat step Motor boat, motor boat step	Making waves Have children old the edges of the blue sheet (or blanket) and pretend it is the ocean. Wiggle the sheet to make waves.	Motor Boat, Motor Boat Hold hands with one child at a time and circle around saying the rhyme. "Motor boat, motor boat go so slow move slowly. Motor boat, motor boat step Motor boat, motor boat step	Making waves Have children old the edges of the blue sheet (or blanket) and pretend it is the ocean. Wiggle the sheet to make waves.	Motor Boat, Motor Boat Hold hands with one child at a time and circle around saying the rhyme. "Motor boat, motor boat go so slow move slowly. Motor boat, motor boat step Motor boat, motor boat step
Music and Movement	Frog Street Sing-Along Songs Row, Row, Row Your Boat Science Materials: tub of water, sink or float items (feather, cork, block, plastic spoon, rock). Invite children to drop the items in the tub of water to see which ones sink and which ones float. After testing each item, have children place it on the correct side of the laminated classification chart.	Frog Street Action Song Mouret-Rondeau (Classical Creativity Station Materials: shares of blue tempera paint, paint brushes, paper. Invite children to paint ocean pictures. Show them how to swirl their brush to make a wave effect.	Frog Street Action Songs My Bonnie Lies Over the Pretend and Learn Materials: boxes children can sit inside paper towel tubes. Paint a blue water line on the boxes and convert them into "boats" this week. Invite children to use paper towel tubes for paddles.	Frog Street Sing-Along Songs Row, Row, Row Your Boat Sensory Materials: wind-making tool (hand fan, straws, basters). Styrofoam meat trays (boats), tongue depressors, blue food coloring (optional) Invite children to make "wind" to blow boats across the water. Challenge children to use tongue depressor as paddles and see if they can move the water without making a splash.	Frog Street Action Song Mouret-Rondeau (Classical Science Materials: tub of water, sink or float items (feather, cork, block, plastic spoon, rock). Invite children to drop the items in the tub of water to see which ones sink and which ones float. After testing each item, have children place it on the correct side of the laminated classification chart.
Learning Centers	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)
Learning Goals	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)	Develops on ability to be creative and expressive through music (D.5.b.) Begins to learn and internalize rules, and directions (b.3.e.) Responds to and interacts with others (B.4.b.)

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Lesson Plan for On the Go! (Boats and Ships)		Date: August 27-31, 2018 Theme 13: Week 4			
Objective(s): This week children will learn about transportation vehicles that move on the water: boats and ships.		Parents as Partners: Card #52			
English Vocabulary: Boat, ship, ocean, lake, motor, wind and water		Spanish Vocabulary: barco, mave, oceano, lago, motor, viento, and agua			
American Sign Language (ASL): Boat, ship, ocean, lake, motor, wind and water					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Unite: Greet each child by name as children enter the classroom and then again as you begin. Display Photo Activity Cards #79.</p> <p>Calm: Tell children you will be pretending to be the wind that blows sailboats.</p> <p>Connect: Name the children who are absent and send them well wishes.</p> <p>Build Community: Remind children they are safe and pass around the Safekeeper Box. (p. 42). When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p>Unite: Tell children that we will be learning about says people move on water-boats and ships.</p> <p>Calm: Take several deep breaths with little ones. Have the children place a hand in front of their face so they can feel the big wind they are making.</p> <p>Connect: Use Max to welcome back children who have been absent.</p> <p>Build Community: Remind children of some of the skills you have practiced over the past few months using helpful hands, using listening ears.</p>	<p>Unite: Greet each child by name as children enter the classroom and then again as you begin. Display Photo Activity Cards #79</p> <p>Calm: Tell children you will be pretending to be the wind that blows sailboats.</p> <p>Connect: Name the children who are absent and send them well wishes.</p> <p>Build Community: Remind children they are safe and pass around the Safekeeper Box. (p. 42). When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p>Unite: Tell children that we will be learning about says people move on water-boats and ships.</p> <p>Calm: Remind children that deep breathing helps relieve stress.</p> <p>Connect: Take several deep breaths with little ones. Have the children place a hand in front of their face so they can feel the big wind they are making.</p> <p>Build Community: Remind children of some of the skills you have practiced over the past few months using helpful hands, using listening ears, using kind words, using big</p>	<p>Unite: Greet each child by name as children enter the classroom and then again as you begin. Display Photo Activity Cards #79</p> <p>Calm: Tell children you will be pretending to be the wind that blows sailboats.</p> <p>Connect: Name the children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the Safekeeper Box. (p. 42). When all the photos are inside, place the lid on the box and say: We are all safe here.</p>
Language Development	<p>How Do They Move? Display the cover of the book. Read the title. Ask children about their experiences with boats. Read the boo. Pause on each page to review what powers each boat. Teach the ASL sign for motor and wind. (p. 32).</p>	<p>"I Saw a Ship A-Sailing" Discuss the unfamiliar words in this nursery rhyme that were first introduced in Theme 9.</p>	<p>How Do They Move? Display the cover of the book. Read the title. Ask children about their experiences with boats. Read the boo. Pause on each page to review what powers each boat. Teach the ASL sign for motor and wind. (p. 32)</p>	<p>"I Saw a Ship A-Sailing" Ask if there might really be a ship that has a duck as a captain and mice as crew.</p>	<p>How Do They Move? Display the cover of the book. Read the title. Ask children about their experiences with boats. Read the boo. Pause on each page to review what powers each boat. Teach the ASL sign for motor and wind. (p. 32)</p>
Cognitive Development	<p>Sailboat Moves Teach children the action rhyme. If possible, demonstrate how a boat tips and then rights itself while sailing in the wind.</p>	<p>Build a Shape Vehicle Challenge children to use the shapes to build transportation vehicles (boat and ships).</p>	<p>Story Retelling Invite children to use the "I Saw A Ship A-Sailing" Story Folder props to retell the story or to create a new story.</p>	<p>Transportation Puzzles Encourage children to assemble the Transportation Puzzles Sailboats and Ship (p. 43). Ask: Have you ever been on a boat? When?</p>	<p>Transportation Memory Game Cards: Transportation "(p. 43). Invite children to first sort the types of transportation into matching pairs. Then have children place all four cards face down and turn them over to find</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	Boat and Sun Safety Discuss some simple boat safe rules: Always wear a life jacket. Don't lean over the edge of the boat. Stay away from motor. Wear sunscreen.	Sailboat Fun Invite children to sail Ice Sailboats (p. 42) in a tub of water. Have children blow on the sails gently to see the boats move.	Homemade Boats Help each child make a boat to take home. Provide sponges (cut in half), straws and triangular sails cut from craft foam.	A Sailor Went to Sea Teach children song. Discuss tools that make it easier to see things on the water, such as sunglasses (to protect from glare) and binoculars (to see farther away).	Boat and Sun Safety Discuss some simple boat safe rules: Always wear a life jacket. Don't lean over the edge of the boat. Stay away from motor. Wear sunscreen.
Physical Development	The Big Blue Sea Teach children the finger play. Point out that it is the wind that make the waves.	My Bonnie Lies Over the Ocean Teach children the song. Demonstrate the movements as you sing and encourage them to follow your lead.	Tipsy Boat Teach children the song "One Little Bear" (p. 47). Discuss what makes a boat tip over.	Boat Exercise Show children how to sit on the floor and rock like a boat on the water. Have children rock with you.	Blue Waters Invite children to become the ocean as they wave blue streamers to "Mouret-Pondeau" Frog Street Action Songs CD.
Outdoor Play	Motor Boat, Motor Boat Hold hands with one child at a time and circle around saying the rhyme. "Motor boat, motor boat go so slow move slowly. Motor boat, motor boat step	Making waves Have children old the edges of the blue sheet (or blanket) and pretend it is the ocean. Wiggle the sheet to make waves.	Motor Boat, Motor Boat Hold hands with one child at a time and circle around saying the rhyme. "Motor boat, motor boat go so slow move slowly. Motor boat, motor boat step	Making waves Have children old the edges of the blue sheet (or blanket) and pretend it is the ocean. Wiggle the sheet to make waves.	Motor Boat, Motor Boat Hold hands with one child at a time and circle around saying the rhyme. "Motor boat, motor boat go so slow move slowly. Motor boat, motor boat step
Music and Movement	Frog Street Sing-Along Songs Row, Row, Row Your Boat Science Materials: tub of water, sink or float items (feather, cork, block, plastic spoon, rock). Invite children to drop the items in the tub of water to see which ones sink and which ones float. After testing each item, have children place it on the correct side of the laminated classification chart.	Frog Street Action Song Mouret-Rondeau (Classical Creativity Station Materials: shares of blue tempera paint, paint brushes, paper. Invite children to paint ocean pictures. Show them how to swirl their brush to make a wave effect.	Frog Street Action Songs My Bonnie Lies Over the Pretend and Learn Materials: boxes children can sit inside paper towel tubes. Paint a blue water line on the boxes and convert them into "boats" this week. Invite children to use paper towel tubes for paddles.	Frog Street Sing-Along Songs Row, Row, Row Your Boat Sensory Materials: wind-making tool (hand fan, straws, basters). Styrofoam meat trays (boats), tongue depressors, blue food coloring (optional) Invite children to make "wind" to blow boats across the water. Challenge children to use tongue depressor as paddles and see if they can move the water without making a splash.	Frog Street Action Song Mouret-Rondeau (Classical Science Materials: tub of water, sink or float items (feather, cork, block, plastic spoon, rock). Invite children to drop the items in the tub of water to see which ones sink and which ones float. After testing each item, have children place it on the correct side of the laminated classification chart.
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