



## Toddler Club Program

<b>Lesson Plan for On the Go Week 1: Tricycles and Wagons</b>			<b>Date: August 6-10, 2018</b>		
Objective(s): Children will learn about walking, dancing, tricycles, and wagons.			Parents as Partners: Card #49		
English Vocabulary: tricycle, bicycle, wagon, wheels, travel, feet, roll			Spanish Vocabulary: triciclo, bicicleta, carretilla, llantas, viajar, pies, rodar		
American Sign Language (ASL): tricycle, bicycle, wagon, wheels, travel, feet, roll					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<p>Unite: Sing "My Little Red Wagon" Calm: Take a breathing walk. Connect: Welcome children back using Max. Build Community: Tell children we will practice using our listening ears and big voices this week. Remind children to use their big voice when they don't like what a friend is doing.</p>	<p>Unite: Sing "Put Your Little Foot." Calm: Take a breathing walk. Connect: Name children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.</p>	<p>Unite: Sing "My Little Red Wagon" Calm: Take a breathing walk. Connect: Encourage children to practice riding a bicycle by laying on their backs and bicycling legs in the air. Build Community: Tell children we will practice using our listening ears and big voices this week. Remind children to use their big voice when they don't like what a friend is doing.</p>	<p>Unite: Sing "Put Your Little Foot." Calm: Take a breathing walk. Connect: Name children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.</p>	<p>Unite: Sing "My Little Red Wagon" Calm: Take a breathing walk. Connect: Encourage children to practice riding a bicycle by laying on their backs and bicycling legs in the air. Build Community: Tell children we will practice using our listening ears and big voices this week. Remind children to use their big voice when they don't like what a friend is doing.</p>
<b>Language Development</b>	<i>Gram is Coming to My House.</i> Name forms of transportation.	<i>My Aunt Violet</i> story folder. Define unfamiliar words.	Recite and act out "Goldilocks" poem.	<i>Gram is Coming to My House.</i> Name forms of transportation.	<i>My Aunt Violet</i> story folder. Ask children what to put in a wagon.
<b>Cognitive Development</b>	Present photo cards #72 and #73.	Recite "My Bike."	Invite children to invent a story with the story folder props from <i>My Aunt Violet</i> .	Present photo cards #72 and #73. Practice vocabulary.	Recite "My Bike."
<b>Social Emotional Development</b>	Talk about crossing the street safely. Recite "Stop, Look, and Listen."	Using a paper plate, show children how a wheel rolls.	Discuss all the ways we move our bodies (bending, crawling, twisting, running, jumping).	Recite "My Wagon."	Talk about crossing the street safely. Recite "Stop, Look, and Listen."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	Ask children to practice bicycling their legs while laying on their backs.	Use masking tape to make lines, curves, and zigzags for children to use as pathways. Play with different ways to travel around the tape.	"Put Your Little Foot" (Actions CD)	Use masking tape to make lines, curves, and zigzags for children to use as pathways. Play with different ways to travel around the tape.	"The Grand Old Duke of York" (Actions CD)
Outdoor Play	Show children how to use baby steps and encourage them to practice.	Practice walking and running feet.	Call attention to the infants' buggy. Tell the children that is one way people move.	Practice baby steps.	Practice walking and running feet.
Music and Movement	"The Grand Old Duke of York" (Actions CD)	"Put Your Little Foot" (Actions CD)	"The Grand Old Duke of York" (Actions CD)	"Put Your Little Foot" (Actions CD)	"My Little Red Wagon" (Actions CD)
Learning Centers	Construction: Using box lids as "wagons," tote toys around the room.	Using red and black paint, paint "wagons."	Construction: Using box lids as "wagons," tote toys around the room.	Have children explore a variety of shoes.	Construction: Using box lids as "wagons," tote toys around the room.
Learning Goals	*Shows ability to cope with stress. *Responds to and interacts with others. *Develops an increasing ability to identify own emotional responses.	*Shows ability to cope with stress. *Responds to and interacts with others. *Develops an increasing ability to identify own emotional responses.	*Shows ability to cope with stress. *Responds to and interacts with others. *Develops an increasing ability to identify own emotional responses.	*Shows ability to cope with stress. *Responds to and interacts with others. *Develops an increasing ability to identify own emotional responses.	*Shows ability to cope with stress. *Responds to and interacts with others. *Develops an increasing ability to identify own emotional responses.



## Toddler Club Program

Lesson Plan for On the Go Week 2: Cars, Trucks, and Buses			Date: Augst 13-17, 2018		
Objective(s): Children will learn about cars, trucks, and buses.			Parents as Partners: #50		
English Vocabulary: car, truck, bus, ice cream truck, wheels, passenger, seat belt, windshield wipers			Spanish Vocabulary: automovil, camion, autobus, camion de helados, llantas, pasajero, cinturón de seguridad, limpiaparabrisas		
American Sign Language (ASL): car, truck, bus, ice cream truck, wheels, passenger, seat belt, windshield wipers					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<p>Unite: Sing "Wheels on the Bus" (Action CD) Calm: Demonstrate how people on a bus sit down and get up. Exhale as you sit. Connect: Welcome children back using Max. Build Community: Tell children we will practice using our listening ears and big voices this week. Remind children to use their big voice when they don't like what a friend is doing.</p>	<p>Unite: Sing "I'm a Little Red Dump Truck" (Sing Along CD) Calm: Demonstrate how people on a bus sit down and get up. Exhale as you sit. Connect: Name children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.</p>	<p>Unite: Sing "I'm a Little Hunk of Tin" (Sing Along CD) Calm: Demonstrate how people on a bus sit down and get up. Exhale as you sit. Connect: Talk to children about keeping your hands and feet to yourself while sitting on a bus. Build Community: Tell children we will practice using our listening ears and big voices this week. Remind children to use their big voice when they don't like what a friend is doing.</p>	<p>Unite: Sing "I'm a Little Red Dump Truck" (Sing Along CD) Calm: Demonstrate how people on a bus sit down and get up. Exhale as you sit. Connect: Name children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.</p>	<p>Unite: Sing "Wheels on the Bus" (Action CD) Calm: Demonstrate how people on a bus sit down and get up. Exhale as you sit. Connect: Use Max to welcome back children who were absent. Build Community: Tell children we will practice using our listening ears and big voices this week. Remind children to use their big voice when they don't like what a friend is doing.</p>
<b>Language Development</b>	<i>Gram is Coming to My House.</i> Name forms of transportation.	<i>The Wheels on the Bus.</i>	Recite "Bus Driver"	<i>The Wheels on the Bus.</i>	<i>Gram is Coming to My House.</i> Name forms of transportation.
<b>Cognitive Development</b>	Present photo cards #74, #75, #76	Provide some items that roll and some that do not. Ask children to explore the objects and identify the ones that roll.	"Windshield Wipers" to the tune of "Row Row Your Boat"	Present photo cards #74, #75, #76. Practice vocabulary.	Provide some items that roll and some that do not. Ask children to explore the objects and identify the ones that roll.
<b>Social Emotional Development</b>	Talk about things to do while riding in the car.	"Buckle Up" (Sing Along CD)	Sing "I'm a Little Hunk of Tin" (Sing Along CD)	Remind children one at a time about keeping their bodies in their own space.	"Buckle Up" (Sing Along CD)

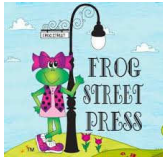
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	Make the sounds of traffic together: honking, brakes, windshield wipers, engines.	"Wheels on the Bus"	Make the sounds of traffic together: honking, brakes, windshield wipers, engines.	"Wheels on the Bus"	Play "Red Light, Green Light"
Outdoor Play	Take cars and trucks from the classroom outside to play with on the grass.	Play "Red Light, Green Light"	Listen for traffic sounds on the playground.	Have a vehicle parade.	Take cars and trucks from the classroom outside to play with on the grass.
Music and Movement	"I'm a Little Hunk of Tin" (Sing Along CD)	"I'm a Little Red Dump Truck" (Sing Along CD)	"I'm a Little Hunk of Tin" (Sing Along CD)	"I'm a Little Red Dump Truck" (Sing Along CD)	"Wheels on the Bus" (Action CD)
Learning Centers	Construction: Make a ramp with a board. Invite children to roll cars down the board.	Creativity: use paint on car wheels to make tracks across paper.	Make roads using masking tape and encourage children to roll their cars along the roads.	Construction: Make a ramp with a board. Invite children to roll cars down the board.	Print steering wheels from Patterns CD and place them inside cardboard boxes. Invite children to decorate boxes and "drive" their "cars."
Learning Goals	*Develops emerging skills in caring and cooperation. *Recognizes and responds to the feelings and emotions of others. *Develops confidence and ability to express emotional needs without fear.	*Develops emerging skills in caring and cooperation. *Recognizes and responds to the feelings and emotions of others. *Develops confidence and ability to express emotional needs without fear.	*Develops emerging skills in caring and cooperation. *Recognizes and responds to the feelings and emotions of others. *Develops confidence and ability to express emotional needs without fear.	*Develops emerging skills in caring and cooperation. *Recognizes and responds to the feelings and emotions of others. *Develops confidence and ability to express emotional needs without fear.	*Develops emerging skills in caring and cooperation. *Recognizes and responds to the feelings and emotions of others. *Develops confidence and ability to express emotional needs without fear.



## Toddler Club Program

Lesson Plan for On the Go Week 3: Trains and Airplanes			Date: August 20-24, 2018			
Objective(s): Children will learn about trains and airplanes.			Parents as Partners: Card #51			
English Vocabulary: train, tracks, engine, caboose, airplane, fly, wings			Spanish Vocabulary: tren, vias de tren, locomotora, furgon de cola, avion, volar, alas			
American Sign Language (ASL): train, tracks, engine, caboose, airplane, fly, wings						
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday	
Starting the Day	Unite: "Little Red Caboose" (Sing Along CD) Calm: Demonstrate flying like an airplane. Inhale as you rise and exhale as you swoop down. Connect: Use Max to welcome children back. Build Community: Remind children of the skills they have practiced: helpful hands, listening ears, big voices. When we do these things we make our room a happy place.	Unite: "If I Had Wings" (Sing Along CD) Calm: Demonstrate flying like an airplane. Inhale as you rise and exhale as you swoop down. Connect: Name absent children and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.	Unite: "Little Red Caboose" (Sing Along CD) Calm: Demonstrate flying like an airplane. Inhale as you rise and exhale as you swoop down. Connect: Make a congo line with two or three children. Encourage them to "choo choo" like a train. Build Community: Remind children of the skills they have practiced: helpful hands, listening ears, big voices. When we do these things we make our room a happy place.	Unite: "If I Had Wings" (Sing Along CD) Calm: Demonstrate flying like an airplane. Inhale as you rise and exhale as you swoop down. Connect: Name absent children and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.	Unite: "Little Red Caboose" (Sing Along CD) Calm: Demonstrate flying like an airplane. Inhale as you rise and exhale as you swoop down. Connect: Make a congo line with two or three children. Encourage them to "choo choo" like a train. Build Community: Remind children of the skills they have practiced: helpful hands, listening ears, big voices. When we do these things we make our room a happy place.	
	Language Development	Recite "The Train" chant using students' names in the rhyme.	<i>Gram is Coming to My House.</i> Name forms of transportation.	Recite "The Train" chant using students' names in the rhyme.	Read <i>Little Engine 99</i> story folder.	Recite "The Train" chant using students' names in the rhyme.
	Cognitive Development	Present photo cards #77 and #78.	Do transportation puzzles.	Make a "balance beam" with masking tape and have children "fly" along it.	Present photo cards #77 and #78. Practice vocabulary.	Recite "The Airplane."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	Have children color on paper. Fold the art into a paper airplane. Fly the planes.	Make the sounds of trains and airplanes.	Recite "My Airplane."	Fly the paper airplanes.	Play "The Conductor Says."
Physical Development	Recite "I'm a Little Airplane."	Recite "I'm a Choo Choo Train."	Recite "Engine on the Track."	Put on your airplane goggles and fly around.	Recite "I'm a Choo Choo Train."
Outdoor Play	Play "The Captain Says."	Watch for airplanes overhead.	Give children two paper plates for wings. Zoom around outside.	Encourage children to "fly" like airplanes and chase their shadows.	Watch for airplanes overhead.
Music and Movement	Down by the Station (Sing Along)	Airplane Flyers (Action CD)	Little Red Caboose (Sing Along CD)	Mouret-Rondeau (Action CD)	If I Had Wings (Sing Along CD)
Learning Centers	Creativity Station: Make airplane goggles from two individual egg cartons sections (punch out the bottom) and ribbon. Paint the goggles.	Construction: Use masking tape to make a train track on the floor and roll trains over the tracks.	Fine motor: Make Airplane and Train Templates from Patterns CD, then place paper over the template and encourage children to rub crayon over the paper to make the shape appear.	Pretend and Learn: Make trains from cardboard boxes and allow the children to play inside.	Play in the cardboard box trains.
Learning Goals	*Begins to learn and internalize rules, routines, and directions. *Develops a feeling of being valued as an important individual who belongs in the group setting. *Shows ability to cope with stress.	*Begins to learn and internalize rules, routines, and directions. *Develops a feeling of being valued as an important individual who belongs in the group setting. *Shows ability to cope with stress.	*Begins to learn and internalize rules, routines, and directions. *Develops a feeling of being valued as an important individual who belongs in the group setting. *Shows ability to cope with stress.	*Begins to learn and internalize rules, routines, and directions. *Develops a feeling of being valued as an important individual who belongs in the group setting. *Shows ability to cope with stress.	*Begins to learn and internalize rules, routines, and directions. *Develops a feeling of being valued as an important individual who belongs in the group setting. *Shows ability to cope with stress.



## Toddler Club Program

<b>Lesson Plan for On the Go Week 4: Boats and Ships</b>	<b>Date: August 27-August 31st, 2018</b>
<b>Objective(s):</b> This week children will learn about vehicles that move in the water	<b>Parents as Partners: Card #52</b>
<b>English Vocabulary:</b> boat, ship, ocean, lake, motor, wind, water	<b>Spanish Vocabulary:</b> barco, nave, oceano, lago, motor, viento, agua

**American Sign Language (ASL):** boat, ship, lake, motor, wind, water

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<p>Unite: "Big Green Boat" Calm: Demonstrate how to and encourage children to breathe like the wind. Connect: Use Max to welcome children back. Build Community: Remind children of the skills they have practiced: helpful hands, listening ears, big voices. When we do these things we make our room a happy place.</p>	<p>Unite: "Have You Ever Seen A Sailboat?" Calm: Demonstrate how to and encourage children to breathe like the wind. Connect: Name the children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.</p>	<p>Unite: "Row, Row, Row Your Boat" (Sing Along CD) Calm: Demonstrate how to and encourage children to breathe like the wind. Connect: Pretend to row a boat together. Build Community: Remind children of the skills they have practiced: helpful hands, listening ears, big voices. When we do these things we make our room a happy place.</p>	<p>Unite: "Have You Ever Seen A Sailboat?" Calm: Demonstrate how to and encourage children to breathe like the wind. Connect: Name the children who are absent and send them well wishes. Build Community: Remind children they are safe and pass around the safekeepers box.</p>	<p>Unite: "My Bonnie Lies Over the Ocean" (Action CD) Calm: Demonstrate how to and encourage children to breathe like the wind. Connect: Pretend to row a boat together. Build Community: Remind children of the skills they have practiced: helpful hands, listening ears, big voices. When we do these things we make our room a happy place.</p>
<b>Language Development</b>	<i>How Do They Move?</i>	<i>I Saw a Ship A-Sailing</i> story folder	Read <i>Little Canoe</i> from binder	<i>How Do They Move?</i>	<i>I Saw a Ship A-Sailing</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	Present photo cards #79 and #89	Invite children to use the story folder to invent their own story.	Recite and act out "Sailboat"	Present photo cards #79 and #89. Practice vocabulary.	Transportation Memory Game.
<b>Social Emotional Development</b>	Sail ice sailboats in a tub of water.	Recite "A Sailor Went to Sea."	Discuss boat safety.	Recite "A Sailor Went to Sea."	Sing "Row, Row, Row Your Boat"
<b>Physical Development</b>	Make playdough into boats with the class.	Pretend to rock like a boat on the water.	"Here are the Waves"	Pretend to rock like a boat on the water.	"My Bonnie Lies Over the Ocean" (Action CD)
<b>Outdoor Play</b>	Let the children tell you to move slowly or quickly around the classroom.	Listen to the sound of the wind.	Use a blanket like a parachute to wiggle and wave like the ocean.	Listen to the sound of the wind.	Let the children tell you to move slowly or quickly around the classroom.
<b>Music and Movement</b>	"Row, Row, Row Your Boat" (Sing Along CD)	"Mouret-Rondeau" (Action CD)	"My Bonnie Lies Over the Ocean" (Action CD)	"Row, Row, Row Your Boat" (Sing Along CD)	"My Bonnie Lies Over the Ocean" (Action CD)



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	Creativity Station: Encourage the children to fingerpaint a blue ocean.	Construction: Make cardboard box "boats" for children to play in.	Creativity Station: Decorate the play boats.	Sensory: Make wind with paper plates.	Pretend and Learn: Play in the boats.
Learning Goals	*Develops an ability to be creative and expressive through music. *Begins to learn and internalize rules, routines, and directions. *Responds to and interacts with others.	*Develops an ability to be creative and expressive through music. *Begins to learn and internalize rules, routines, and directions. *Responds to and interacts with others.	*Develops an ability to be creative and expressive through music. *Begins to learn and internalize rules, routines, and directions. *Responds to and interacts with others.	*Develops an ability to be creative and expressive through music. *Begins to learn and internalize rules, routines, and directions. *Responds to and interacts with others.	*Develops an ability to be creative and expressive through music. *Begins to learn and internalize rules, routines, and directions. *Responds to and interacts with others.