



# Crème de la Crème®

Early Learning Centers of Excellence

## Gard 2 Program



### Lesson Plan for All About Me (My Senses)

Date: Sept. 3-7, 2018  
Theme 1: Week 2

Objective(s): This week children will continue to learn about facial features with an expanded focus on the functions of each feature.

Card # 2

English Vocabulary: Smell, Hear, See, Taste, Touch, Teeth, Tongue

Spanish Vocabulary: Oler, Escuchar, Ver, Probar, Tocar, Dientes, Lengua

American Sign Language (ASL): Smell, Hear, See, Taste, Touch, Teeth, Tongue

Letter Knowledge: Letters in Children's name

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>		<p><b>Write:</b> Greet each child by name and begin to sing, "Two Little Eyes"</p> <p><b>Calm:</b> Invite children to pretend to smell flowers.</p> <p><b>Connect:</b> Use <u>Max</u> to welcome back children who have been absent.</p> <p><b>Build Community:</b> Pass around the <u>Safe Keeper Box</u> and invite each child to place his or her photo inside. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>	<p><b>Write:</b> Greet each child by name and begin to sing, "Eye Winker"</p> <p><b>Calm:</b> Have children copy your breathing as our take several deep breaths and release them.</p> <p><b>Connect:</b> Select a child to be your partner and demonstrate playing I Like Your Nose.</p> <p><b>Build Community:</b> Tell children: Our class is safe place. We are a community of learners who take care of each other.</p>	<p><b>Write:</b> Greet each child by name and begin to sing, "Eyes, Eyebrows, Mouth and Nose"</p> <p><b>Calm:</b> Ask children to point to their nose. Say: Our nose is for smelling and breathing.</p> <p><b>Connect:</b> Pair children and invite them to play the game.</p> <p>Have partners switch roles and play again.</p> <p><b>Build Community:</b> Pass around the <u>Safe Keeper Box</u> and invite each child to place his or her photo inside. When all the photos are inside, place the lid on the box and say: We are all safe here.</p>	<p><b>Write:</b> Greet each child by name and begin to sing, "Two Little Eyes"</p> <p><b>Calm:</b> Invite children to pretend to smell flowers.</p> <p><b>Calm:</b> Ask children to point to their nose. Say: Our nose is for smelling and breathing.</p> <p><b>Calm:</b> Invite children to pretend to smell flowers.</p> <p><b>Build Community:</b> Tell children: Our class is safe place. We are a community of learners who take care of each other.</p>
<b>Language Development</b>		<p><b>A Friend Named Peeper</b></p> <p>Tell children the story of Peepers. You will need a small ball and a Peeper Puppet to tell the story. Explain to children that we smile, our eyes seem smaller.</p>	<p><b>Precious Faces</b></p> <p>Ask children to point to facial features. Make connections between facial features and our senses.</p>	<p><b>I Can, Can You?</b></p> <p>Invite children to act out the rhyme. Add your own verses.</p>	<p><b>A Friend Named Peeper</b></p> <p>Tell children the story of Peepers. You will need a small ball and a Peeper Puppet to tell the story. Explain to children that we smile, our eyes seem smaller.</p>
<b>Cognitive Development</b>		<p><b>Brush, Brush, Brush</b></p> <p>Have children look in a mirror at their open mouth. Ask: <i>What do you see?</i></p>	<p><b>Scratch and Sniff Paint</b></p> <p>Using scented paints, encourage little ones to paint away. When painting is dry, demonstrate scratching the paint and taking a sniff.</p>	<p><b>Brush, Brush, Brush</b></p> <p>Have children look in a mirror at their open mouth. Ask: <i>What do you see?</i></p>	<p><b>Scratch and Sniff Paint</b></p> <p>Using scented paints, encourage little ones to paint away. When painting is dry, demonstrate scratching the paint and taking a sniff.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>		<p><b>My Head</b> Encourage children to point to facial features as you recite the poem. Point out that all of our facial features are on our head.</p>	<p><b>Tongue Tricks</b> Invite little ones to look in a mirror; they watch themselves stick out their tongues.</p>	<p><b>My Head</b> Encourage children to point to facial features as you recite the poem. Point out that all of our facial features are on our head.</p>	<p><b>Tongue Tricks</b> Invite little ones to look in a mirror; they watch themselves stick out their tongues.</p>
<b>Physical Development</b>		<p><b>Here Are My Eyes</b> Show children how to wink as you teach and demonstrate the actions for this rhyme. Older children may be able to wink. All children will enjoy watching you wink.</p>	<p><b>Chin The Ball</b> Teach children that chant. Ask them how the giant found the Englishman.</p>	<p><b>Here Are My Eyes</b> Show children how to wink as you teach and demonstrate the actions for this rhyme. Older children may be able to wink. All children will enjoy watching you wink.</p>	<p><b>Chin The Ball</b> Teach children that chant. Ask them how the giant found the Englishman.</p>
<b>Outdoor Play</b>		<p><b>Bubbles</b> Invite young children to help you blow bubbles using Bubble Soap. Invite children to try to keep a bubble aloft by gently blowing it.</p>	<p><b>Outside Voices</b> Take children outside and invite them to experiment with inside and outside voices.</p>	<p><b>Bubbles</b> Invite young children to help you blow bubbles using Bubble Soap. Invite children to try to keep a bubble aloft by gently blowing it.</p>	<p><b>Outside Voices</b> Take children outside and invite them to experiment with inside and outside voices.</p>
<b>Music and Movement</b>		<p><b>Start Smart Songs</b> My Hands on My Head</p>	<p><b>Frog Street Action Songs</b> Raindrop Song</p>	<p><b>Frog Street Sing-Along Song</b> Warm-up Cant</p>	<p><b>Shawn Brown Toddler Tunes</b> I've Got Five Senses</p>
<b>Learning Centers</b>		<p><b>Bubbles</b> Invite young children to help you blow bubbles using <u>Bubble Soap</u>. Invite children to try to keep a bubble aloft by gently blowing it.</p>	<p><b>Outside Voices</b> Take children outside and invite them to experiment with inside and outside voices.</p>	<p><b>Bubbles</b> Invite young children to help you blow bubbles using <u>Bubble Soap</u>. Invite children to try to keep a bubble aloft by gently blowing it.</p>	<p><b>Outside Voices</b> Take children outside and invite them to experiment with inside and outside voices.</p>
<b>Learning Goals</b>		<p>* Understands and begins to use oral language for conversation and communication. * Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. * Develops control of large muscles for movement, navigation, and balance.</p>	<p>* Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. * Engages with books and stories. * Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen.</p>	<p>* Engages in positive relationship and interactions with adults. * Shows interest in songs, rhymes, and stories. * Begins to demonstrate healthy and safe habits.</p>	<p>* Engages in positive relationship and interactions with adults. * Demonstrates receptive language and expressive language skills and communication strategies. * Uses senses in investigation environment to discover what objects and people do, how things work, and how they can make things happen.</p>



## Gard 2 Program

Lesson Plan for All About Me (Arms, Hands, and Fingers)		Theme 1: Week 3 Septemeber 10-14			
Objective(s): This week children will investigate their arms, hands, elbows, fingers, tummy, and chest.		Parents as Partners: Card #3			
English Vocabulary: Hands, Fingers, Thumbs, Shoulders, Arms, Elbows, Chest, Tummy		Spanish Vocabulary: Manos, Dedos, Pulgares, Hombros, Brazos, Codos, Pecho, Barriga			
American Sign Language (ASL): <i>Hands, Fingers, Thumbs, Shoulders, Arms, Elbows, Chest, Tummy</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<p><b>Unite:</b> Greet each child by name and begin to sing, "Eyes, Eyebrows, Mouth and Nose"</p> <p><b>Calm:</b> Ask children to point to their nose. Say: <i>Our nose is for smelling and breathing.</i></p> <p><b>Calm:</b> Invite children to pretend to smell flowers.</p> <p><b>Connect:</b> Name the children who are absent and send them well wishes.</p> <p><b>Build Community:</b> Tell children: <i>Our class is safe place. We are a community of learners who take care of each other.</i></p>	<p><b>Unite:</b> Greet each child by name and begin to sing, "Two Little Eyes"</p> <p><b>Calm:</b> Invite children to pretend to smell flowers.</p> <p><b>Connect:</b> Use Max to welcome back children who have been absent.</p> <p><b>Build Community:</b> Pass around the Safe Keeper Box and invite each child to place his or her photo inside. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>	<p><b>Unite:</b> Greet each child by name and begin to sing, "Eye Winker"</p> <p><b>Calm:</b> Have children copy your breathing as our take several deep breaths and release them.</p> <p><b>Connect:</b> Select a child to be your partner and demonstrate playing I Like Your Nose.</p> <p><b>Build Community:</b> Tell children: <i>Our class is safe place. We are a community of learners who take care of each other.</i></p>	<p><b>Unite:</b> Greet each child by name and begin to sing, "Eyes, Eyebrows, Mouth and Nose"</p> <p><b>Calm:</b> Ask children to point to their nose. Say: <i>Our nose is for smelling and breathing.</i></p> <p><b>Connect:</b> Pair children and invite them to play the game.</p> <p><b>Connect:</b> Have partners switch roles and play again.</p> <p><b>Build Community:</b> Pass around the Safe Keeper Box and invite each child to place his or her photo inside. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>	<p><b>Unite:</b> Greet each child by name and begin to sing, "Two Little Eyes"</p> <p><b>Calm:</b> Invite children to pretend to smell flowers.</p> <p><b>Calm:</b> Ask children to point to their nose. Say: <i>Our nose is for smelling and breathing.</i></p> <p><b>Calm:</b> Invite children to pretend to smell flowers.</p>
	<p><b>I Can, Can You?</b></p> <p>Revisit this poem from Week 2. Add lines about elbows and fingers: <i>I can wiggle my fingers. Can you? I can bend my elbow. Can you?</i></p>	<p><b>Hands and Fingers</b></p> <p>Read the story. Encourage hands</p> <p>Ask: <i>How many hands do you have?</i></p>	<p><b>Willy Wiggle and Wally Waggle</b></p> <p>Invite children to help you tell the story of "Willy Wiggle and Wally Waggle". Point out how you use your hands and fingers to tell this story.</p>	<p><b>I Can, Can You?</b></p> <p>Revisit this poem from Week 2. Add lines about elbows and fingers: <i>I can wiggle my fingers. Can you? I can bend my elbow. Can you?</i></p>	<p><b>Hands and Fingers</b></p> <p>Read the story. Encourage hands</p> <p>Ask: <i>How many hands do you have?</i></p>
<b>Language Development</b>	<p><b>Phot Activity Cards</b></p> <p>Present Photo Activity Cards: #4, #5, #6.</p> <p>Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion</p>	<p><b>Paper Tearing</b></p> <p>Give each child a sheet of paper. Encourage children to tear their paper into smaller pieces.</p>	<p><b>Hand Examination</b></p> <p>Encourage children to examine their hands</p> <p>Ask: <i>What can you do with your hands?</i></p>	<p><b>Phot Activity Cards</b></p> <p>Present Photo Activity Cards: #4, #5, #6.</p> <p>Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion</p>	<p><b>Paper Tearing</b></p> <p>Give each child a sheet of paper. Encourage children to tear their paper into smaller pieces.</p>
	<p><b>Cognitive Development</b></p>	<p><b>Phot Activity Cards</b></p> <p>Present Photo Activity Cards: #4, #5, #6.</p> <p>Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion</p>	<p><b>Hand Examination</b></p> <p>Encourage children to examine their hands</p> <p>Ask: <i>What can you do with your hands?</i></p>	<p><b>Phot Activity Cards</b></p> <p>Present Photo Activity Cards: #4, #5, #6.</p> <p>Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion</p>	<p><b>Paper Tearing</b></p> <p>Give each child a sheet of paper. Encourage children to tear their paper into smaller pieces.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<p><b>Shake Hands</b> Explain that shanking hands is one way to greet people. Hand children shake hands with Max. Ask a teacher from another classroom to visit so children can practice shaking hands with another adult.</p>	<p><b>Clap and Wiggle</b> Hand children play this hand game with you. Discuss hands and fingers. Have children demonstrate more things they can do with their fingers and add these to the rhyme.</p>	<p><b>Hand Washing</b> Demonstrate the appropriate way to wash your hands. Point out that we wash top and bottom and between fingers.</p>	<p><b>Shake Hands</b> Explain that shanking hands is one way to greet people. Hand children shake hands with Max. Ask a teacher from another classroom to visit so children can practice shaking hands with another adult.</p>	<p><b>Clap and Wiggle</b> Hand children play this hand game with you. Discuss hands and fingers. Have children demonstrate more things they can do with their fingers and add these to the rhyme.</p>
<b>Physical Development</b>	<p><b>Stretching</b> Ask children to stretch as high as they can on their tiptoes and then relax. Do this several times. Chant: <i>I stretch and stretch and find it fun to try to reach up to the sun.</i></p>	<p><b>London Bridge</b> Point out how children use their arms and hands in this game.</p>	<p><b>Puzzles</b> Encourage children to work puzzles. Point out how they are using their hands, fingers, and elbows and they put the puzzle together.</p>	<p><b>Stretching</b> Ask children to stretch as high as they can on their tiptoes and then relax. Do this several times. Chant: <i>I stretch and stretch and find it fun to try to reach up to the sun.</i></p>	<p><b>London Bridge</b> Point out how children use their arms and hands in this game.</p>
<b>Outdoor Play</b>	<p><b>Hands Throw and Catch</b> Take balls outdoors and practice throwing and catching them with little ones.</p>	<p><b>Climb Time</b> Encourage children to climb on climbing apparatus. Ask: <i>Which body parts are you using to climb?</i></p>	<p><b>Hands Throw and Catch</b> Take balls outdoors and practice throwing and catching them with little ones.</p>	<p><b>Climb Time</b> Encourage children to climb on climbing apparatus. Ask: <i>Which body parts are you using to climb?</i></p>	<p><b>Hands Throw and Catch</b> Take balls outdoors and practice throwing and catching them with little ones.</p>
<b>Music and Movement</b>	<p><b>Frog Street Action Songs</b> Open, Shut Them</p>	<p><b>Start Smart Brown Songs</b> I wiggle</p>	<p><b>Frog Street Action Songs</b> London Bridges</p>	<p><b>Start Smart Brown Songs</b> Theima Thumb</p>	<p><b>Shawn Brown Toddler Tunes</b> Wash Your Hands</p>
<b>Learning Centers</b>	<p><b>Gross Motor</b> Materials: beanbags, basket or box, masking tape Challenge children to toss beanbags into a box or a basket. Use masking tape to create a throw line 3-4 feet away from the box or basket.</p>	<p><b>Pretend and Learn</b> Materials: Dress-up accessories from arms, hands, and waist Invite children to try on the accessories. Discuss the body part covered by the accessory.</p>	<p><b>Gross Motor</b> Materials: beanbags, basket or box, masking tape Challenge children to toss beanbags into a box or a basket. Use masking tape to create a throw line 3-4 feet away from the box or basket.</p>	<p><b>Pretend and Learn</b> Materials: Dress-up accessories from arms, hands, and waist Invite children to try on the accessories. Discuss the body part covered by the accessory.</p>	<p><b>Gross Motor</b> Materials: beanbags, basket or box, masking tape Challenge children to toss beanbags into a box or a basket. Use masking tape to create a throw line 3-4 feet away from the box or basket.</p>
<b>Learning Goals</b>	<p>* Understands and begins to use oral language for conversation and communication. * Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. * Develops control of large muscles for movement, navigation, and balance.</p>	<p>* Engages in positive relationship and interactions with adults. * Demonstrates receptive language and expressive communication strategies. * Uses senses in investigation environment to discover what objects and people do, how things work, and how they can make things happen.</p>	<p>* Engages in positive relationship and interactions with adults. * Shows interest in songs, rhymes, and stories. * Begins to demonstrate healthy and save habits.</p>	<p>* Engages in positive relationship and interactions with adults. * Shows interest in songs, rhymes, and stories. * Begins to demonstrate healthy and save habits.</p>	<p>* Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. * Engages with books and stories. * Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen.</p>



**Card 2 Program**

**Lesson Plan for All About Me (Legs, Feet, and Toes)**

**Theme 1: Week 4 September 17-21**

**Objective(s):** Children will continue to develop body parts vocabulary, specifically legs, feet, knees, and toes, and waist.

**Parents as Partners: Card #4**

**English Vocabulary: Feet, Toes, Legs, Knees, Waist**

**Spanish Vocabulary: Pies, Dedos, Piernas, Rodillas, Cintura**

**American Sign Language (ASL): Feet, Toes, Legs, Knees, Waist**

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Starting the Day</b>	<b>Unit:</b> Greet each child by name and begin to sing, "Eyes, Eyebrows, Mouth and Nose" <b>Calm:</b> Ask children to point to their nose. Say: <i>Our nose is for smelling and breathing.</i> <b>Calm:</b> Invite children to pretend to smell flowers. <b>Connect:</b> Name the children who are absent and send them well wishes. <b>Build Community:</b> Tell children: <i>Our class is safe place. We are a community of learners who take care of each other.</i>	<b>Unit:</b> Greet each child by name and begin to sing, "Two Little Eyes" <b>Calm:</b> Invite children to pretend to smell flowers. <b>Connect:</b> Use <u>Max</u> to welcome back children who have been absent. <b>Build Community:</b> Pass around the <u>Safe Keeper Box</u> and invite each child to place his or her photo inside. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i>	<b>Unit:</b> Greet each child by name and begin to sing, "Eye Winker" <b>Calm:</b> Have children copy your breathing as our take several deep breaths and release them. <b>Connect:</b> Select a child to be your partner and demonstrate playing I Like Your Nose. <b>Build Community:</b> Tell children: <i>Our class is safe place. We are a community of learners who take care of each other.</i>	<b>Unit:</b> Greet each child by name and begin to sing, "Eyes, Eyebrows, Mouth and Nose" <b>Calm:</b> Ask children to point to their nose. Say: <i>Our nose is for smelling and breathing.</i> <b>Connect:</b> Pair children and invite them to play the game. Have partners switch roles and play again. <b>Build Community:</b> Pass around the <u>Safe Keeper Box</u> and invite each child to place his or her photo inside. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i>	<b>Unit:</b> Greet each child by name and begin to sing, "Two Little Eyes" <b>Calm:</b> Invite children to pretend to smell flowers. <b>Calm:</b> Ask children to point to their nose. Say: <i>Our nose is for smelling and breathing.</i> <b>Calm:</b> Invite children to pretend to smell flowers. <b>Build Community:</b> Tell children: <i>Our class is safe place. We are a community of learners who take care of each other.</i>	
	<b>Goldilocks</b> Lead little ones through the story using the Goldilocks Story Pathway as a guide. Discuss the body parts used in the rhyme.	<b>The Gingerbread Man</b> Display the story props. Ask: <i>Why could no one catch the gingerbread man?</i> Ask: <i>Which body part helped him run so fast?</i>	<b>Goldilocks</b> Lead little ones through the story using the Goldilocks Story Pathway as a guide. Discuss the body parts used in the rhyme.	<b>The Gingerbread Man</b> Display the story props. Ask: <i>Why could no one catch the gingerbread man?</i> Ask: <i>Which body part helped him run so fast?</i>	<b>Goldilocks</b> Lead little ones through the story using the Goldilocks Story Pathway as a guide. Discuss the body parts used in the rhyme.	
	<b>Catching Bubble</b> Have children sit on the floor as you use <u>Bubble Soap</u> to blow bubbles into the air. Have children catch bubbles they can reach with their hands.	<b>Ouchi</b> Give children some <u>Band-Aids</u> or sticky note "bandages." Have children stick a bandage on their knee.	<b>Finger Puppet Play</b> Give children <u>Finger Puppets</u> to play with. Point out that they are using their fingers as "legs"	<b>Catching Bubble</b> Have children sit on the floor as you use <u>Bubble Soap</u> to blow bubbles into the air. Have children catch bubbles they can reach with their hands.	<b>Ouchi</b> Give children some <u>Band-Aids</u> or sticky note "bandages." Have children stick a bandage on their knee.	
	<b>Language Development</b>	<b>Goldilocks</b> Lead little ones through the story using the Goldilocks Story Pathway as a guide. Discuss the body parts used in the rhyme.	<b>The Gingerbread Man</b> Display the story props. Ask: <i>Why could no one catch the gingerbread man?</i> Ask: <i>Which body part helped him run so fast?</i>	<b>Goldilocks</b> Lead little ones through the story using the Goldilocks Story Pathway as a guide. Discuss the body parts used in the rhyme.	<b>The Gingerbread Man</b> Display the story props. Ask: <i>Why could no one catch the gingerbread man?</i> Ask: <i>Which body part helped him run so fast?</i>	<b>Goldilocks</b> Lead little ones through the story using the Goldilocks Story Pathway as a guide. Discuss the body parts used in the rhyme.
	<b>Cognitive Development</b>	<b>Catching Bubble</b> Have children sit on the floor as you use <u>Bubble Soap</u> to blow bubbles into the air. Have children catch bubbles they can reach with their hands.	<b>Ouchi</b> Give children some <u>Band-Aids</u> or sticky note "bandages." Have children stick a bandage on their knee.	<b>Finger Puppet Play</b> Give children <u>Finger Puppets</u> to play with. Point out that they are using their fingers as "legs"	<b>Catching Bubble</b> Have children sit on the floor as you use <u>Bubble Soap</u> to blow bubbles into the air. Have children catch bubbles they can reach with their hands.	<b>Ouchi</b> Give children some <u>Band-Aids</u> or sticky note "bandages." Have children stick a bandage on their knee.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<p><b>Jumping Monkeys</b> Invite children to act out the chant. Discuss the body parts children use for jumping. Ask: <i>Why did the doctor say "no more monkeys jumping on the bed?"</i></p>	<p><b>This Little Piggy</b> Ask children to remove their shoes. Teach children how to use their own toes as you play this game together. Take a few minutes to play game with each child.</p>	<p><b>Walk Your Feet</b> Sing this little song to individual children throughout the day</p>	<p><b>Jumping Monkeys</b> Invite children to act out the chant. Discuss the body parts children use for jumping. Ask: <i>Why did the doctor say "no more monkeys jumping on the bed?"</i></p>	<p><b>This Little Piggy</b> Ask children to remove their shoes. Teach children how to use their own toes as you play this game together. Take a few minutes to play game with each child.</p>
<b>Physical Development</b>	<p><b>Skating</b> If a smooth surface is available, invite children to remove their shoes and "skate" in their socks. Provide classical "skating" music such as <u>Mouret-Rondeau</u>.</p>	<p><b>Follow the Leader</b> Have children copy your leg, knee, foot, and waist movements. Call attention to these body parts by describing your actions.</p>	<p><b>Tunnels</b> Cut arches from medium-sized cardboard boxes and invite children to crawl through the box tunnels. If boxes are unavailable, use a table for a tunnel.</p>	<p><b>Skating</b> If a smooth surface is available, invite children to remove their shoes and "skate" in their socks. Provide classical "skating" music such as <u>Mouret-Rondeau</u>.</p>	<p><b>Follow the Leader</b> Have children copy your leg, knee, foot, and waist movements. Call attention to these body parts by describing your actions.</p>
<b>Outdoor Play</b>	<p><b>Kick the Ball</b> Show children how to kick a ball. Explain how our feet are the force that sends the ball flying. Demonstrate how our feet can direct the ball. Point out how our waist bends when kicking.</p>	<p><b>Step Size</b> Have children walk across the playground taking baby steps and giant steps. Ask: <i>Which size steps gets you there faster?</i></p>	<p><b>Kick the Ball</b> Show children how to kick a ball. Explain how our feet are the force that sends the ball flying. Demonstrate how our feet can direct the ball. Point out how our waist bends when kicking.</p>	<p><b>Step Size</b> Have children walk across the playground taking baby steps and giant steps. Ask: <i>Which size steps gets you there faster?</i></p>	<p><b>Kick the Ball</b> Show children how to kick a ball. Explain how our feet are the force that sends the ball flying. Demonstrate how our feet can direct the ball. Point out how our waist bends when</p>
<b>Music and Movement</b>	<p><b>Frog Street Sing-Along Song</b> Warm-up Chant</p>	<p><b>Frog Street Action Songs</b> Put Your Little Foot</p>	<p><b>Frog Street Action Songs</b> The Grand Old Duke of York</p>	<p><b>Shawn Brown Toddler Tunes</b> I've Got Five Senses</p>	<p><b>Shawn Brown Toddler Tunes</b> Wash Your Hands</p>
<b>Learning Centers</b>	<p><b>Gross Motor</b> Materials: Masking Tape Place a 6-foot strip of masking tape on the floor in a straight line. Place a second strip in a zigzag pattern. Have children walk the two lines with baby steps and then normal steps * Engages in positive relationship and interactions with adults. * Shows interest in songs, rhymes, and stories. * Begins to demonstrate healthy and save habits.</p>	<p><b>Science</b> Materials: Shoes Tracks, Flashlight Tape trails of Shoe Tracks on the floor and invite children to follow the trails. Include a flashlight to enhance the experience * Understands and begins to use oral language for conversation and communication. * Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. * Develops control of large muscles for movement, navigation, and balance.</p>	<p><b>Gross Motor</b> Materials: Masking Tape Place a 6-foot strip of masking tape on the floor in a straight line. Place a second strip in a zigzag pattern. Have children walk the two lines with baby steps and then normal steps * Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. * Engages with books and stories. * Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen.</p>	<p><b>Science</b> Materials: Shoes Tracks, Flashlight Tape trails of Shoe Tracks on the floor and invite children to follow the trails. Include a flashlight to enhance the experience * Engages in positive relationship and interactions with adults. * Shows interest in songs, rhymes, and stories. * Begins to demonstrate healthy and save habits.</p>	<p><b>Gross Motor</b> Materials: Masking Tape Place a 6-foot strip of masking tape on the floor in a straight line. Place a second strip in a zigzag pattern. Have children walk the two lines with baby steps and then normal steps * Engages in positive relationship and interactions with adults. * Demonstrates receptive language and expressive language skills and communication strategies. * Uses senses in investigation environment to discover what objects and people do, how things work, and how they can make things happen.</p>
<b>Learning Goals</b>					