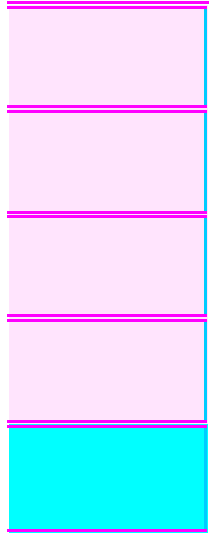


<b>Infant Class: Infant B, 6-12 Months</b>	<b>Date: September 3-7,2018</b>
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>	<b>Parents as Partners:</b>
<b>English Vocabulary: outside,play,bubble</b>	<b>Spanish Vocabulary: outside,play,bubble</b>
<b>American Sign Language (ASL): outside,play,bubble</b>	

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	CLOSED	Unite:Sing, "I can ,can you"(Pg63) Calm: Laughing with baby. Connect: Hold hands with baby and sing. Commit:Talk one on one with each baby.	Unite:Sing,"Row Row Row your boat"pg 63 Calm: Big stretches with baby. Connect: Rub baby's hands while singing "I Love You" Commit: Hold each child in your lap.	Unite:Sing, "Jeepers Peepers")pg63) Calm: Stretches and breathing. Connect: Sit baby in lap and read a book. Commit:Hold the hands of baby's with your hand.	Unite:Sing, "Itsy Bitsy Sp Calm:Sensory bottle play Connect: Have children l with each other. Commit: Make direct eye with baby. Let them know safe.
<b>Language Development</b>	CLOSED	L27 "Baby Sign Language" Teach baby sign language for please,thank you,help,eat,more,stop and other words	L36 Floor Covers Change a baby's environment by placing her on a colorful beach towel during floor time. Place "Photo Activity Card" on the towel. Talk about the image.	L21 Find the Music Hide a toy under a scarf or blanket. Encourage children to find and name the hidden object. Ask where is the object?	L29 "Baggie Book" Make a baggie book put other children,animals,v bugs.....Sit with little one discuss the pictures
<b>Cognitive Development</b>	CLOSED	C24 Mimicking Games Copy the baby's actions. When he claps, you clap. Try playing beside the baby mimicking what he is doing.	C22 Rattle Retrieval Tie a rattle to the end of a ribbon. Tie the other end to he baby's feeding table. A baby will love tossing the rattle over the side of the chair and retrieving it.	C23 Tactile Blocks Make Tactile Paper Bag Blocks. Help baby to stack blocks while feeling each tactile square as he works.	C29 Ring, Beep, Blink Invite children to play wi make sound, or light up. children to explore on th
<b>Social Emotional Development</b>	CLOSED	SE25 I Love You During the day stop and tell each child you love them. Tell them about things that make them unique.	SE23 Skidamarink Sing "Skidamarink" (FS baby songs CD). Give a baby a hug when you sing he song. Use ASL sign for "I Love You." When you sing those words in the lyrics.	SE30 Snuggle Snuggle Sit a baby in your lap and follow the actions I the song. "Snuggle" (FS baby games CD).	SE31 Reek a Boo for Tw Place a blanket over bab and say "wheres (Lily)" r blanket and say " Boo." rounds of the game and the blanket.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	CLOSED	<b>P32 Kicking</b> Exercise baby's legs after changing their diapers or during floor play. Movement increases baby's muscles strength.	<b>P22 Squeeze the Sponge</b> Give the baby two small balls. Have little one squeeze the ball. It will help children develop muscles.	<b>P33 Sticky Ball</b> Make a ball by wadding together strips of masking tape sticky side out. Hand the sticky ball to the baby to see reaction	<b>P36 Waving Good Bye</b> Have Lily the Puppet wave baby and encourage the baby to wave back. Practice wave anytime the baby leaves
<b>Objectives</b>	CLOSED	<b>C.2.a</b> Uses consistent sounds, gestures, or words to communicate for variety of purposes <b>A.2.a.</b> Develop control of large muscles for movement. <b>D.4.a.</b> Coos, giggles, laughs, when caregivers play games with them.	<b>C.3.a.</b> Points to pictures when named by an adult. <b>A.3.a.</b> Develop control of small muscles for manipulation and exploration. <b>D.2.c.</b> Begins to repeat actions to get an effect.	<b>D.3.b.</b> Looks for hidden objects. <b>A.3.b.</b> Transfers objects from hand to hand. <b>D.1.b.</b> Uses senses to investigate environment to discuss what objects do.	<b>C.1.b.</b> Uses had motions movements in response words and phrases. <b>A.3.a.</b> Develops control of muscles for manipulation <b>D.1.b.</b> Plays with objects sound.



vider"(pg 64)

y  
hold hands

e contact  
w they are

photo of  
ehicle and  
es and

th toys that  
Allow  
eir own.

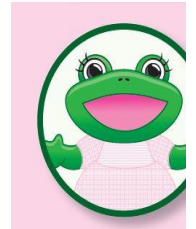
o  
y's head  
remove  
Play several  
hand baby



ve to the  
little ones  
raving  
sight.

body  
to familiar

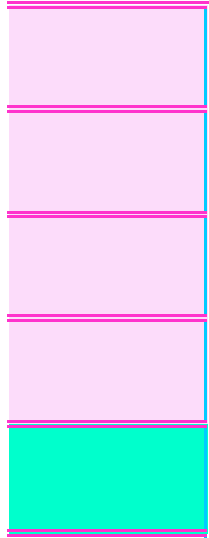
of small  
ns.  
; that mke



Infant Class: Infant B, 6-12 Months	Date: September 10-14, 2018
Approach Toward Learning: Communication, Curiosity, Persistence, Attention	Parents as Partners:
English Vocabulary: Socks, yes, finish	Spanish Vocabulary: sock, yes, finish
American Sign Language (ASL): sock, yes, finish	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Unite: Sing, "Five Little Monkeys" Calm: Give baby a High Five. Connect: Put your hands together with baby's hands. Commit: Clap hands with baby.	Unite: Sing, "Hicky Picky" Calm: Reach baby, clap your hands. Connect: Help baby to clap. Commit: Let's all clap our hands.	Unite: Sing, "This Little Light of Mine" Calm: Hold baby on lap facing you. Connect: Rock the baby. Commit: Tell baby they are safe.	Unite: Sing, "Hush Little baby" pg 6 Calm: Big stretches with baby. Connect: Rub baby's hands while singing "I Love You" Commit: Hold each child in your lap.	Unite: Sing, "If you're a little monkey" Calm: Count with baby. Connect: Show baby finger. Commit: Let's all sing the song.
<b>Language Development</b>	L39 Sensory Glove" Place sensory glove on your hand. Encourage little ones to feel each finger. You might say "this one feels rough, this one feels bumpy"	L38 "Feet" Read Feet. Ask little ones to point to a specific photo. Follow	L26 "Two and three Dimensions" Display photo card #5 (Rattle) Talk about the rattle. Can say rattle makes noise when we shake them. Show baby a real rattle.	L28 "Conversation Starters" Where unique and colorful clothing when changing Diapers or when at the feeding table. Describe the items. Talk about the texture, color, and features.	L30 "Photos" Select a card from the Photo Activity Cards. Talk to the child about the item in the photo. Follow up with suggestions on the back to stimulate discussion.
<b>Cognitive Development</b>	C25 Bottle Rollers Give a baby a bottle roller to roll across the floor. (Sensory bottles). Talk to him about the things inside the bottle. Shake the bottle like a rattle.	C37 "Eyes on the ball" Have two kids face each other. Give them a ball to roll back and forth to each other. Ask them to watch the ball as it rolls.	C36 "Peek-a-boo Plate" Using the peek-a-boo plate hold the plate in front of your face and play peek-a-boo. Invite them to touch the face. Play the game more than once	C35 "Little Monkey" Teach children the finger play. Discuss the meaning of little by comparing an object that is available in two different sizes (large and small block or	C39 "Texture Finger Paint" Paint with texture paint
<b>Social Emotional Development</b>	SE24 "Nose Rubs" Teach baby how to rub noses with you. Older baby maybe able to give you butterfly kisses. By rubbing their eyelashes on your cheek.	SE39 "My family" Show babies how to roll a cylinder to see their family members. Encourage them to point to a specific family member by saying "Where is mommy?"	SE38 "Your hands, my hands" Compare your hands to baby's hands. Ask whose hands are larger? Who has the smallest hands? Talk about things we do with our hands	SE37 "Name that emotion" Talk with little ones during the day about their emotions to help them identify if they are feeling sad, excited, sad, angry or happy.	SE40 "Yes and No" Sing a song about yes and no. Use appropriate head movements. Sing the song slowly so little ones can recognize the movement.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p>P35 "Waving Good Bye" Have Lily the Puppet wave to the baby and encourage the little ones to wave back. Practice waving anytime the baby leaves sight.</p>	<p>P36 "Hands" Read hands book. As you read pause and invite little ones to do the actions with their hands.</p>	<p>P38 "Up and Down" Read Merry-Go Round. Invite children to move up and down like the merry-go-round ponies</p>	<p>P27 "Spider Finger" Show children how to wiggle their fingers to make spider finger. Demonstrate placing your spider finger between light source.</p>	<p>P39 "Twinkle Fingers" Show children how to open and close their hands to represent twinkling stars as you are. On another day, sing "Open Up Your Little Hands" to practice hand movements.</p>
<b>Objectives</b>	<p>C.1.a. Listen with interest to language of others D.1.c Shows interest in colors, shapes, patterns and pictures. A.3.a Develops control of small muscles for manipulation and</p>	<p>C.3.a Enjoys being read to and exploring books C.3.a. Recognizes a favorite book and its cover B.2.d Enjoys pointing to or naming picture of their family member</p>	<p>C.3.d Makes sounds when looking at pictures in a book B.1.c Engages in positive relationship and interactions with adults</p>	<p>B.2.a Expresses a variety of emotions B.3.a Shows ability to cope with stress</p>	<p>B.2.c Makes choices by shaking head "no" or nodding "yes" B.3.c Understands what</p>



ers.  
1,2,3 song.

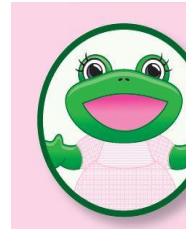
*hoto  
e children  
to. Use the  
of the card  
and offer*

nd no. Use  
ents. Sing  
ones can  
ts.

pen and  
resent  
e singing.  
n, Shut  
movements

shaking  
es"  
"no" means

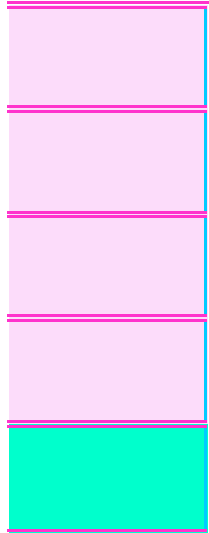




Infant Class: Infant B, 6-12 months	Date: September 17-21, 2018
Approach Toward Learning: Communication, Curiosity, Persistence, Attention	Parents as Partners:
English Vocabulary: SHEEP, COW, ROOSTER	Spanish Vocabulary: SHEEP, COW, ROOSTER
American Sign Language (ASL): SHEEP, COW, ROOSTER	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Unite: Sing, "Good Morning to you pg 61 Calm: Sit with baby in lap, facing mirror Connect: Assist baby with clapping, bouncing, shaking hands	Unite: Sing, Rock a bye pg 61 baby Calm: Hand to knee stretch (66). Stretch out baby's arm and leg muscles gently. Connect: The physical touch when helping baby stretch	Unite: Sing "Hush Little Baby Calm: Rock baby. Connect: Sing to baby as you rock them. Commit: To smiling	Unite: Sing, "Hicky Picky" Calm: Reach baby, clap your hands. Connect: Help baby to clap. Commit: Let's all clap our hands.	Unite: Sing the A, B, C song Calm: Sing softly. Connect: Hold hand with friends. Calm: Show affection to
<b>Language Development</b>	L31 "Look at me" Sit in front of the mirror with a baby and point to and name her facial features	L21 "Find the Music" Hide a musical toy under a blanket. Partially expose the toy so it is not completely hidden. Encourage little one to look for the toy. Say where is the toy.	L28 "Conversation Starter" Wear colorful clothing (beads, sunglasses, funny hat, clown nose) when changing baby's diaper or when feeding. Use these items as a springboard for	L24 "Sound Vibrations" Place a medium -size box or plastic tub over your head and speak. Remove the box or tube again and speak.	L27 "Baby Signs" Teach babies American Sign Language for please, thank you, eat, more, stop, and other
<b>Cognitive Development</b>	C34 One, Two, Three Use the counting sequence "one, two, three" often. Say one two three up you come	C26 "Where's is Lilly?" Let a child watch you hide Lilly the puppet under one of two identical bags or boxes and then ask where is Lilly.	C22 Rattle Retrieval Tie a rattle to the end of a ribbon. Tie the other end to the baby's feeding table. A baby will love tossing the rattle over the side of the chair and retrieving it.	C24 "Mimicking Games" Mimic a baby's actions. When a baby claps you clap, when the baby smiles you smile and when the baby babbles you babble	C29 Ring, Beep, Blink Invite children to play with make sound, or light up. Invite children to explore on their own
<b>Social Emotional Development</b>	S36 Eyes, Ears, Nose, and mouth" Very slowly sing "Eyes, Ears, nose, and mouth" to the tune "head shoulder knees and toes" (Frog Street Baby Song Cd) while pointing to each	SE35 "I can do what you do" Say the rhyme while performing the actions. I can touch my nose, I can touch my eyes, I can touch my toes, I can wave bye-bye. Encourage little one to copy	SE33 "Face" Read the book face. Pause on each page to discuss the facial expressions.	SE29 "Walking My baby" Play "Walking my baby Back Home" (Frog Street Baby Games Cd). Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers	SE23 "Skidamarink" Sing Skidamarink" (Frog songs cd). Sing along with and without the cd. Give when you sing. Use ASL love you"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p>P33 "Sticky Ball" Make a ball by wadding together strips of masking tape sticky side out. Hand the sticky ball to a baby to see what the baby does. Describe the stickiness of the</p>	<p>P32 "Kicking" Exercise a baby's legs after changing a diaper or during floor time while singing the song that's on the card</p>	<p>P29 "Scarf Pull" Stuff a scarf through an tube and demonstrate how to pull the scarf out the other end. Have the little ones try it.</p>	<p>P31 Shake, Shake, Shake Give babies rattles to shake while you play "A walk in the Park" (FS baby songs CD).</p>	<p>P39 "Twinkle Fingers" Show children how to open and close their hands to represent twinkling stars as you are singing. On another day, sing "Open Your Eyes" to practice hand opening.</p>
<b>Objectives</b>	<p>C.3.c Watches when others speak and then makes sounds themselves D.1.b Plays with objects that make sounds D.2.c Begins to react to get an effect</p>	<p>D3.b Looks for hidden objects or toys C.1.b Follows simple requests D.3.b Enjoys playing peek-a-boo A.2.A Develops control of large muscles for movement, navigation and</p>	<p>D.2.b Crawls into, around and over obstacles. D.1.b Touches and feels others face, skin or hair.</p>	<p>C.3.c Enjoys playing with language-like sound D.3.b Enjoys playing peek-a-boo D.4.a Coos, giggles, laughs, when caregiver plays game with the.</p>	<p>C.2.a Uses consistent sounds, gestures, or words to communicate for a variety of purposes C.1.b Follows simple requests A.2.b Moves body to act</p>



ong

i your  
babies.

*Sign  
nk you,help  
r words*

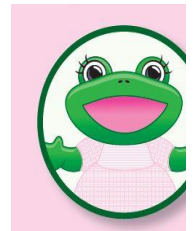
th toys that  
Allow  
eir own.

street Baby  
ith the cd  
baby a hug  
sign for" I

men and  
represent  
the singing.  
men, Shut  
movements

s to  
ty of

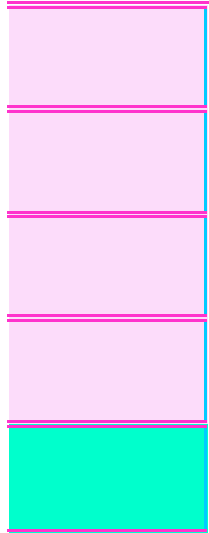
quest  
achieve a goal



<b>Infant Class: Infant B, 6-12 Months</b>	<b>Date: September 24-28, 2018</b>
<b>Approach Towards Learning: Communication, Curiosity, Persistence, Attention</b>	<b>Parents as Partners:</b>
<b>English Vocabulary: please, thank you, more</b>	<b>Spanish Vocabulary: please, thank you, more</b>
<b>American Sign Language (ASL): please, thank you, more</b>	

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	Unite: Sing, "Open Shut them" Pg. 64 Calm: Breathe, inhale slowly. Connect: Talk about which baby are absent. Commit: Remind the baby's that they are safe	Unite: Sing, "Baby Face (Peek-a-Boo)" Pg. 66 Calm: Laughing with baby. Connect: Hold hands with baby and sing. Commit: Talk one on one with each baby.	Unite: Sing, "Skidamarink" Pg. 62. Calm: Big stretches with baby. Connect: Rub baby's hands while singing "I Love You" Commit: Hold each child in your lap.	Unite: Sing, "If you're happy and you it" Pg. 62 Calm: Stretches and breathing. Connect: Sit baby in lap and read a book. Commit: Hold the hands of baby's with your hand.	Unite: Sing, "Hush little b Calm: Sensory bottle play Connect: Have children l with each other. Commit: Make direct eye with baby. Let them know safe.
<b>Language Development</b>	L23 "Alliterative Name" Make Alliterative names for babies, such as Awesome Audrey, Kind Kara. Alliterative names for foods as well such as baby Bananas, and Toasty Toast	L24 "Sound Vibrations" Place a medium box or plastic tub over your head and speak. Remove it and speak again. Speak in high tone and low tone.	L39 "Sensory Glove" Place a Sensory Glove on your hand. Encourage little one to feel each finger of the glove. Talk about the feel of each finger.	L29 "Baggie Book" Sit with the individual child and discuss the picture on each page.	L26 "Two and Three Dimensions" Display photo card #5 R about the rattle. Say R noise when you shake th the photo and say this r make noise
<b>Cognitive Development</b>	C25 Bottle Rollers Give a baby a bottle roller to roll across the floor. (Sensory bottles). Talk to him about the things inside the bottle. Shake the bottle like a rattle.	C22 "Rattle Retrieval" Tie the rattle to the end of piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the table.	C36 "Peek-a-boo Plate" Using the peek-a-boo plate hold the plate in front of your face and play peek-a-boo. Invite them to touch the face. Play the game more than once	C32 "Tactile" Place texture items on the floor have babies crawl or walk on them	C34 "ONE, TWO, THREE" Use counting sequence "one, two, three one, two three, up you can three take a bite.
<b>Social Emotional Development</b>	SE 21 "I can do it" Encourage them to feed themselves with a spoon or with their hands.	SE22 "Pat-a-Foot" Play pat a cake using baby feet. Talk about how feet will take them any where he wants to go if not now some day soon.	SE31 "Peek a boo for two" Place a small blanket over his head and say "Where's [insert baby's name]?" Remove the blanket and say boo.	SE32 "Photo Cards" Place photo card had (photo card activity #24 hat) and place an actual hat so a baby can see the two dimensional photo and the real object	SE34 "WHERE IS LILLY EYES" Ask baby to point to Lilly puppet's eyes. If a child i to show them. Change it to point to another part c

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Development</b>	<p>P24 "Legs up, Boo!" Play the chant with adapted words, "One Potato, Two Potatoes" (Frog Street Baby Games CD). Place baby on his back on the floor and grasp his legs</p>	<p>P25 "Tunnels" Encourage little ones to crawl through the tunnel</p>	<p>P27 "Spider Fingers" Show children how to wiggle their fingers to make spider fingers. Demonstrate placing your spider fingers between a light source and the wall to make</p>	<p>P29 "Scarf Pull" Tie several small scarves together, stuff the scarves into an empty paper towel roll. Demonstrate how to pull the scarf from the paper towel roll</p>	<p>P30 "Drop Slot Container" Show little ones how to circle through the opening of the container.</p>
<b>Objectives</b>	<p>C.3.c Enjoys playing with language-like sounds D.1.b. Plays with objects that make sound D.2.c Begins to repeat actions to get an effect</p>	<p>C.3.c Enjoys playing with language-like sounds C.3.c Participates in activities or songs that require listening A.2.B Crawls on hands and knees</p>	<p>C.1.a Listen with interest to language of others d.1.B Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen.</p>	<p>C.3.a Points to picture when names by an adult C.3.a Enjoys being read to and exploring books C.3.b Understands that pictures can represent real things in the environment</p>	<p>C.3.b Understands that pictures represent real things in the environment. "Points to and names books, themselves and others"</p>



aby" Pg. 62.

y  
hold hands

e contact  
w they are

ion"  
attle. Talk  
ttle makes  
hem. Shake  
attle doesn't

often. Say  
me. One,two

U

the  
is not able  
up and ask  
of lilly's body



slip the foam  
ng of the

pictures can  
:he

dy parts on