



Toddler Club Program

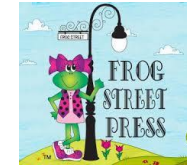
Lesson Plan for Family and Home • La familia y el hogar - Immediate Family • Familia inmediata (Theme 2 Week 1)		Date: October 1 - 5, 2018			
Objective: Children will explore the concept of immediate family including the meaning of family, who is in the family, and how families are alike and different.		Parents as Partners: Send home Parents as Partners Card 5. Explain to parents that singing to their child is a good brain activity. Encourage parents to sing with their child often. Challenge parents to create a special song, sung to a familiar tune, just for their child.			
English Vocabulary: <i>mommy, daddy, brother, sister, baby, family, love, hug</i>		Spanish Vocabulary: <i>mami, papi, hermano, hermana, bebe, familia, amor, abrazo</i>			
American Sign Language (ASL): <i>mommy, daddy, brother, sister, baby, family, love, hug</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Explain families are groups of people who love and care for each other. UNITE: Sing "Mommy's Face"- "La cara de mami". (AG p.4) CALM: Ask children to take a great "daddy breath," then a smaller "mommy breath," and a tiny "baby breath" with you. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate hugging Max. Discuss hugs children receive from mommy and daddy. Point out that hugs are a gentle way to say "I care" BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Where Is Mother" - "Donde esta la mama". (AG p.4) CALM: Remind little ones that taking deep breaths help them be calm. Demonstrate and have them take a great "daddy breath," then a smaller "mommy breath," and a tiny "baby breath" with you. CONNECT: Demonstrate hugging Max. Discuss hugs children receive from mommy and daddy. Pair children and have them hug their friend gently like mommy and daddy. Teach the ASL sign <i>hug</i>. (AG p.2) BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside and say "We are all safe here." Talk about using gentle hands and give examples. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Skidamarink" - "Es amor." (AG p.4) CALM: Remind little ones that taking deep breaths help them be calm. Demonstrate and have them take a great "daddy breath," then a smaller "mommy breath," and a tiny "baby breath" with you. CONNECT: Pair children and have them hug their friend gently like mommy and daddy hugs them. Discuss how we feel when someone gives us a hug. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. Talk with children about using gentle hands and give examples. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Mommy's Face"- "La cara de mami". (AG p.4) CALM: Practice "mommy breaths" with children CONNECT: Pair children and have them hug their friend gently like mommy and daddy hugs them. Discuss how we feel when someone gives us a hug. Recite "I Care" (AG p.5) BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside and say "We are all safe here." Talk about using gentle hands and give examples. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Where Is Mother" - "Donde esta la mama". (AG p.4) CALM: Take deep breaths raising our arms. Remind little ones that taking deep breaths help them be calm. CONNECT: Pair children and have them hug their friend gently like mommy and daddy hugs them. Discuss how we feel when someone gives us a hug. Recite "I Care" (AG p.5) BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside and say "We are all safe here." Talk about using gentle hands and give examples Challenge children to use gentle hands. Calendar/Weather
Language Development	<ul style="list-style-type: none"> "Three Little Kittens" • "Los tres gatitos" Story Folder <p>Display the story props and read the story. Later in the week, after children have heard the story a few times, invite them to chime in on the "meow, meow, meow".</p>	<ul style="list-style-type: none"> "The Three Bears" • "Los tres osos" Story folder <p>Display the props and read the story. Ask: <i>What is the first thing Goldilocks did? Was it ok that she entered the cottage without being invited by the bears?</i></p> <ul style="list-style-type: none"> Invite children to listen to "Three Bear's Rap" • El rap de los tres osos." (FS Sing-Along Songs CD) 	<ul style="list-style-type: none"> Skidamarink - Es amor <p>Read the book and then invite children to find their favorite animal family.</p>	<ul style="list-style-type: none"> "Three Little Kittens" • "Los tres gatitos" Story Folder <p>Display the story props and read the story. Later in the week, after children have heard the story a few times, invite them to chime in on the "meow, meow, meow".</p>	<ul style="list-style-type: none"> "The Three Bears" • "Los tres osos" Story folder <p>Display the props and read the story. Ask: <i>What is the first thing Goldilocks did? Was it ok that she entered the cottage without being invited by the bears?</i></p> <ul style="list-style-type: none"> Invite children to listen to "Three Bear's Rap" • El rap de los tres osos." (FS Sing-Along Songs CD)

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cognitive Development</p>	<ul style="list-style-type: none"> • Photo Activity Cards #9 #10 Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>family</i> (AG p.2) • Make sure the child understands the vocabulary associated with families 	<ul style="list-style-type: none"> • "Family Fun" • "Amor familiar" Poem (AG p.7) • Read the poem to children one-on-one. • Tell the children the things they could enjoy doing with their mommies and daddies. 	<ul style="list-style-type: none"> • Photo Activity Cards #9 #10 Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>family</i> (AG p.2) • Make sure the child understands the vocabulary associated with families 	<ul style="list-style-type: none"> • Mommy and Daddy Names (AG p.7) • Teach the ASL for <i>mommy</i> and <i>daddy</i> (AG p.2) • Ask children what they call their mommy and daddy. Point out that there are many different names people might call their mommy. 	<ul style="list-style-type: none"> • "Family Fun" • "Amor familiar" Poem (AG p.7) • Read the poem to children one-on-one. • Tell the children the things they could enjoy doing with their mommies and daddies.
<p>Social Emotional Development</p>	<ul style="list-style-type: none"> • Family Albums (AG p.8) • Look through the Family Photo Album (p 42) with children. Point out friends and count the members in their family. Discuss the various sizes and types of families. Show children a photo of your family. 	<ul style="list-style-type: none"> • Rock-a-Bye Baby (AG p.8) • Teach the children a lullaby. Rock them back and forth as you sing. Encourage them to sing a baby doll to sleep. • Teach the ASL sign for <i>baby</i>. (AG p.2) 	<ul style="list-style-type: none"> • Holding Hands (AG p.8) • Help each child make a fingerprint handprint in the center of a 6-inch plate. After the print has dried, punch a hole in the top of the plate and add ribbon to make a hanger. Copy the "Handprint Poem" and attach it to the plate. 	<ul style="list-style-type: none"> • Nice Things (AG p.8) • Discuss nice things mommies and daddies do for their children. They cook for them, make sure they have clothes, take them to school, etc. Ask children to think of nice things they can do for mommy and daddy. 	<ul style="list-style-type: none"> • Skidamarink (AG p.8) • Sing "Skidamarink" to children (AG p.4). Discuss loving someone. • Ask: <i>How do you know when someone loves you?</i>
<p>Physical Development</p>	<ul style="list-style-type: none"> • Daddy-O (AG p.9) • Have children form a circle to play this game. 	<ul style="list-style-type: none"> • Family Puppets (AG p.9) • Use the "Family Finger Puppets (p 42) to create family interactions. 	<ul style="list-style-type: none"> • Finger Family "This Is My Family" • "Esta es mi familia" (AG p.9) • Teach children this family finger play. Point to a finger as you introduce each new family member. • Teach the ASL signs for <i>mommy</i>, <i>daddy</i>, <i>brother</i>, <i>sister</i>, and <i>baby</i>. (AG p.2) 	<ul style="list-style-type: none"> • Sing "Five in the Bed" • "Cinco en la cama". (AG p.9) • Use a large towel or folded sheet to represent a bed. Invite children to roll from one side of the "bed" to the other as you sing the song. • Ask: Why does the little one keep saying "roll over"? 	<ul style="list-style-type: none"> • Family Puppets (AG p.9) • Use the "Family Finger Puppets (p 42) to create family interactions.
<p>Outdoor Play</p>	<ul style="list-style-type: none"> • Mommy Says (AG p.3) • Play a version of Simon Says by giving directions to children as if they are from mommy. For example: <i>Mommy says jump. Mami dice salten.</i> 	<ul style="list-style-type: none"> • Family Picnic (AG p.3) • Use picnic props (picnic basket, table cloth, etc.) to serve a snack, or lunch outdoors as a family picnic. 	<ul style="list-style-type: none"> • Mother, May I? (AG p.3) • Encourage the children to do a specific action (jump, take giant steps, etc.) and to say, <i>Mother may I?</i> • <i>Mama, puedo?</i> before they move. 	<ul style="list-style-type: none"> • Mommy Says (AG p.3) • Play a version of Simon Says by giving directions to children as if they are from mommy. For example: <i>Mommy says jump. Mami dice salten.</i> 	<ul style="list-style-type: none"> • Mother, May I? (AG p.3) • Encourage the children to do a specific action (jump, take giant steps, etc.) and to say, <i>Mother may I?</i> • <i>Mama, puedo?</i> before they move.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs - Canciones para cantar juntos de Frog Street "Catalina Magnalina" • "Catalina Margarina" #6 • "Three Bear's Rap" • "El Rap de Los Tres Osos" #21 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street • "The Farmer in the Dell" • "Vicente en el pajar". #31 • "Five Little Ducks" • "Cinco Patitos" #7 • "Five in the Bed" • "Cinco en Una Cama" #6 • "Rock-a-Bye-Baby" #26 	<ul style="list-style-type: none"> • Start Smart Songs for 1's, 2's, and 3's • "Skidamarink" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs - Canciones para cantar juntos de Frog Street "Catalina Magnalina" • "Catalina Margarina" #6 • "Three Bear's Rap" • "El Rap de Los Tres Osos" #21 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street • "The Farmer in the Dell" • "Vicente en el pajar". #31 • "Five Little Ducks" • "Cinco Patitos" #7 • "Five in the Bed" • "Cinco en Una Cama" #6 • "Rock-a-Bye-Baby" #26
Learning Centers	<ul style="list-style-type: none"> • Library and Listening (AG p.3) • Place books about families in a box or basket and invite children to browse through the books. 	<ul style="list-style-type: none"> • Science (AG p.3) • "Mommy and Baby Animals" (pattern) • Invite children to match mommy animals with their babies. • Encourage them to name the animals. Call attention to the fact that mommies have different names than their babies. 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.3) • Encourage children to set the table for family dinner. Discuss the number of settings and the items that are needed for each setting. 	<ul style="list-style-type: none"> • Science (AG p.3) • "Mommy and Baby Animals" (pattern) • Invite children to match mommy animals with their babies. • Encourage them to name the animals. Call attention to the fact that mommies have different names than their babies. 	<ul style="list-style-type: none"> • Creativity Station (AG p.3) • Encourage little ones to draw family portraits. Scribbles are fine. Label the family members as children identify the people in their drawings.
Learning Goals	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)



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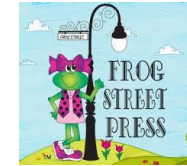
Lesson Plan for Family and Home • La familia y el hogar - Extended Family • Parientes (Theme 2 Week 2)	Date: October 8 - 12, 2018
Objective: Children will explore the concept of extended family, members and discover the important role these family members play in their lives.	Parents as Partners: Send home Parents as Partners Card 6. Encourage parents to engage children in conversations about extended family members. Help parents realize the important social network this provides for their child.
English Vocabulary: <i>grandma, grandpa, grandparents, aunt, uncle, cousin, friend, family</i>	Spanish Vocabulary: <i>abuelita, abuelito, abuelitos, tia, tío, primo/prima, amigo/amiga, familia</i>

American Sign Language (ASL): *grandma, grandpa, grandparents, aunt, uncle, cousin, friend, family*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day		<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about more family members who may or may not live in the same house with us. UNITE: Sing "You Are My Sunshine"-<i>"Mi Lucecita"</i>. (AG p.14) CALM: Demonstrate how grandpa might snore. Ask: Have you ever heard your grandpa snore? Have children copy you. CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Where Is Grandma" - <i>"Donde esta mi abuelita"</i>. (AG p.14) CALM: Have children copy you as you snore in a deep breath and then release it. Hopefully this creates laughter which is another good way to release stress. CONNECT: Use Max to name the children who are absent and send them well wishes. Tell children that there are many ways to greet people. (shake hands, hug, high five, kiss, nod). BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "I Love You Grandma" - <i>"Te quiero abuelita"</i>. (AG p.14) CALM: Have children copy you as you snore in a deep breath and then release it. Hopefully this creates laughter which is another good way to release stress. CONNECT: Remind children that there are many ways to greet people. (shake hands, hug, high five, kiss, nod). Demonstrate two greetings: a high five and a handshake. BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Remind children about using gentle hands. Give examples of gentle hands. Demonstrate gentle hands and hands that are not gentle. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Where Is Grandma" - <i>"Donde esta mi abuelita"</i>. (AG p.14) CALM: Have children copy you as you snore in a deep breath and then release it. Hopefully this creates laughter which is another good way to release stress. CONNECT: Use Max to name the children who are absent and send them well wishes. Tell children that there are many ways to greet people. (shake hands, hug, high five, kiss, nod). BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development		<ul style="list-style-type: none"> • "My Aunt Violet" - "Mi tia Violeta" story folder (AG p.16) • Ask children about aunts that come to visit them. • Talk with children about the things Aunt Violet and the little boy picked up. • Teach the ASL sign for aunt, uncle, cousin 	<ul style="list-style-type: none"> • Gram Is Coming to My House - <i>Abuelita viene a mi casa</i> (AG p.16) • Discuss names children call their grandparents. Explain that in this story the little boy calls his grandmother <i>Gram</i>. • After you read the story a few times, ask them to name the types of vehicles mentioned in the story. 	<ul style="list-style-type: none"> • Grandpa and Me - <i>Mi Abuelo y Yo rhyme</i> (AG p.16) • Share the rhyme. Define oodles. Ask children about activities they do with their grandparents or with special friends. • Teach the ASL signs for <i>grandma</i> and <i>grandpa</i>. (AG p.12) 	<ul style="list-style-type: none"> • Gram Is Coming to My House - <i>Abuelita viene a mi casa</i> (AG p.16) • Discuss names children call their grandparents. Explain that in this story the little boy calls his grandmother Gram. • After you read the story a few times, ask them to name the types of vehicles mentioned in the story.
Cognitive Development		<ul style="list-style-type: none"> • Photo Activity Card #11 Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>family</i>, <i>grandma</i> and <i>grandpa</i> (AG p.12) • Make sure the child understands the vocabulary associated with <i>families</i> 	<ul style="list-style-type: none"> • Grandma's Glasses - <i>Los lentes de abuelita Finger Play</i> (AG p.17) • Teach children this finger play. Ask children to tell you about things that are special about their grandparents. 	<ul style="list-style-type: none"> • Family Celebrations (AG p.17) • Ask children to tell you about occasions their family celebrates, such as birthdays, weddings, graduations and holidays. Be sensitive to cultural differences regarding whether or not these events are celebrated and how they might be celebrated. 	<ul style="list-style-type: none"> • Grandma's Glasses - <i>Los lentes de abuelita Finger Play</i> (AG p.17) • Teach children this finger play. Ask children to tell you about things that are special about their grandparents.
Social Emotional Development		<ul style="list-style-type: none"> • Refrigerator Art (AG p.18) • Encourage children to draw a picture to give to their grandparents. • Talk with them about things they do with their grandparents. 	<ul style="list-style-type: none"> • Grandparent's Love (AG p.18) • Talk with children about your grandparents. Tell children what names you use for them. Tell them where they live and share some of your favorite memories about them. • Sing "Skidamarink" "Es Amor" (AG p.4) 	<ul style="list-style-type: none"> • Grandmother Memory Box rhyme (AG p.18) • Teach children the rhyme. Repeat the rhyme and change <i>kiss</i> to <i>hug</i>. • Ask children to think of other things they might do when they take grandma out of the box 	<ul style="list-style-type: none"> • Grandparent's Love (AG p.18) • Talk with children about your grandparents. Tell children what names you use for them. Tell them where they live and share some of your favorite memories about them. • Sing "Skidamarink" "Es Amor" (AG p.4)
Physical Development		<ul style="list-style-type: none"> • "Let's Clap Our Hands for Grandma" - " <i>Demos unas palmadas por la abuelita</i>". (AG p.19) • Invite children to sing and clap along to this fun song. • Sing the song substituting <i>grandpa</i> for <i>grandma</i>. Use names children call their grandparents. 	<ul style="list-style-type: none"> • Hide-and-Seek (AG p.19) • Talk with children about the game. Ask children if they have ever played this game. • Read Hide-and-Seek. Point out the family interactions in this story. • Play a game of Hide-and-Seek. • Teach the ASL sign for cousin (AG p.12) 	<ul style="list-style-type: none"> • Family Faces (AG p.19) • Place finger paint directly on a table top and invite children to make family faces. • Show them how to make squiggly lines for hair and how to draw a square for a hat • They can make glasses by making two circles for the frames with a bridge between them and then drawing a line from the side of each circle for the "arms" of the glasses that sit on the ears. 	<ul style="list-style-type: none"> • "Let's Clap Our Hands for Grandma" - " <i>Demos unas palmadas por la abuelita</i>". (AG p.19) • Invite children to sing and clap along to this fun song. • Sing the song substituting <i>grandpa</i> for <i>grandma</i>. Use names children call their grandparents.
Outdoor Play		<ul style="list-style-type: none"> • Grandma Says • Play a version of Simon Says by giving directions to children as if they are from grandma. For example: <i>Grandma says jump. Abuelita dice salten.</i> 	<ul style="list-style-type: none"> • Grandma's Flowers (AG p.13) • Invite children to help plant seeds in a planter. 	<ul style="list-style-type: none"> • Grandma, May I? • Encourage the children to do a specific action (jump, take giant steps, etc.) and to say, <i>Grandma may I? • Abuelita, puedo?</i> 	<ul style="list-style-type: none"> • Grandma Says • Play a version of Simon Says by giving directions to children as if they are from grandma. For example: <i>Grandma says jump. Abuelita dice salten.</i>
Music and Movement		<ul style="list-style-type: none"> • Frog Street Action Songs- <i>Canciones de accion de Frog Street CD</i> "Let's Clap Our Hands for Grandma" "Demos palmadas por la abuelita". 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street CD</i> "You Are My Sunshine" - "Eres mi luz:" 	<ul style="list-style-type: none"> • Start Smart Songs for 1s, 2s, and 3s CD "Skidamarink." 	<ul style="list-style-type: none"> • Frog Street Action Songs- <i>Canciones de accion de Frog Street CD</i> "Let's Clap Our Hands for Grandma" "Demos palmadas por la abuelita".

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers		<ul style="list-style-type: none"> • Creativity Station (AG p.13) • Encourage children to "draw" a family portrait that includes grandparents or special friends. • Explain that people beyond mommy, daddy, and siblings are also family members. • Review ASL sign for <i>family</i> (AG p.12) 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.13) • As children explore the dress-up clothes this week, have them describe things that their grandparents wear. 	<ul style="list-style-type: none"> • Construction (AG p.13) • Fold paper in half. Invite children to make a "thinking of you" card for an extended family member they do not see often. 	<ul style="list-style-type: none"> • Library and Listening (AG p.13) • Place books about grandparents, aunts, uncles, and cousins.
Learning Goals		<ul style="list-style-type: none"> • Engages in positive relationships with adults (B.1.d) • Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) • Understands and begins to use language for conversation and communication (C.2.c.) • Uses senses to investigate environment (D.1.b.) • Begins to demonstrate healthy and safe habits (A.1.h.) • Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) • Begins to develop personal relationships with peers (B.4.d) • Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) • Understands and begins to use oral language for conversation and communication (C.2.c) • Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> • Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) • Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Begins to learn and internalize rules, routines, and directions (B.3.e.)

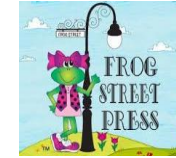


Toddler Club Program

Lesson Plan for Family and Home • La familia y el hogar - Pets • Mascotas (Theme 2 Week 3)		Date: October 15 - 19, 2018			
Objective: Children will add pets to their study of family and explore how and why pets are considered family members.		Parents as Partners: Send home Parents as Partners Card #7. Encourage parents to create "sound shakers" for their child to explore cause-and-effect relationships that will help develop their problem-solving skills.			
English Vocabulary: <i>dog, guinea pig, cat, hermit crab, goldfish, bird, turtle, hamster</i>		Spanish Vocabulary: <i>perro, conejillo de indias, gato, cangrejo ermitano, pez dorado, pajaro, tortuga, hamster</i>			
American Sign Language (ASL): <i>dog, guinea pig, cat, hermit crab, goldfish, bird, turtle, hamster</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about pets. Explain that many families consider their pets to be family members. UNITE: Sing "My Dog Rags" "Mi perro Harapos". (AG p.24) CALM: Invite children to join you in imitating how a dog pants. Say, <i>Dogs pant when they are hot. Panting helps dogs cool down.</i> CONNECT: Use Max to name the children who are absent and send them well wishes. Teach ASL sign <i>hug</i>. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Where, Oh Where Has My Little Dog Gone? " "A donde se ha ido mi perrito?". (Start Smart Songs for 1's, 2's, 3's CD) CALM: Invite children to pant with you. For people, this is called <i>carburetor breathing</i>. Breathing helps relax us and the air we take into our lungs keeps us alert. CONNECT: Use Max to name the children who are absent and send them well wishes. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands (paws). BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "On the First Day of Summer" "En el primer dia de verano". (Start Smart Songs for 1's, 2's, 3's CD) CALM: Invite children to join you in imitating how a dog pants. Say, Dogs pant when they are hot. Panting helps dogs cool down. CONNECT: Use Max to name the children who are absent and send them well wishes. Teach ASL sign hug. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing Sing "My Dog Rags" "Mi perro Harapos". (AG p.24) CALM: Invite children to pant with you. For people, this is called carburetor breathing. Breathing helps relax us and the air we take into our lungs keeps us alert. CONNECT: Use Max to name the children who are absent and send them well wishes. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands (paws). BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Where, Oh Where Has My Little Dog Gone? " "A donde se ha ido mi perrito?". (Start Smart Songs for 1's, 2's, 3's CD) CALM: Invite children to pant with you. For people, this is called <i>carburetor breathing</i>. Breathing helps relax us and the air we take into our lungs keeps us alert. CONNECT: Use Max to name the children who are absent and send them well wishes. Ask children about tricks their dogs can do. Point out that many dogs are good at shaking hands (paws). BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • Old Gray Cat - El Vejo Gato Gris (AG p.26) • Select one child to be the cat. The other children will be mice. • Teach the ASL sign for <i>cat</i>. (AG p.22) 	<ul style="list-style-type: none"> • Just Jasper and Me • Solo Jasper y Yo (AG p.26) • After reading the story a couple of times, Ask: <i>What are some of the things that Jasper does?</i> - <i>Cuales son algunas de las cosas que Jasper hace? Where does Jasper sleep?</i> - <i>Donde duerme Jasper?</i> 	<ul style="list-style-type: none"> • "A Pet of My Own" • "Mi propia mascota" story folder (AG p.26) • Display the story props and present the story. • Ask: <i>What happened to the lizard Austin tried to keep?</i> - <i>Que paso con la lagartija que Austin trato de tener?</i> 	<ul style="list-style-type: none"> • Old Gray Cat - El Vejo Gato Gris (AG p.26) • Select one child to be the cat. The other children will be mice. • Teach the ASL sign for <i>cat</i>. (AG p.22) 	<ul style="list-style-type: none"> • Just Jasper and Me • Solo Jasper y Yo (AG p.26) • After reading the story a couple of times, Ask: <i>What are some of the things that Jasper does?</i> - <i>Cuales son algunas de las cosas que Jasper hace? Where does Jasper sleep?</i> - <i>Donde duerme Jasper?</i>
Cognitive Development	<ul style="list-style-type: none"> • Lost Dog (AG p. 27) • Hide a stuffed dog in the classroom. Tell children that you have lost your dog and need their help finding him. Give clues to guide the searchers. • Discuss what people do when they lose a dog. • Discuss ways to prevent pet loss and ways to help pets be returned to their owners when they are found. 	<ul style="list-style-type: none"> • Pet Homes (AG p.27) • Provide the Pets and Homes Matching Cards. Encourage children to match each pet to its home. • As children match pictures, talk with them about why each home fits the needs of the pet that lives there. 	<ul style="list-style-type: none"> • Photo Activity Card #12, #13 • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>dog, cat, goldfish, parakeet, guinea pig, hamster, hermit crab, and turtle</i> (AG p.22) 	<ul style="list-style-type: none"> • Pet Graph (AG p.27) • Cut the pictures apart (dog, cat, hamster, turtle, fish, bird) and glue them along the bottom of a poster board. • Have each child point to the pet they like the best. 	<ul style="list-style-type: none"> • Lost Dog (AG p. 27) • Hide a stuffed dog in the classroom. Tell children that you have lost your dog and need their help finding him. Give clues to guide the searchers. • Discuss what people do when they lose a dog. • Discuss ways to prevent pet loss and ways to help pets be returned to their owners when they are found.
Social Emotional Development	<ul style="list-style-type: none"> • Pet Stories (AG p.28) • Tell children about pets you have or have had. If you considered your pet a member of your family, tell children why. 	<ul style="list-style-type: none"> • This Little Kitty - Este gatito finger play (AG p.28) • Teach children the finger play. • Explain that a kitty or kitten is a baby cat. • Ask: <i>What sounds do cats make? When do they purr? What sounds do you make when you are happy?</i> 	<ul style="list-style-type: none"> • Caring for Dogs (AG p.28) • Gather dog supplies. Discuss the items with children. • Discuss taking care of a dog. Help children understand that our pets are dependent on us for food, water, and shelter. 	<ul style="list-style-type: none"> • Smart Puppies - Cinco Perritos Listos finger play (AG p.28) • Explain that a puppy is a baby dog or young dog. Talk about being kind to animals and point out that our pets are dependent on us to feed them and take care of them. 	<ul style="list-style-type: none"> • Pet Stories (AG p.28) • Tell children about pets you have or have had. If you considered your pet a member of your family, tell children why.
Physical Development	<ul style="list-style-type: none"> • Pet Moves (AG p.29) • Encourage children to imitate animal moves-swim like a goldfish, crawl like a crab, fly like a bird. • Teach the ASL for <i>dog, cat, goldfish, parakeet, guinea pig, hamster, hermit crab, and turtle</i>. (AG p.22) 	<ul style="list-style-type: none"> • Fly Away (AG p.29) • Discuss birds as pets. Give each child two small plates to use as wings. • Play classical music and invite children to fly to the music. • Point out that we keep birds safe in birdcages so they won't accidentally fly out the door and get lost. 	<ul style="list-style-type: none"> • Pet Moves (AG p.29) • Encourage children to imitate animal moves-swim like a goldfish, crawl like a crab, fly like a bird. • Teach the ASL for <i>dog, cat, goldfish, parakeet, guinea pig, hamster, hermit crab, and turtle</i>. (AG p.22) 	<ul style="list-style-type: none"> • Sing "Fido" • "Fido". (AG p.29) • Teach children the song. Discuss dog tricks. • Teach ASL sign for <i>dog</i> (AG p.22). • Point out that teaching a <i>dog</i> tricks requires patience. 	<ul style="list-style-type: none"> • Cat Moves (AG p.29) • Invite little ones to pretend to be cats. Show them how to stretch, lie on their backs as if sunning, rub their eyes with their "paws," stalk, pounce, and arch.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor Play	<ul style="list-style-type: none"> • My Dog Says • Play a version of Simon Says by giving directions to children as if they are from your <i>dog</i>. For example: <i>My dog says jump. Mi perro dice saltar.</i> 	<ul style="list-style-type: none"> • Turtle Hunt (AG p.23) • Hide plastic turtles and frogs in the sand and challenge children to find them. 	<ul style="list-style-type: none"> • Chasing Balls (AG p.23) • Discuss how much dogs love to chase balls. Invite children to pretend to be dogs as they chase after balls you toss. 	<ul style="list-style-type: none"> • Turtle Hunt (AG p.23) • Hide plastic turtles and frogs in the sand and challenge children to find them. 	<ul style="list-style-type: none"> • My Dog Says • Play a version of Simon Says by giving directions to children as if they are from your <i>dog</i>. For example: <i>My dog says jump. Mi perro dice saltar.</i>
Music and Movement	<ul style="list-style-type: none"> • Start Smart Songs for 1s, 2s, and 3s CD "On the First Day of Summer." "Where, Oh Where Has My Little Dog Gone?" "Old Gray Cat" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street CD "My Dog Rags" - "Mi Perro Harapos:" "Fido" - "Fido" 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street CD "The Farmer in the Dell" - "Vicente en el Pajar". "Mouret-Rondeau (Classical Guitar) 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street CD "My Dog Rags" - "Mi Perro Harapos:" "Fido" - "Fido" 	<ul style="list-style-type: none"> • Start Smart Songs for 1s, 2s, and 3s CD "On the First Day of Summer." "Where, Oh Where Has My Little Dog Gone?" "Old Gray Cat"
Learning Centers	<ul style="list-style-type: none"> • Creativity Station (AG p.23) • Show children how to draw cat whiskers. • Demonstrate making a dog paw print by rolling your fist in paint and then pressing it on a sheet of paper. • Use a marker to draw toenails. 	<ul style="list-style-type: none"> • Gross Motor (AG p.23) • Make a masking tape line on floor to represent the top of a fence. Demonstrate balance and point out that cats have a good sense of balance. • Have children crawl down the "fence" pretending to be cats. 	<ul style="list-style-type: none"> • Creativity Station (AG p.23) • Show children how to draw cat whiskers. • Demonstrate making a dog paw print by rolling your fist in paint and then pressing it on a sheet of paper. • Use a marker to draw toenails. 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.23) • Encourage children to add pets to their pretend play. • Suggest they bathe, walk, feed, and play with their pets. 	<ul style="list-style-type: none"> • Discovery (AG p.23) • Have the children come up to the fish pond and feed the fish • Explain that the fish have to be cared for and someone needs to feed them because they are hungry!
Learning Goals	<ul style="list-style-type: none"> • Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) • Understands and begins to use oral language for conversation and communication (C.2.c) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Demonstrates persistence in learning and discovery (E.2.a.) 	<ul style="list-style-type: none"> • Engages in positive relationships with adults (B.1.d) • Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) • Understands and begins to use language for conversation and communication (C.2.c.) • Shows awareness of relationships to family • Uses senses to investigate environment (D.1.b.) • Develops a playful interest in repetitive sounds and words (rhythm, rhyme, alliteration) (C.3.b.) • Engages in positive relationships and interactions with adults (B.1.d.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) • Engages in positive relationships with adults (B.1.d) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Demonstrates receptive language and expressive language skills and communication strategies (C.1.d.) 	<ul style="list-style-type: none"> • Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) • Understands and begins to use oral language for conversation and communication (C.2.c) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Demonstrates persistence in learning and discovery (E.2.a.) 	<ul style="list-style-type: none"> • Engages in positive relationships with adults (B.1.d) • Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) • Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Begins to learn and internalize rules, routines, and directions (B.3.e.)



Toddler Club Program



Lesson Plan for Family and Home • La familia y el hogar -Homes • Hogares (Theme 2 Week 4)	Date: October 22 - 26, 2018
Objective: Children will explore the concept of home including homes for people and homes for animals.	Parents as Partners: Send home Parents as Partners Card #8. Encourage parents to spend quality time with their child. Explain the importance of a secure and trusting attachment between parent and child.
English Vocabulary: home, apartment, condo, mobile home, tent, fishbowl, doghouse, birdcage	Spanish Vocabulary: casa, departamento, condominio, casa movil, carpa, pecera, casa del perro, jaula

American Sign Language (ASL): home, apartment, condo, mobile home, tent, fishbowl, doghouse, birdcage

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Starting the Day</p>	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about homes. UNITE: Sing "Here We Go 'Round the Mulberry Bush." CALM: Discuss the location and function of water faucets in homes. Demonstrate a calming strategy called Drain. Say: I am letting all my stress and worry drain out of my fingers just like water from a faucet. CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Some People Live in Big Houses" • "Alguna gente viven en casas grandes". CALM: Demonstrate the calming strategy called Drain. Encourage little ones to try Drain. Have them tighten their muscles and close their fists tightly to stop the "water" from flowing, and then release the water and their tension. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the poem "To Market, To Market" with a partner Point out that you are walking slowly in a circle and when you spread your arms, you do it gently. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Do You Know the Muffin Man?" • "Conocen al Sr. Pastel?" CALM: Demonstrate the calming strategy called Drain. Encourage little ones to try Drain. Have them tighten their muscles and close their fists tightly to stop the "water" from flowing, and then release the water and their tension. CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Some People Live in Big Houses" • "Alguna gente viven en casas grandes". CALM: Demonstrate the calming strategy called Drain. Encourage little ones to try Drain. Have them tighten their muscles and close their fists tightly to stop the "water" from flowing, and then release the water and their tension. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the poem "To Market, To Market" with a partner Point out that you are walking slowly in a circle and when you spread your arms, you do it gently. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Here We Go 'Round the Mulberry Bush." CALM: Discuss the location and function of water faucets in homes. Demonstrate a calming strategy called Drain. Say: I am letting all my stress and worry drain out of my fingers just like water from a faucet. CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • "Sweet Mother" • "Dulce mama" story folder (AG p. 36) • Present the story. Discuss the humor in the story. Don't be surprised if the little ones don't catch all the odd things in the story. • Ask: How is the shoe house different from your house? 	<ul style="list-style-type: none"> • <i>The Three Little Pigs</i> • <i>Los tres cerditos</i> Developmental Storybook (AG p. 36) • Read level 1 of the story for the first reading. • Ask children to describe the homes the pigs built. • Teach the ASL sign for home (AG p.32) Ask: Why are the straw houses and stick houses so easy to blow down? 	<ul style="list-style-type: none"> • "The Three Bears" • "Los tres osos" story folder (AG p.36) • Point out the cottage in the cover of the folder. Have children identify the windows, door, roof and chimney. • Present the story. Ask children about beds, chairs, and bowls in their homes. 	<ul style="list-style-type: none"> • <i>The Three Little Pigs</i> • <i>Los tres cerditos</i> Developmental Storybook (AG p. 36) • Read level 1 of the story for the first reading. • Ask children to describe the homes the pigs built. • Teach the ASL sign for home (AG p.32) Ask: Why are the straw houses and stick houses so easy to blow down? 	<ul style="list-style-type: none"> • "Sweet Mother" • "Dulce mama" story folder (AG p. 36) • Present the story. Discuss the humor in the story. Don't be surprised if the little ones don't catch all the odd things in the story. • Ask: How is the shoe house different from your house?
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #14 (homes-hogares) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>home</i> • Make sure the child understands the vocabulary associated with homes 	<ul style="list-style-type: none"> • Photo Activity Cards #15 #16 (apartment, condo-departamento, condominio) (mobile home, tent - casa movil, carpa) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>apartment, tent, mobile home</i> 	<ul style="list-style-type: none"> • How Many? Finger play (AG p. 37) • Teach children the finger play. Ask <i>how many people live in your house?</i> Have children count family members on their fingers. Draw a house and invite children to draw their family members inside. 	<ul style="list-style-type: none"> • Pets and Homes Matching Cards (AG p. 37) • Invite children to match pets to their homes using the "Pets and Homes Matching Cards". Explain that pets have homes within our homes and in our yards. Their homes are places where they feel safe. • Teach the ASL for <i>fishbowl, doghouse, and birdcage</i> 	<ul style="list-style-type: none"> • Photo Activity Card #14 (homes-hogares) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>home</i> • Make sure the child understands the vocabulary associated with homes
Social Emotional Development	<ul style="list-style-type: none"> • "What I Like to Do" • "Lo que me gusta hacer". (AG p.38) • Talk with little ones about things they do at home for fun. Sing this song and insert children's names and favorite activities into the verses. 	<ul style="list-style-type: none"> • Play This Little Piggy • Este cerdito. (AG p.38) • Teach children how to play using their own toes. 	<ul style="list-style-type: none"> • Stretching (AG p. 38) • Do this little stretching exercise with each child. • Discuss doors, windows, and ceilings as parts of a home. 	<ul style="list-style-type: none"> • Houses (AG p.38) • Discuss animal homes and teach the children this finger play. • Remind children about the pet homes we studied last week. 	<ul style="list-style-type: none"> • "What I Like to Do" • "Lo que me gusta hacer". (AG p.38) • Talk with little ones about things they do at home for fun. Sing this song and insert children's names and favorite activities into the verses.
Physical Development	<ul style="list-style-type: none"> • Two Little Houses • Dos casitas finger play (AG p.39) • Teach children the finger play. Discuss the location and function of windows in a house. 	<ul style="list-style-type: none"> • Go In and Out the Windows (AG p.39) • Have children stand in a circle and play this game. 	<ul style="list-style-type: none"> • My Bedroom (AG p.39) • Talk with children about their bedroom. Ask: What do you like best in your bedroom? • Teach the ASL signs for <i>home, apartment</i> (AG p.32) 	<ul style="list-style-type: none"> • Go In and Out the Windows (AG p.39) • Have children stand in a circle and play this game. 	<ul style="list-style-type: none"> • Two Little Houses • Dos casitas finger play (AG p.39) • Teach children the finger play. Discuss the location and function of windows in a house.
Outdoor Play	<ul style="list-style-type: none"> • Tent Home (AG p.33) • Construct a tent from a sheet. 	<ul style="list-style-type: none"> • Animal Homes (AG p.33) • Take a walk in search of animal homes (bird nests, anthills) 	<ul style="list-style-type: none"> • Tent Home (AG p.33) • Construct a tent from a sheet. 	<ul style="list-style-type: none"> • Animal Homes (AG p.33) • Take a walk in search of animal homes (bird nests, anthills) 	<ul style="list-style-type: none"> • Tent Home (AG p.33) • Construct a tent from a sheet.
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Some People Live in Big Houses" - "Alguna gente viven en casas grandes". "Do You Know the Muffin Man?" - "Conoces al Sr. Pastel?" 	<ul style="list-style-type: none"> • Frog Street Action Songs-Canciones de accion de Frog Street "Go In and Out the Windows" - "Entra y sal por la ventana". "Here We go 'Round the Mulberry Bush" - "Hacemos la Ronda al Sauce Lloron" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Some People Live in Big Houses" - "Alguna gente viven en casas grandes". "Do You Know the Muffin Man?" - "Conoces al Sr. Pastel?" 	<ul style="list-style-type: none"> • Frog Street Action Songs-Canciones de accion de Frog Street "Go In and Out the Windows" - "Entra y sal por la ventana". "Here We go 'Round the Mulberry Bush" - "Hacemos la Ronda al Sauce Lloron" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Some People Live in Big Houses" - "Alguna gente viven en casas grandes". "Do You Know the Muffin Man?" - "Conoces al Sr. Pastel?"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Centers</p>	<ul style="list-style-type: none"> • Library and Listening (AG p.33) • Place a sheet over a table to create a tent. Invite children to look at books inside the tent. Point out that tents can be temporary homes when families travel. 	<ul style="list-style-type: none"> • Creativity Station (AG p.33) • Encourage children to create floral arrangements for their homes using floral supplies (plastic). 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.33) • Encourage children to play house. 	<ul style="list-style-type: none"> • Construction (AG p.33) • Challenge children to build "homes". They will be more successful if you take the time to build with them. 	<ul style="list-style-type: none"> • Library and Listening (AG p.33) • Place a sheet over a table to create a tent. Invite children to look at books inside the tent. Point out that tents can be temporary homes when families travel.
<p>Learning Goals</p>	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)