



| Infant Class: Infant A-1 (0-6 Months)                                       |  | Date: November 5-9, 2018   |  |   |  |
|---|--|--|--|---|--|
| Approach Towards Learning: Communication, Curiosity, Attention, Persistence |  | Parents as Partners: Letter 14   |  |   |  |
| English Vocabulary: Puppet, Teddy Bear, Bird, Truck, Apple                  |  | Spanish Vocabulary: Marioneta, Osito de pulche, Pajaro, Camion, Manzana  |  |   |  |
| American Sign Language (ASL): Open  |  |  |  |   |  |
| LESSON COMPONENTS   | Monday   | Tuesday  | Wednesday  | Thursday  | Friday   |
| <b>Brain Start Way to Start the Day</b>                                     | <b>Unite:</b> "Old MacDonald Had a Farm"<br><b>Calm:</b> Stretching Arms and Legs<br><b>Connect:</b> Use Lily to welcome everyone to class.<br><b>Book:</b> <u>Dora's Duck</u><br><b>Photo Activity Card:</b> #13 Dog  | <b>Unite:</b> "Good Morning to You"<br><b>Calm:</b> Shake a Rattle<br><b>Connect:</b> Rock each baby in your arms.<br><b>Book:</b> <u>Animals Talk</u><br><b>Photo Activity Card:</b> #14 Cat  | <b>Unite:</b> "Hush Little Baby"<br><b>Calm:</b> Laughing<br><b>Connect:</b> Rock each baby in your arms.<br><b>Book:</b> <u>Pets</u><br><b>Photo Activity Card:</b> #15 Bird  | <b>Unite:</b> "Row, Row, Row, Your Boat"<br><b>Calm:</b> Breathing<br><b>Connect:</b> Use Lily to welcome everyone to class.<br><b>Book:</b> <u>Things That Go</u><br><b>Photo Activity Card:</b> #11 Truck   | <b>Unite:</b> "Head, Shoulders, Knees, and Toes"<br><b>Calm:</b> Shake a rattle<br><b>Connect:</b> Give a hug to each baby.<br><b>Book:</b> <u>Little Boy Blue</u><br><b>Photo Activity Card:</b> #17 Apple  |
| <b>Language Development</b>   | <b>Crunch! Slurp! (L16)</b><br>Discuss the sound babies make when they eat and drink. Discuss the color, taste, and texture of the food baby is eating or the play food in the classroom.  | <b>Here Are My Feet (L17)</b><br>Put a pair of brightly colored socks on baby. Talk about the different patterns or details with her. Make up a rhyme about feet or recite this one: One foot, two feet, Isn't that neat? One Foot, two feet, Isn't that sweet?  | <b>What's This? (L18)</b><br>Keep a box or basket of interesting items by the diaper changing table. Hand a baby an item to hold and explore while you are changing his diaper. Talk with him about the attributes of the item and be sure to name it for baby.  | <b>Textured Bottles (L19)</b><br>Call baby's attention to your face before starting to feed him by calling his name and smiling. Tell him you have an interesting bottle for him today. Use velcro to attach a piece of fabric to the baby's bottle. As he takes the bottle describe the texture and color of the fabric. Sing the "Drink Your Milk" Song   | <b>Ba-Ba-Ba-Ba (L20)</b><br>Sing "Twinkle, Twinkle, Little Star" substituting "ba-ba-ba-ba" for the lyrics. Play the song, "Ram, Sam, Sam" (Frog Street Baby Songs CD.) Sing along with the song and bicycle baby's legs while singing. Open and close the legs on the lines "A- raffe! A- raffe!" and "A mommy! A mommy!"   |
| <b>Cognitive Development</b>  | <b>Change It Up (C16)</b><br>Make small changes to a baby's typical environment and observe if the baby notices them. Make changes by the diaper area or other area's of the baby's space in the room.   | <b>Balloon Watch (C17)</b><br>Tie a balloon to a baby's crib and watch her track the movement of the balloon as it floats overhead. You can also anchor the balloon and let it float overhead when a baby is laying on her back in the play area.  | <b>Problem Solving (C18)</b><br>Place baby on her tummy at one end of a towel and place a colorful toy on the other end of the towel. Observe if the baby can figure out that she can pull the towel to get the toy. When a baby is holding a toy in each hand, offer her a third toy. Observe what she does to solve this problem.      | <b>Paper Bag Blocks (C19)</b><br>Lay baby on her tummy in the play area. Place a small tower of two or three Paper Bag Blocks in front of her. Invite her to knock down the tower. She may have her own ideas about how to interact with the structure. Follow her lead.  | <b>I See Yellow (C20)</b><br>Place Shades of Yellow squares in the Pocket Cube and place it within baby's view. Turn it occasionally as a baby begins to develop wiring that allows him to see the differences in the shades of yellow. On another day, surround a baby with all yellow toys.  |
| <b>Social Emotional Development</b>   | <b>You Are My Sunshine (SE16)</b><br>Sing "You Are My Sunshine" (Frog Street Baby Songs CD) Sing along with the CD and then without the CD. Babies need to hear your voice and see your mouth move in order to develop language. Sing some of your favorite songs to babies. | <b>Hands and Feet (SE17)</b><br>Place colorful scrunchies on a baby's wrists. On another occasion, place colorful socks on baby's feet. Describe the scrunchies and socks. Call attention to the colors. If there is a design or pattern, describe it.   | <b>This Little Piggy (SE18)</b><br>Sit with baby in your lap facing away from you. Say, "This Little Piggy" using baby's toes as pigs. Giggle when you excitedly say the last line. Your giggle will clue the baby that the rhyme is funny. Say the rhyme a few times and repeat often on other occasions.                               | <b>So Big (SE19)</b><br>Place a baby in your lap on the floor facing you. Hold the baby's hands together and ask, "How big is baby?" Then answer, "So big!" as you spread the baby's hands out to the side. Repeat several times and then repeat throughout the day.  | <b>See and Do (SE20)</b><br>Make a sound and encourage baby to copy it. Stick out your tongue and encourage baby to do the same. Try a variety of sounds (babbling, repeating syllable like ma-ma-ma). Try a series of movements (putting your hands together, waving, wiggling fingers). If the baby responds continue the game. If the baby doesn't copy you, turn the game around and copy her.                   |
| <b>Physical Development</b>   | <b>Baby's Hokey Pokey (P16)</b><br>Play "Baby's Hokey Pokey" (Frog Street Baby Games CD). Follow the directions in the lyrics and help babies move along with the music.   | <b>That's My Baby (P17)</b><br>Play "Yes, Sir, That's My Baby" (Frog Street Baby Games CD) Begin by clapping your hands gently and then clapping baby's hands in the same manner. On "patty cake," turn the baby's palms out toward you and tap the baby's hands three times. On "shake," hold both of the baby's hands and move them up and down as if shaking hands. | <b>Hand-to-Knee Stretch (P18)</b><br>Lay a baby on the floor on his back. Play "Mary Had a Little Lamb" (Frog Street Baby Games CD). Follow the directions in the adapted lyrics to exercise baby's arms and legs. Continue exercising baby's muscles using "One Potato, Two Potato" or "Toe to Ear Stretch" (Frog Street Baby Games CD) | <b>Scooting (P19)</b><br>Place an older baby (4-6) months on the floor on his tummy. Place a colorful toy in front of him and encourage him to get it. Use encouraging words, such as "come on" and "You can do it" in a high pitched voice. Move the toy from side to side to hold the baby's attention. When you notice the baby getting tired or losing interest, move the toy within his reach. | <b>Crawling Buddies (P20)</b><br>Get on the floor and crawl with a baby who is just learning to crawl to encourage her to stick with the activity longer. If a baby is not yet up to her hands and knees, join her in whichever form of movement she is using. Once a baby's is crawling with ease, set up interesting pathways in a pattern along her route. See "Crawling Chant" in Welcome to Frog Street Infant. |

| LESSON COMPONENTS                                    | Monday   | Tuesday   | Wednesday  | Thursday   | Friday   |
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| <p style="text-align: center;"><b>Objectives</b></p> | <p>C.1.a. Listens with interest to the language of others.<br/> C.3.c. Hears and distinguishes the sounds and rhythms of language.<br/> D.1.a. Pays attention and exhibits curiosity in people and objects.<br/> 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.<br/> A.1.d. Begins to demonstrate healthy and safe habits.<br/> B.1.b. Shows social interaction with a smile and mutual eye gaze.<br/> C.1.a. Enjoys an adult's singing.<br/> A.2.a. Develops control of large muscles for movement, navigation, and balance.<br/> A.2.b. Moves body to achieve a goal.</p> | <p>C.1.b. Smiles when spoken to.<br/> C.1.b. Responds to caregiver's body language and direction.<br/> D.1.a. Pays attention and exhibits curiosity in people and objects.<br/> B.2.b. Explores own hands and feet.<br/> D.3.a. Looks intently at new faces or objects.<br/> A.3.a. Develops control of small muscles for manipulation and exploration.<br/> A.3.b. Coordinates eye and hand movements.</p> | <p>C.2.a. Responds to caregiver's talk by babbling.<br/> C.1.a. Listens with interest to the language of others.<br/> D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems.<br/> D.2.c. Applies knowledge to new situations.<br/> B.4.a. Watches others and tracks their behavior.<br/> C.1.a. Listens with interest to the language of others.<br/> A.2.a. Develops control of large muscles for movement, navigation, and balance.<br/> A.2.b. Moves body to achieve a goal.</p> | <p>C.1.a. Enjoys an adult's singing.<br/> C.3.c. Moves body or makes sounds during familiar songs, fingerplays and rhymes.<br/> D.1.a. Reaches out to touch objects.<br/> D.1.b. Hits or kicks toys to make them move.<br/> B.2.a. Expresses several clearly different emotions (happiness, sadness, anger, surprise)<br/> B.4.a. Watches others and tracks their behavior.<br/> A.2.b. Scoots forward or backward.<br/> D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems.</p> | <p>C.2.a. Imitates sounds like "da" when caregiver says "da"<br/> C.3.c. Enjoys playing with language-like sounds.<br/> D.1.c. Notices size, shape, and color of objects.<br/> B.1.a. Imitates familiar adult's body language and sounds.<br/> A.2.b. Rocks, rolls, crawls from place to place.<br/> A.2.b. Crawls on hands and knees.</p> |



| <b>Infant Class: Infant A-2 &amp; Infant B (6-12 Months)</b>                       |   |  | <b>Date: November 5-9, 2018</b>   |   |  |
|--|---|--|---|---|--|
| <b>Approach Towards Learning: Communication, Curiosity, Attention, Persistence</b> |   |  | <b>Parents as Partners: Letter 14</b>   |   |  |
| <b>English Vocabulary: Face, Blocks, Body, Bird, Shoe</b>                          |   |  | <b>Spanish Vocabulary: cara, bloques, cuerpo, pajaro, zapatos</b>   |   |  |
| <b>American Sign Language (ASL): Open</b>  |   |  |   |   |  |
| LESSON COMPONENTS  | Monday  | Tuesday  | Wednesday   | Thursday  | Friday   |
| <b>Brain Start Way to Start the Day</b>  | <b>Unite:</b> "Morning Greeting"<br><b>Calm:</b> Breathing<br><b>Connect:</b> Rock each baby in your arms.<br><b>Book:</b> <u>Jack and Jill</u><br><b>Photo Activity Card:</b> #3 Face  | <b>Unite:</b> "You Are My Sunshine"<br><b>Calm:</b> Laughing<br><b>Connect:</b> Play pat-a-cake<br><b>Book:</b> <u>Merry -Go-Round</u><br><b>Photo Activity Card:</b> #6 Blocks  | <b>Unite:</b> "Good Morning to You"<br><b>Calm:</b> Shake a rattle<br><b>Connect:</b> "Open Shut Them"<br><b>Book:</b> <u>Dora's Ducks</u><br><b>Photo Activity Card:</b> #4 Body   | <b>Unite:</b> "Row, Row, Row, Your Boat"<br><b>Calm:</b> Greet each baby with Lily<br><b>Connect:</b> Read a book to baby.<br><b>Book:</b> <u>Little Boy Blue</u><br><b>Photo Activity Card:</b> #15 Bird   | <b>Unite:</b> "Thank You"<br><b>Calm:</b> Count fingers and toes<br><b>Connect:</b> Roll a ball on the floor with baby.<br><b>Book:</b> <u>Feet</u><br><b>Photo Activity Card:</b> #21 Shoes   |
| <b>Language Development</b>  | <b>Floor Covers (L36)</b><br>Change a baby's environment by placing her on a color beach towel or blanket during floor time. Place a photo Activity Card on the towel or blanket. Sit with baby and talk with her about the image on the card. Ask her to point to the image on the card.   | <b>Much to Say (L37)</b><br>Select an interesting toy from the toy box. Sit with baby on your lap and discuss the toy in detail. Point out how it is used, its color, its shape, and its texture. If the toy makes a noise discuss the sound. If the baby shows interest, do the activity again with another toy.  | <b>Feet (L38)</b><br>Use an enthusiastic voice to read the <u>Feet</u> board book to children. Ask little ones to point to specific photos. Reread the book often. Observe children who begin to recognize the book by its cover. Follow up by playing "Walking My Baby Back Home" (Frog Street Baby Games CD). | <b>Sensory Glove (L39)</b><br>Place a sensory glove on your hand. Encourage little ones to feel each finger of the glove. Talk about the feel of each finger on the glove. At another time, wear the glove while you demonstrate hand actions such as waving, patting, squeezing, opening, and closing. | <b>Book Etiquette (L40)</b><br>Sit with a little one in your lap and a book in your hand. Discuss holding the book in the correct position. Demonstrate how to turn the pages of the book. Point out that we must treat books gently. When you are finished, take the baby with you to the place where the books are stored and demonstrate putting the book where it belongs. repeat the rules often so that little ones can begin to internalize them. |
| <b>Cognitive Development</b>   | <b>Peek-a-Boo Plate (C36)</b><br>Draw eyes, a nose, and a smile on an 8" paper plate and attach it to a tongue depressor. Hold the plate in front of your face as you play Peek-a-Boo. Invite a little one to touch the face. Ask him to find the eyes, nose, and mouth. Hold the plate in front of a baby's face and play the game again.  | <b>Eye on the Ball (C37)</b><br>Have two children sit facing each other with their feet touching. Give them a ball to roll back and forth. Encourage them to say, "one, two, three," before releasing the ball. Ask them to watch the ball as it rolls. Observe their ability to follow the ball with their eye. Play the game with balls of different sizes and ask children to identify the bigger and smaller balls. Invite little ones to help you arrange the balls in order of size. | <b>Ball Track Design (C38)</b><br>Place a sheet of drawing paper inside a two inch deep box or cake pan. Dip a golf ball in paint and then place it in the box or pan. Show a baby how to move the box to roll the ball around. She will be thrilled to see the design emerging.                                | <b>Textured Finger Paint (C39)</b><br>Place textured finger paint on the tabletop. Invite little ones to paint on the table. Talk about the paint as they work. Call attention to how different designs change as they move their hands in different ways.  | <b>Take a Close Look (C40)</b><br>Show a baby how to use a magnifying glass to get a closer look at interesting objects (leaf, rock, shell, pinecone, orange peel). Encourage him to turn the items to view different parts.   |
| <b>Social Emotional Development</b>  | <b>Eyes, Ears, Nose, and Mouth (SE36)</b><br>Very slowly sing "Eyes, ears, nose, and mouth" to the tune of "Head, Shoulders, Knees, and Toes" (Frog Street Baby Songs CD) while pointing to each feature. Encourage the little ones to copy your movements. It is fine if they lag a bit behind your actions or just sit and watch. They will enjoy the fun interaction and benefit from the vocabulary exposure. | <b>Name that Emotion (SE37)</b><br>Talk with little ones during the day about their emotions to help them identify if they are feeling sad, excited, angry, or happy.  | <b>Your Hands, My Hands (SE38)</b><br>Compare your hands to a baby's hands. Talk about the things you do with your hands. On another day, compare your baby's feet.   | <b>My Family (SE39)</b><br>Ask family members to provide some family photos. Place photos in the Frog Street Easel. Ask babies to point to a specific family member by saying, "Where is Mommy? Where is brother?" Ask infants 12 months and older to name family members.                              | <b>Yes and No (SE40)</b><br>Sing a song about yes and no. Use the appropriate head movements. Sing the song slowly so little ones can recognize the movements. Younger children may not be able to follow your lead or they may use the gestures without meaning. You will know when children understand what "no" means when they use it appropriately or when they stop what they are doing when they hear the word "no."                              |

| LESSON COMPONENTS                                 | Monday  | Tuesday   | Wednesday  | Thursday  | Friday  |
|---|---|---|--|---|---|
| <p align="center"><b>Physical Development</b></p> | <p><b>My Hands (P36)</b><br/>Read Hands. As you read, pause and invite a baby to do the same actions with her hands (clap, touch, pet, squeeze, explore, hug). Point out how we use our hands to help us do important things, such as eat and communicate. During lunch time and hand-washing time, point out how children use their hands for self-help.</p>   | <p><b>Swinging (P37)</b><br/>Place a baby in a swing outdoors. Recite the rhyme while you begin to gently swing him. If indoor swings are available, place a baby in the swing and recite the rhyme. If swings are not available, rock a baby and sing "Rock-a-Bye Baby" (Frog Street Baby Songs CD).</p>   | <p><b>Up and Down (P38)</b><br/>Play "The Grand Old Duke of York" (Frog Street Baby Games CD). Encourage walkers to walk to the first verse and to stand in one place and move up and down on the second verse. Assist non-walkers with movements as they hold onto your hands. Don't be surprised if children simply bend their knees and move up and down the entire song. Reinforce the concept of up and down. On another day read Merry-Go-Round. Invite the children to move up and down like the merry-go-round ponies.</p> | <p><b>Twinkle Fingers (P39)</b><br/>Show children how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle Little Star" (Frog Street Baby Songs CD). On another day, sing "Open, Shut Them" to practice hand movements.</p>   | <p><b>Bubble Stomp (P40)</b><br/>Lay bubble wrap on the floor and tape it securely in place. Show little ones how to stomp on it with their feet to pop the bubbles. Show non-walkers how to pop the bubbles with their fingers. Chant as children pop bubbles and remind them to stop popping when the chant directs them on the last line.</p>  |
| <p align="center"><b>Objectives</b></p>           | <p>C.3.a. Points to pictures when named by an adult.<br/>D.3.b. Enjoys playing peek-a-boo<br/>D.4.a. Coos, giggles, laughs when caregiver plays with them<br/>B.1.c. Engages in positive relationships and interactions with adults.<br/>B.4.a. Watches others and tracks their behavior<br/>A.1.c. Begins to develop self-care skills<br/>A.3.a. Develops control of small muscles for manipulations and exploration</p> | <p>C.1.c. Watches when others speak and then makes sounds themselves.<br/>C.2.a. Responds to caregiver's talk by babbling.<br/>D.1.b. Organizes three objects from small to large with help.<br/>D.2.d. Uses words such as big, little, more, and one, two, three.<br/>B.2.a. Expresses a variety of emotions.<br/>B.3.a. Show ability to cope with stress.<br/>A.2.a. Develops control of large muscles for movement, navigation, and balance.<br/>B.1.c. Engages in positive relationships with adults.</p> | <p>C.3.a. Enjoys being read to and exploring books.<br/>C.3.a. Recognizes a favorite book by its cover.<br/>D.1.c. Shows interest in colors, shapes, patterns, and pictures.<br/>B.1.c. Engages in positive relationships and interactions with adults.<br/>B.2.b. Explores own hands and feet.<br/>A.2.a. Develops control of large muscles for movement, navigation, and exploration.<br/>A.2.b. Moves from one position to another while coordinating body movements.</p>   | <p>C.1.a. Listens with interest to the language of others.<br/>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.<br/>B.1.a. Differentiates between familiar and unfamiliar adults.<br/>B.2.d. Enjoys pointing to or naming pictures of family members.<br/>A.3.a. Sits and uses hands.<br/>D.4.a. Imitates adult actions.</p> | <p>C.3.d. Turns pages of a book.<br/>C.3.d. Makes sounds when looking at pictures in a book.<br/>D.1.b. Looks closely at small objects.<br/>D.2.b. Turns objects over to look at and handle from different positions.<br/>B.2.c. Makes choices by shaking head "no" or nodding "yes."<br/>B.3.c. Understands what "no" means.<br/>A.2.b. Moves body to achieve a goal.<br/>C.1.b. Follows simple request.</p> |



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Infant Program



| <b>Infant Class: Infant C (12-18 Months)</b>                                       |  |   | <b>Date: November 5-9, 2018</b>   |  |  |
|--|--|---|---|--|--|
| <b>Approach Towards Learning: Communication, Persistence, Attention, Curiosity</b> |  |   | <b>Parents as Partners: Letter 14</b>   |  |  |
| <b>English Vocabulary: Dog, Cat, Bird, Rattle, Goldfish</b>                        |  |   | <b>Spanish Vocabulary: Perro, Gato, Sonaja, Parajo, Pez dorado</b>  |  |  |
| <b>American Sign Language (ASL): Open</b>  |  |   |   |  |  |
| LESSON COMPONENTS  | Monday   | Tuesday   | Wednesday   | Thursday   | Friday   |
| <b>Brain Start Way to Start the Day</b>  | <b>Unite:</b> "The More We Get Together"<br><b>Calm:</b> Smiling<br><b>Connect:</b> Acknowledging friends present.<br><b>Book:</b> <u>Faces</u><br><b>Photo Activity Card:</b> #13 Dog   | <b>Unite:</b> "The Grand Old Duke of York"<br><b>Calm:</b> Laughing<br><b>Connect:</b> Marching around the room.<br><b>Book:</b> <u>Hands</u><br><b>Photo Activity Card:</b> #14 Cat  | <b>Unite:</b> "Head, Shoulders, Knees, and Toes"<br><b>Calm:</b> Stretching.<br><b>Connect:</b> Touching body parts mentioned.<br><b>Book:</b> <u>Feet</u><br><b>Photo Activity Card:</b> #16 Bird  | <b>Unite:</b> "Good Morning to You"<br><b>Calm:</b> Shake rattles.<br><b>Connect:</b> Complement each child.<br><b>Book:</b> <u>Merry-Go-Round</u><br><b>Photo Activity Card:</b> #5 Rattle  | <b>Unite:</b> "Ring around the Rosie"<br><b>Calm:</b> Smile<br><b>Connect:</b> Hold hands.<br><b>Book:</b> <u>Hands</u><br><b>Photo Activity Card:</b> #16 Goldfish  |
| <b>Language Development</b>  | <b>Photo Gallery (L46)</b><br>Describe the object in each photo and ask little ones to show you the same object on their body or in the classroom  | <b>Sing, Sing a Song (L47)</b><br>Sing familiar songs with little ones. Stop Singing before saying the last word of a line or some other important word in the song and see if children can add the missing word.   | <b>Hands (L48)</b><br>Talk with little ones about things their hands can do.  | <b>Magic Wand (L49)</b><br>Encourage children to sit in front of you. Wave a Magic Wand while saying this chant: Willoughby, wallaby, woo. My wand is pointing at you. Point the wand toward a child and give that child a direction to perform.   | <b>Ring Around the Rosie (L50)</b><br>Demonstrate how to gently hold a friends hand and how to walk in a circle slowly. Have children hold hands and walk in a circle to the first two lines of the song. Then show them how to stop and class for the lyrics "clap hands" and sit down to the lyrics "all for down."  |
| <b>Cognitive Development</b>   | <b>Shoe Match (C46)</b><br>Invite children to organize an assortment of shoes into pairs. On another day, try this activity with mittens.  | <b>Nesting Cups (C47)</b><br>Encourage little ones to put the nesting cups or boxes inside each other so that they all fit into one box or cup.   | <b>Heart Hunt (C48)</b><br>Cut several large hearts out of red construction paper. Hide the hearts around the room. Show little ones one of the hearts and ask the children to find the hearts you have hidden. On another day, cut out other recognizable shapes and send little ones on another hunt. | <b>Downhill Run (C49)</b><br>Create an inclined plane. Invite little ones to roll small cars up and down the "hill." Talk with babies about the difference between pushing the car up the hill or letting it roll down the hill freely.  | <b>Dancing Shadows (C50)</b><br>Dance with babies between a light source and a wall to create dancing shadows. Point out that the shadow is caused because their body is blocking the light. Demonstrate how to make larger and smaller shadows by moving closer and farther away from the light.  |
| <b>Social Emotional Development</b>  | <b>Safety Always (SE46)</b><br>Remind children several times each day that they are safe in the classroom with you. Gradually give them simple safety rules. Demonstrate the rules and physically show them the difference between running and walking and rough and gentle hands. | <b>Round the House (SE47)</b><br>Sit on the floor facing baby and holding one of her hands palm up. Follow the rhyme directions and laugh when you tickle the baby so she will understand the humor and laugh along.  | <b>Class Photos (SE48)</b><br>Take photos of the children in your class. Post the photos where children can see their classmates.   | <b>Hide-and-Seek (SE49)</b><br>Have the little ones hide while you count to ten. Pretend to have a hard time finding the "hiders." Some children may come out of hiding or make noises. If they do, act surprised to see them. You hide and let the children find you. Have another adult show them how to hide their eyes while you get into place and then guide the search to find you. | <b>Lunch Buddies (SE50)</b><br>Position children at feeding time where they are facing a peer. Call attention to what children are eating or doing and leave little ones to enjoy looking at each other. On another day, sit one-on-one with a child during lunch giving him your full attention.  |
| <b>Physical Development</b>  | <b>Run to the Sun (P46)</b><br>Use a yellow ball or a circle cut out from yellow construction paper to represent the sun. Use ribbon or yarn to mark the start line. Encourage little ones to begin at the start line and run to the sun and back.                                 | <b>Pass the Beanbag (P47)</b><br>Have children sit in a circle. Play "Puppy Dance" (Frog Street Baby Songs CD) while children pass a beanbag around the circle. DO not use stops in the music as a signal for children to stop passing the bean bag. Be patient if children drop the beanbag and just encourage little one to have fun. | <b>Hokey Pokey (P48)</b><br>Play "Baby's Hokey Pokey" (Frog Street Baby Games CD) Encourage walkers to follow your actions. Move the arms and legs of non-walkers.  | <b>Shaker Art (P49)</b><br>Fill salt shakers with colored sand. Invite each child to shake the sand from the shakers onto a sheet of construction paper that has been brushed with a thin layer of glue to create a colorful sandy design.   | <b>Shadow Dancing (P50)</b><br>Place a light source in front of a wall and encourage the children to move between the wall and the light source. Call attention to their shadows. Move your body to create funny shadows on the wall. On another day play "Thelma Thumb" (Frog Street Baby Songs CD) and encourage children to move their fingers and watch their shadows. |

| LESSON COMPONENTS                                    | Monday   | Tuesday   | Wednesday   | Thursday  | Friday   |
|--|--|---|---|---|--|
| <p style="text-align: center;"><b>Objectives</b></p> | <p>C.3.b. Understands that pictures can represent real things in the environment.<br/> C.3.d. Looks at photos as an adult describes.<br/> D.1.b. Categorizes, matches, orders some objects.<br/> D.3.c. Brings familiar people their shoes or other personal objects.<br/> A.1. d. Begins to demonstrate healthy and safe habits.<br/> B.1.b Shows emotional connections and attachment to others while beginning to show independence<br/> A.2.b. Moves body to achieve a goal.<br/> D.1.d. Develops knowledge of the natural environment in the outdoor area of the program.</p> | <p>C.2.c. Begins to repeat words in simple songs and rhymes.<br/> C.3.c. Imitates body language/sounds during familiar songs, finger plays, and rhymes.<br/> D.2.b. Attempts to nest 3-4 cups of different sizes.<br/> B.1.c. Engages in positive relationships and interactions with adults.<br/> A.3.a. Coordinates hand and body movements.<br/> B.4.c Plays side-by-side with others.</p> | <p>C.3.c. Participates in activities or songs that require listening.<br/> C.3.c. Imitates body language/sounds during familiar songs, finger plays, rhymes.<br/> D.3.b. Searches for missing or hidden objects.<br/> B.4.a. Shows interest and awareness of others.<br/> B.4.c. Begins to develop personal relationships with peers.<br/> A.2.b. Moves body to achieve a goal.<br/> A.3.a. Coordinates hand and body movements</p> | <p>C.1.b. Follows simple requests.<br/> D.2.c. Begins to repeat actions to get an effect<br/> B.3.c. Begins to learn and internalize rules, routines and directions<br/> B.4.c. Plays side -by -side with others<br/> A.2.a. Shakes or wiggles arms and legs.<br/> A.3.a. Shakes objects.</p> | <p>C.1.b Follows simple requests<br/> B.4.a. Reaches out to touch another child's face, hair, or other body part.<br/> D.2.d. Uses words such as big, little, more, and one, two, three.<br/> D.3.c. Uses cause-and- effect to predict events and solve problems.<br/> B.4.a. Shows interests and awareness of others.<br/> B.4.c. Begins to develop personal relationships with peers .<br/> A.2.a . Develops control of large muscles for movement, navigation, and balance.<br/> A.2.b. Moves from one position to another while coordinating body movements.</p> |