



## Toddler Club Program

<b>Lesson Plan For Opposites: Up/Down, Over/Under Theme 4 Week 2</b>		<b>Date: November 5-9, 2018</b>			
<b>Objective: Begins to learn and internalize rules, routines, and directions.</b>		<b>PARENTS AS PARENTS: Card #14</b>			
<b>English Vocabulary: up, down, over, under, opposites, location</b>		<b>Spanish Vocabulary: arriba, abajo, encima, debajo, opuestos, ubicacion</b>			
<b>American Sign Language (ASL): up, down, over, under, opposites, location</b>					
<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Starting the Day</b>	<p>UNITE: "The Grand Old Duke of York" • "El gran duque de York" (Frog Street Action Songs CD)            CALM: Teach children how to do the Pretzel.            CONNECT: Use MAX during circle time to welcome back children who have been absent.            BUILD COMMUNITY: Continue discussing using walking feet.</p>	<p>UNITE: "Thelma Thumb" • "Pulgarcito" (Start Smart Songs for 1's, 2's, and 3's CD)            CALM: Point out the position of arm over arm and ankle over ankle.            CONNECT: Pair children and have them act out the rhyme Hickory Dickory Dock. Point out the up and down direction of your movements.            BUILD COMMUNITY: Demonstrate walking and running. Remind children to walk in the classroom and in the halls.</p>	<p>UNITE: "Sing a Song of Opposites" • "La Cancion de los Opuestos" (Frog Street Sing-Along Songs CD)            CALM: Teach children how to do the Pretzel.            CONNECT : Select a partner and demonstrate the action rhyme Hickory Dickory Dock. Point out the up and down direction of your movements.            BUILD COMMUNITY : Remind children they are safe and pass around the Safekeeper Box.</p>	<p>UNITE: "Thelma Thumb" • "Pulgarcito" (Start Smart Songs for 1's, 2's, and 3's CD)            CALM: Point out the position of arm over arm and ankle over ankle.            CONNECT: Select a partner and demonstrate the action rhyme. Point out how gently you are crawling up and down your partner's arms. Point out the up/down direction of your movements.            BUILD COMMUNITY: Challenge children to use their walking feet indoors.</p>	<p>UNITE: "The Grand Old Duke of York" • "El gran duque de York" (Frog Street Action Songs CD)            CALM: Teach children how to do the Pretzel.            CONNECT: Use MAX during circle time to welcome back children who have been absent.            BUILD COMMUNITY: Continue discussing using walking feet.</p>
<b>Language Development</b>	<p>SING A SONGS OF OPPOSITES • La cancion de los opuestos            Read the book and emphasize the vocabulary words and ASL sign for up, down, over, and under.</p>	<p>ITSY BITSY SPIDER • La arana chiquitita            Display the story props and have children sing the lyrics (Frog Street Sing-Along Songs CD)</p>	<p>GOING ON A BEAR HUNT            Lead children in this fun bear hunt chant and invite them to copy your actions. Emphasize the location words.</p>	<p>ITSY BITSY SPIDER • La arana chiquitita            Display the story props and have children sing the lyrics (Frog Street Sing-Along Songs CD)</p>	<p>SING A SONGS OF OPPOSITES • La cancion de los opuestos            Read the book and emphasize the vocabulary words and ASL sign for up, down, over, and under.</p>
<b>Cognitive Development</b>	<p>PHOTO ACTIVITY CARD            Present photo activity card #28 (up, down, over, and under)</p>	<p>ANIMAL SORT            Have children sort the Animal Location Cards into two groups. Animals they see in the air and animals they see on the ground.</p>	<p>DO YOUR EARS HANG LOW? • Son tus orejas tan largas? (Frog Street Action Songs CD)            Sing the song with children. Discuss where the ears get thrown.</p>	<p>UNDERCOVER            Tape laminate photos to a tabletop and cover them with construction paper invite children to discover what is under the construction paper.</p>	<p>FLOATERS and DROPPERS            Fill a basket with floaters (tissue, feathers) and droppers (small blocks, crayons) Have children sort the objects into two groups: floaters and droppers.</p>

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<b>Social Emotional Development</b>	<b>ROUND THE HOUSE</b> Play this action rhyme. Emphasize this week's vocabulary word up and review the ASL sign for it.	<b>CLOUD WATCHING</b> Take children outdoors to watch the clouds overhead. Play Two Little Clouds finger play.	<b>ARE YOU LISTENING? • Me Eschuchan (Frog Street Sing-Along Songs CD)</b> Teach children the song. Point out that the song directs them to sit down.	<b>ITSY BITSY SPIDER • La arana chiquitita (Frog Street Sing-Along Songs CD)</b> Point out that the spider doesn't give up. Talk with children about sticking with a task.	<b>CLOUD WATCHING</b> Take children outdoors to watch the clouds overhead. Play Two Little Clouds finger play.
<b>Physical Development</b>	<b>JACK BE NIMBLE • Juan es ligero</b> Say the rhyme. Use a toilet paper tube for the candlestick. Invite the children to jump over the candlestick on cue. Review the ASL sign for over.	<b>MY LITTLE RED WAGON • Mi pequeno carrito rojo (Frog Street Action Songs CD)</b> Discuss the movement you feel when riding in a wagon. Emphasize this week's vocabulary words and ASL signs for up and down.	<b>STRINGING UP</b> Invite children to try to string toilet paper tubes or large size beads.	<b>FIVE LITTLE DUCKS • Cinco patitos (Frog Street Action Songs CD)</b> Sing a song and follow finger play. Talk about where the ducks went when they disappeared. Emphasize they went over the hill.	<b>ROLLING UNDER</b> Have children stand apart from one another in line with their legs spread apart. Invite them to roll a ball through their legs. Discuss rolling the ball under their body and under their legs.
<b>Outdoor Play</b>	<b>BUBBLE BLOWING</b> Invite children to blow bubbles up into the air and watch them float down.	<b>OBSTACLE COURSE</b> Make an over and under obstacle course using large size blocks.	<b>RED ROVER VARIATION</b> Play a new version of Red Rover, Blue Thunder. Practice the meaning of over and under.	<b>BUBBLE BLOWING</b> Invite children to blow bubbles up into the air and watch them float down.	<b>OBSTACLE COURSE</b> Make an over and under obstacle course using large size blocks.
<b>Music and Movement</b>	<b>ITSY BITSY SPIDER • La arana chiquitita (Frog Street Sing-Along Song CD)</b>	<b>ARE YOU LISTENING? • Me escuchan? (Frog Street Sing- Along Songs CD)</b>	<b>SING A SONG OF OPPOSITES • La cancion de los opuestos (Frog Street Sing-Along Songs CD)</b>	<b>MY LITTLE RED WAGON • Mi pequeno carrito rojo (Frog Street Action Songs CD)</b>	<b>DO YOUR EARS HANG LOW? • Son tus orejas tan largas? (Frog Street Action Songs CD)</b>
<b>Learning Centers</b>	<b>CONSTRUCTION</b> Invite children to build towers with the blocks and knock their towers down. Build a bridge with blocks and have them drive cars over the bridge.	<b>CREATIVITY STATION</b> Tape paper under a table and invite children to lie on their backs and draw. Discuss the location of the paper.	<b>SENSORY TABLE</b> Hide laminate photos under the sand and have children dig to discover what is under the sand.	<b>GROSS MOTOR</b> Hold a beach ball at a height that is just above children heads. Challenge them to bat the ball by reaching their hands over their heads.	<b>CONSTRUCTION</b> Invite children to build towers with the blocks and knock their towers down. Build a bridge with blocks and have them drive cars over the bridge.
<b>Learning Goals</b>	Makes things happen and watches for results and repeats actions (D.1.b.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops responsive and reciprocal communication skills, such as turn taking (B.4.e.) Shows interest in songs, rhymes, and stories (C.3.a.) Makes things happen and watches for results and repeat actions (D.1.d.)	Develops skill and confidence with processes of art, such as drawing (D.5.a.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops responsive and reciprocal communication skills, such as turn taking (B.4.e.) Shows interest in songs, rhymes, and stories (C.3.a.) Makes things happen and watches for results and repeat actions (D.1.d.)	Develops attitude of themselves as "explorers" - competent, confident learners who ask questions and make discoveries(E.1.a.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops responsive and reciprocal communication skills, such as turn taking (B.4.e.) Shows interest in songs, rhymes, and stories (C.3.a.) Makes things happen and watches for results and repeat actions (D.1.d.)	Moves body to achieves a goal (A.2.c.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops responsive and reciprocal communication skills, such as turn taking (B.4.e.) Shows interest in songs, rhymes, and stories (C.3.a.) Makes things happen and watches for results and repeat actions (D.1.d.)	Makes things happen and watches for results and repeats actions (D.1.b.) Develops control of large muscles for movement, navigation, and balance (A.2.a.) Develops responsive and reciprocal communication skills, such as turn taking (B.4.e.) Shows interest in songs, rhymes, and stories (C.3.a.) Makes things happen and watches for results and repeat actions (D.1.d.)