



<b>Infant Class: Infant B</b>	<b>Date: Nov 6th-10th</b>
<b>Approach Towards Learning:</b> <i>communication, attention, curiosity</i>	<b>Parents as Partners: #4 Developing Your Babies Color Palette</b>
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>
<b>American Sign Language (ASL):</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>
<b>Language Development</b>	<p><b>Point of View (L33)</b> Get down on the floor and crawl with little ones. Name the things you see on your journey. Create a path of objects. Stop and discuss these items as you pass them. You might even attach a stuffed animal to a table left or stack blocks under a chair. These "out of place" items will be novel to little ones and will grab their attention.</p>	<p><b>Where is Belly Button? (L34)</b> Sing this body part song using the tune "Where is Thumbkin?" This song also gives little ones the opportunity to participate in reciprocal movement (your turn, my turn). Say each line twice as if the second time is an echo. Encourage children to participate in the echo when they are ready. ::Where is belly button? Here I am! How are you today, belly button? I am fine today, friend. Poke, poke, poke::</p>	<p><b>Point of View (L33)</b> Get down on the floor and crawl with little ones. Name the things you see on your journey. Create a path of objects. Stop and discuss these items as you pass them. You might even attach a stuffed animal to a table left or stack blocks under a chair. These "out of place" items will be novel to little ones and will grab their attention.</p>	<p><b>Where is Belly Button? (L34)</b> Sing this body part song using the tune "Where is Thumbkin?" This song also gives little ones the opportunity to participate in reciprocal movement (your turn, my turn). Say each line twice as if the second time is an echo. Encourage children to participate in the echo when they are ready. ::Where is belly button? Here I am! How are you today, belly button? I am fine today, friend. Poke, poke, poke::</p>	<p><b>Point of View (L33)</b> Get down on the floor and crawl with little ones. Name the things you see on your journey. Create a path of objects. Stop and discuss these items as you pass them. You might even attach a stuffed animal to a table left or stack blocks under a chair. These "out of place" items will be novel to little ones and will grab their attention.</p>
<b>Cognitive Development</b>	<p><b>One, Two, Three (C34)</b> Use the counting sequence "one, two, three" often. Say "One, two, three, up you come, " "one, two, three, take a bite," "one, two, three, out we go!" Say and perform this rhyme for little ones. ::One, two, three, clap with me. One, two, three, pat your knee. One, two, three, nod with me. One, two, three, wave with me::</p>	<p><b>Little Monkeys (C35)</b> Teach children the finger play "Monkeys Jumping on the Bed." If children are able to act out the rhyme, choose 3 monkeys to jump. Discuss the meaning of the word little by comparing an object that is available in two sizes (large and small block or large and small cup). COunt the three fingers you hold up to begin the rhyme</p>	<p><b>One, Two, Three (C34)</b> Use the counting sequence "one, two, three" often. Say "One, two, three, up you come, " "one, two, three, take a bite," "one, two, three, out we go!" Say and perform this rhyme for little ones. ::One, two, three, clap with me. One, two, three, pat your knee. One, two, three, nod with me. One, two, three, wave with me::</p>	<p><b>Little Monkeys (C35)</b> Teach children the finger play "Monkeys Jumping on the Bed." If children are able to act out the rhyme, choose 3 monkeys to jump. Discuss the meaning of the word little by comparing an object that is available in two sizes (large and small block or large and small cup). COunt the three fingers you hold up to begin the rhyme</p>	<p><b>One, Two, Three (C34)</b> Use the counting sequence "one, two, three" often. Say "One, two, three, up you come, " "one, two, three, take a bite," "one, two, three, out we go!" Say and perform this rhyme for little ones. ::One, two, three, clap with me. One, two, three, pat your knee. One, two, three, nod with me. One, two, three, wave with me::</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<p><b>Faces (SE33)</b> Read the board book Faces. Pause of each page to discuss the facial expressions. If a baby shows interest, offer suggestions for why a child in a photo might have a particular expression. Pause on the first spread and ask a baby to point to the happy face. Ask older infants to make a happy face or a sad face.</p>	<p><b>Where are Lily's Eyes? (SE34)</b> Ask a baby to point to Lily the puppet's eyes. If a child is able to do this, ask for identification of other body parts (nose, mouth, hands). Celebrate each success with clapping and praise. If a little one is capable, change the game to identifying their own body parts. Continue celebrating successes.</p>	<p><b>Faces (SE33)</b> Read the board book Faces. Pause of each page to discuss the facial expressions. If a baby shows interest, offer suggestions for why a child in a photo might have a particular expression. Pause on the first spread and ask a baby to point to the happy face. Ask older infants to make a happy face or a sad face.</p>	<p><b>Where are Lily's Eyes? (SE34)</b> Ask a baby to point to Lily the puppet's eyes. If a child is able to do this, ask for identification of other body parts (nose, mouth, hands). Celebrate each success with clapping and praise. If a little one is capable, change the game to identifying their own body parts. Continue celebrating successes.</p>	<p><b>Faces (SE33)</b> Read the board book Faces. Pause of each page to discuss the facial expressions. If a baby shows interest, offer suggestions for why a child in a photo might have a particular expression. Pause on the first spread and ask a baby to point to the happy face. Ask older infants to make a happy face or a sad face.</p>
<b>Physical Development</b>	<p><b>Drop the Beanbag (P34)</b> Invite little ones to drop beanbags into a box. Older infants may be able to toss the beanbags to the box. Add variations for children who enjoy this activity. For example, show a baby how to put the beanbag on her head and then bend at the waist to dump the beanbag into the box.</p>	<p><b>Waving Good-Bye (P35)</b> Have Lily the Puppet wave to a baby and then encourage the baby to wave back to Lily. Practice waving anytime you leave a baby's sight. Wave good-by when a baby leaves to go home. She will eventually get the idea and surprise you by waving back. Always accompany the wave with the word good-bye. Use this little rhyme at the end of the day. ::Good-bye, good-bye, good-bye little friend. Our wonderful day has come to an end.::</p>	<p><b>Drop the Beanbag (P34)</b> Invite little ones to drop beanbags into a box. Older infants may be able to toss the beanbags to the box. Add variations for children who enjoy this activity. For example, show a baby how to put the beanbag on her head and then bend at the waist to dump the beanbag into the box.</p>	<p><b>Waving Good-Bye (P35)</b> Have Lily the Puppet wave to a baby and then encourage the baby to wave back to Lily. Practice waving anytime you leave a baby's sight. Wave good-by when a baby leaves to go home. She will eventually get the idea and surprise you by waving back. Always accompany the wave with the word good-bye. Use this little rhyme at the end of the day. ::Good-bye, good-bye, good-bye little friend. Our wonderful day has come to an end.::</p>	<p><b>Drop the Beanbag (P34)</b> Invite little ones to drop beanbags into a box. Older infants may be able to toss the beanbags to the box. Add variations for children who enjoy this activity. For example, show a baby how to put the beanbag on her head and then bend at the waist to dump the beanbag into the box.</p>



<b>Infant Class: Infant B</b>					<b>Date: Nov 13th-17th</b>
<b>Approach Towards Learning:</b> <i>communication, attention, curiosity</i>					<b>Parents as Partners: #4 Developing Your Baby's Color Palette</b>
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>					<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>
<b>American Sign Language (ASL):</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>
<b>Language Development</b>	<p><b>Where is Belly Button? (L34)</b>            Sing this body part song using the tune "Where is Thumbkin?" This song also gives little ones the opportunity to participate in reciprocal movement (your turn, my turn). Say each line twice as if the second time is an echo. Encourage children to participate in the echo when they are ready. ::Where is belly button? Here I am! How are you today, belly button? I am fine today, friend. Poke, poke, poke::</p>	<p><b>Old MacDonald (L35)</b> Sing "Old MacDonald Had a Farm" with children. Sing along with the version on the Frog Street Baby Songs CD. Be sure children can see your mouth moving as you sing. After singing a verse or two, stop and encourage little ones to fill in the sound made by the animal. Slow the song down for younger babies.</p>	<p><b>Where is Belly Button? (L34)</b> Sing this body part song using the tune "Where is Thumbkin?" This song also gives little ones the opportunity to participate in reciprocal movement (your turn, my turn). Say each line twice as if the second time is an echo. Encourage children to participate in the echo when they are ready. ::Where is belly button? Here I am! How are you today, belly button? I am fine today, friend. Poke, poke, poke::</p>	<p><b>Old MacDonald (L35)</b> Sing "Old MacDonald Had a Farm" with children. Sing along with the version on the Frog Street Baby Songs CD. Be sure children can see your mouth moving as you sing. After singing a verse or two, stop and encourage little ones to fill in the sound made by the animal. Slow the song down for younger babies.</p>	<p><b>Where is Belly Button? (L34)</b> Sing this body part song using the tune "Where is Thumbkin?" This song also gives little ones the opportunity to participate in reciprocal movement (your turn, my turn). Say each line twice as if the second time is an echo. Encourage children to participate in the echo when they are ready. ::Where is belly button? Here I am! How are you today, belly button? I am fine today, friend. Poke, poke, poke::</p>

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<b>Cognitive Development</b>	<b>Little Monkeys (C35)</b> Teach children the finger play "Monkeys Jumping on the Bed." If children are able to act out the rhyme, choose 3 monkeys to jump. Discuss the meaning of the word little by comparing an object that is available in two sizes (large and small block or large and small cup). Count the three fingers you hold up to begin the rhyme	<b>Peek-a-Boo Plate (C36)</b> Draw, eyes, a nose and a smile on an 8" paper plate and attach it to a tongue depressor. Hold a 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>Little Monkeys (C35)</b> Teach children the finger play "Monkeys Jumping on the Bed." If children are able to act out the rhyme, choose 3 monkeys to jump. Discuss the meaning of the word little by comparing an object that is available in two sizes (large and small block or large and small cup). Count the three fingers you hold up to begin the rhyme	<b>Peek-a-Boo Plate (C36)</b> Draw, eyes, a nose and a smile on an 8" paper plate and attach it to a tongue depressor. Hold a 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>Little Monkeys (C35)</b> Teach children the finger play "Monkeys Jumping on the Bed." If children are able to act out the rhyme, choose 3 monkeys to jump. Discuss the meaning of the word little by comparing an object that is available in two sizes (large and small block or large and small cup). Count the three fingers you hold up to begin the rhyme
<b>Social Emotional Development</b>	<b>Where are Lily's Eyes? (SE34)</b> Ask a baby to point to Lily the puppet's eyes. If a child is able to do this, ask for identification of other body parts (nose, mouth, hands). Celebrate each success with clapping and praise. If a little one is capable, change the game to identifying their own body parts. Continue celebrating successes.	<b>I Can Do What You Do (SE35)</b> Say the rhyme while performing the actions. Encourage a little one to copy you. After doing the actions with the rhyme a few times, try saying the rhyme and letting the child perform the actions without you.	<b>Where are Lily's Eyes? (SE34)</b> Ask a baby to point to Lily the puppet's eyes. If a child is able to do this, ask for identification of other body parts (nose, mouth, hands). Celebrate each success with clapping and praise. If a little one is capable, change the game to identifying their own body parts. Continue celebrating successes.	<b>I Can Do What You Do (SE35)</b> Say the rhyme while performing the actions. Encourage a little one to copy you. After doing the actions with the rhyme a few times, try saying the rhyme and letting the child perform the actions without you.	<b>Where are Lily's Eyes? (SE34)</b> Ask a baby to point to Lily the puppet's eyes. If a child is able to do this, ask for identification of other body parts (nose, mouth, hands). Celebrate each success with clapping and praise. If a little one is capable, change the game to identifying their own body parts. Continue celebrating successes.
<b>Physical Development</b>	<b>Waving Good-Bye (P35)</b> Have Lily the Puppet wave to a baby and then encourage the baby to wave back to Lily. Practice waving anytime you leave a baby's sight. Wave good-by when a baby leaves to go home. She will eventually get the idea and surprise you by waving back. Always accompany the wave with the word good-bye. Use this little rhyme at the end of the day. ::Good-bye, good-bye,	<b>My Hands (P36)</b> Read Hands. As you read, pause and invite a baby to do the same actions with their hands (clap, touch, 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.	<b>Waving Good-Bye (P35)</b> Have Lily the Puppet wave to a baby and then encourage the baby to wave back to Lily. Practice waving anytime you leave a baby's sight. Wave good-by when a baby leaves to go home. She will eventually get the idea and surprise you by waving back. Always accompany the wave with the word good-bye. Use this little rhyme at the end of the day. ::Good-bye, good-bye, good-bye	<b>My Hands (P36)</b> Read Hands. As you read, pause and invite a baby to do the same actions with their hands (clap, touch, 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.	<b>Waving Good-Bye (P35)</b> Have Lily the Puppet wave to a baby and then encourage the baby to wave back to Lily. Practice waving anytime you leave a baby's sight. Wave good-by when a baby leaves to go home. She will eventually get the idea and surprise you by waving back. Always accompany the wave with the word good-bye. Use this little rhyme at the end of the day. ::Good-bye, good-bye, good-bye little friend. Our wonderful



<b>Infant Class: Infant B</b>		<b>Date: Nov 20th-24th</b>			
<b>Approach Towards Learning:</b> <i>communication, attention, curiosity</i>		<b>Parents as Partners: #5 Respecting Your Baby's Acute Senses</b>			
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>		<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>			
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LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>
<b>Language Development</b>	<p><b>Old MacDonald (L35)</b> Sing "Old MacDonald Had a Farm" with children. Sing along with the version on the Frog Street Baby Songs CD. Be sure children can see your mouth moving as you sing. After singing a verse or two, stop and encourage little ones to fill in the sound made by the animal. Slow the song down for younger babies.</p>	<p><b>Floor Covers (L36)</b> Change a baby's environment by placing her on a colorful beach towel or blanket during floor time. Place a Photo Activity Card on the towel or blanket. Sit with the baby and talk with her about the image on the card. Ask her to point to the image on the card.</p>	<p><b>Old MacDonald (L35)</b> Sing "Old MacDonald Had a Farm" with children. Sing along with the version on the Frog Street Baby Songs CD. Be sure children can see your mouth moving as you sing. After singing a verse or two, stop and encourage little ones to fill in the sound made by the animal. Slow the song down for younger babies.</p>	<p><b>Floor Covers (L36)</b> Change a baby's environment by placing her on a colorful beach towel or blanket during floor time. Place a Photo Activity Card on the towel or blanket. Sit with the baby and talk with her about the image on the card. Ask her to point to the image on the card.</p>	<p><b>Old MacDonald (L35)</b> Sing "Old MacDonald Had a Farm" with children. Sing along with the version on the Frog Street Baby Songs CD. Be sure children can see your mouth moving as you sing. After singing a verse or two, stop and encourage little ones to fill in the sound made by the animal. Slow the song down for younger babies.</p>

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<b>Cognitive Development</b>	<b>Peek-a-Boo Plate (C36)</b> Draw, eyes, a nose and a smile on an 8" paper plate and attach it to a tongue depressor. Hold a 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> 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 eyes. Play the game with balls of different sizes and ask the children to identify the bigger and smaller balls. Invite little ones to help you arrange the balls in order of their size.	<b>Peek-a-Boo Plate (C36)</b> Draw, eyes, a nose and a smile on an 8" paper plate and attach it to a tongue depressor. Hold a 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> 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 eyes. Play the game with balls of different sizes and ask the children to identify the bigger and smaller balls. Invite little ones to help you arrange the balls in order of their size.	<b>Peek-a-Boo Plate (C36)</b> Draw, eyes, a nose and a smile on an 8" paper plate and attach it to a tongue depressor. Hold a 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>Social Emotional Development</b>	<b>I Can Do What You Do (SE35)</b> Say the rhyme while performing the actions. Encourage a little one to copy you. After doing the actions with the rhyme a few times, try saying the rhyme and letting the child perform the actions without you.	<b>Eyes, Ears, Nose and Mouth (SE36)</b> Very slowly sing "Ears, Eyes, Nose and Mouth" to the tune of "Head, Shoulders, Knees and Toes" (Frog Street Baby Songs CD) while pointing to each feature. Encourage 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>I Can Do What You Do (SE35)</b> Say the rhyme while performing the actions. Encourage a little one to copy you. After doing the actions with the rhyme a few times, try saying the rhyme and letting the child perform the actions without you.	<b>Eyes, Ears, Nose and Mouth (SE36)</b> Very slowly sing "Ears, Eyes, Nose and Mouth" to the tune of "Head, Shoulders, Knees and Toes" (Frog Street Baby Songs CD) while pointing to each feature. Encourage 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>I Can Do What You Do (SE35)</b> Say the rhyme while performing the actions. Encourage a little one to copy you. After doing the actions with the rhyme a few times, try saying the rhyme and letting the child perform the actions without you.
<b>Physical Development</b>	<b>My Hands (P36)</b> Read Hands. As you read, pause and invite a baby to do the same actions with their hands (clap, touch, 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.	<b>Swinging (P37)</b> Place a baby in a swing outdoors. Recite the rhyme while you gently swing him. If indoor swings are available, place a baby in a swing and recite the rhyme. If swings are not available, rock a baby and sing "Rock a Bye Baby" (Frog Street Baby Songs CD). ::Swinging high into the air. Feeling the breeze in my hair. Swinging, swinging, under a sky of blue. Oh how I love swinging with	<b>My Hands (P36)</b> Read Hands. As you read, pause and invite a baby to do the same actions with their hands (clap, touch, 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.	<b>Swinging (P37)</b> Place a baby in a swing outdoors. Recite the rhyme while you gently swing him. If indoor swings are available, place a baby in a swing and recite the rhyme. If swings are not available, rock a baby and sing "Rock a Bye Baby" (Frog Street Baby Songs CD). ::Swinging high into the air. Feeling the breeze in my hair. Swinging, swinging, under a sky of blue. Oh how I love swinging with	<b>My Hands (P36)</b> Read Hands. As you read, pause and invite a baby to do the same actions with their hands (clap, touch, 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.



<b>Infant Class: Infant B</b>	<b>Date: December 4th-8th</b>
<b>Approach Towards Learning:</b> <i>communication, curiosity, attention</i>	<b>Parents as Partners: #5 Respecting Your Baby's Acute Senses</b>
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>
<b>American Sign Language (ASL):</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.
<b>Language Development</b>	<b>Much to Say (L37)</b> Select an interesting toy from the toy box. Sit with a 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> Use an enthusiastic voice to read the Feet 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 Infant Baby Games).	<b>Much to Say (L37)</b> Select an interesting toy from the toy box. Sit with a 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> Use an enthusiastic voice to read the Feet 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 Infant Baby Games).	<b>Much to Say (L37)</b> Select an interesting toy from the toy box. Sit with a 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>Cognitive Development</b>	<b>Ball Track Designs (C38)</b> Place a sheet of drawing or construction paper inside a 2 inch deep box or cake pan. Dip a golf ball in tempera paint and then place it inside 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> Place textured finger paint directly on a tabletop. Invite little ones to paint on the table. Talk about the paint as they work. Say "the paint is cool and gritty. Do you feel it in your hands? What color is the paint?" Call attention to how the designs change as they move their hands in different ways.	<b>Ball Track Designs (C38)</b> Place a sheet of drawing or construction paper inside a 2 inch deep box or cake pan. Dip a golf ball in tempera paint and then place it inside 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> Place textured finger paint directly on a tabletop. Invite little ones to paint on the table. Talk about the paint as they work. Say "the paint is cool and gritty. Do you feel it in your hands? What color is the paint?" Call attention to how the designs change as they move their hands in different ways.	<b>Ball Track Designs (C38)</b> Place a sheet of drawing or construction paper inside a 2 inch deep box or cake pan. Dip a golf ball in tempera paint and then place it inside 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.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<p><b>Name That Emotion (SE 37)</b> Talk with little ones during the day about their emotions to help them identify if they are feeling sad, excited, angry, or happy. You might say, "I can tell you are feeling sad right now. You wanted your mommy to stay." "I can see you are excited. You like this game." "You are feeling angry. It is taking too long to get your food ready." "Look at that big smile. You are feeling happy."</p>	<p><b>Your Hands, My Hands (SE38)</b> Compare your hands to a baby's hands. Ask: "Whose hands are larger? Who has the smallest hands? How many fingers are on my hand?" Talk about things you do with your hands. On another day, compare your feet to a baby's feet.</p>	<p><b>Name That Emotion (SE 37)</b> Talk with little ones during the day about their emotions to help them identify if they are feeling sad, excited, angry, or happy. You might say, "I can tell you are feeling sad right now. You wanted your mommy to stay." "I can see you are excited. You like this game." "You are feeling angry. It is taking too long to get your food ready." "Look at that big smile. You are feeling happy."</p>	<p><b>Your Hands, My Hands (SE38)</b> Compare your hands to a baby's hands. Ask: "Whose hands are larger? Who has the smallest hands? How many fingers are on my hand?" Talk about things you do with your hands. On another day, compare your feet to a baby's feet.</p>	<p><b>Name That Emotion (SE 37)</b> Talk with little ones during the day about their emotions to help them identify if they are feeling sad, excited, angry, or happy. You might say, "I can tell you are feeling sad right now. You wanted your mommy to stay." "I can see you are excited. You like this game." "You are feeling angry. It is taking too long to get your food ready." "Look at that big smile. You are feeling happy."</p>
<b>Physical Development</b>	<p><b>Up and Down (P38)</b> 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 the movements as they hold your hands. Don't be surprised if children simply bend their needs and move up and down for the entire song. Reinforce the concept of up and down. On another day, read Merry-Go-Round. Invite children to move up and down like a merry go round.</p>	<p><b>Twinkle Fingers (P39)</b> Show children how to open and close their hands to represents 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>Up and Down (P38)</b> 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 the movements as they hold your hands. Don't be surprised if children simply bend their needs and move up and down for the entire song. Reinforce the concept of up and down. On another day, read Merry-Go-Round. Invite children to move up and down like a merry go round.</p>	<p><b>Twinkle Fingers (P39)</b> Show children how to open and close their hands to represents 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>Up and Down (P38)</b> 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 the movements as they hold your hands. Don't be surprised if children simply bend their needs and move up and down for the entire song. Reinforce the concept of up and down. On another day, read Merry-Go-Round. Invite children to move up and down like a merry go round.</p>





<b>Infant Class: Infant C</b>	<b>Date: Nov 6th-10th</b>
<b>Approach Towards Learning:</b> <i>communication, curiosity, attention</i>	<b>Parents as Partners: #4 Developing Your Babies Color Palette</b>
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>
<b>American Sign Language (ASL):</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.	<b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.
<b>Language Development</b>	<b>Photo Gallery (L46)</b> While photos are two-dimensional, they (unlike electronics) have a very useful place in the classroom. Show little ones two or three photos from the Photo Activity Cards. Describe the object in each photo. If you are describing body parts, ask little ones to show you the same body part on their body. If you are describing toys (and the same toys exist in the classroom), have little ones get the toys.	<b>Sing, Sing a Song (L47)</b> Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some other important word in the song and see if the children can add the missing word. If no one joins in at first, just keep singing. If you repeat this activity often, you will be surprised by how well little ones can do.	<b>Photo Gallery (L46)</b> While photos are two-dimensional, they (unlike electronics) have a very useful place in the classroom. Show little ones two or three photos from the Photo Activity Cards. Describe the object in each photo. If you are describing body parts, ask little ones to show you the same body part on their body. If you are describing toys (and the same toys exist in the classroom), have little ones get the toys.	<b>Sing, Sing a Song (L47)</b> Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some other important word in the song and see if the children can add the missing word. If no one joins in at first, just keep singing. If you repeat this activity often, you will be surprised by how well little ones can do.	<b>Photo Gallery (L46)</b> While photos are two-dimensional, they (unlike electronics) have a very useful place in the classroom. Show little ones two or three photos from the Photo Activity Cards. Describe the object in each photo. If you are describing body parts, ask little ones to show you the same body part on their body. If you are describing toys (and the same toys exist in the classroom), have little ones get the toys.
<b>Cognitive Development</b>	<b>Sandbox Treasures (C44)</b> Bury small objects (plastic or rubber figures, blocks, stacking tubes) in the sandbox. Challenge little ones to use strainers to find buried "treasure". Talk about the objects they find.	<b>Shadow Match (C45)</b> Print the "Shadow Match Cards". Laminate and match cut the cards apart. Leave the shadow cards rectangular and trim around the actual shape of each object card. Challenge little ones to match the objects to their same shape shadow. Have them place the object on top of its shadow.	<b>Sandbox Treasures (C44)</b> Bury small objects (plastic or rubber figures, blocks, stacking tubes) in the sandbox. Challenge little ones to use strainers to find buried "treasure". Talk about the objects they find.	<b>Shadow Match (C45)</b> Print the "Shadow Match Cards". Laminate and match cut the cards apart. Leave the shadow cards rectangular and trim around the actual shape of each object card. Challenge little ones to match the objects to their same shape shadow. Have them place the object on top of its shadow.	<b>Sandbox Treasures (C44)</b> Bury small objects (plastic or rubber figures, blocks, stacking tubes) in the sandbox. Challenge little ones to use strainers to find buried "treasure". Talk about the objects they find.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<p><b>Round the House (SE47)</b> 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. ::'Round the house, round the house goes the little mouse. Up the stairs, up the strairs, in the little house::</p>	<p><b>Class Photos (SE48)</b> Take photos of the children in your class. Post the photos where children can see their classmates. You may also want to place class photos in the Pocket Cube or display them in the Frog Street Easel.</p>	<p><b>Round the House (SE47)</b> 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. ::'Round the house, round the house goes the little mouse. Up the stairs, up the strairs, in the little house::</p>	<p><b>Class Photos (SE48)</b> Take photos of the children in your class. Post the photos where children can see their classmates. You may also want to place class photos in the Pocket Cube or display them in the Frog Street Easel.</p>	<p><b>Round the House (SE47)</b> 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. ::'Round the house, round the house goes the little mouse. Up the stairs, up the strairs, in the little house::</p>
<b>Physical Development</b>	<p><b>Run to the Sun (P46)</b> Use a yellow or orange ball or a circle cut from yellow or orange construction paper to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn or ribbon to mark a start line. Encourage little ones to begin at the start line and run to the sun and back.</p>	<p><b>Shaker Art (P49)-</b> Fill salt shakers with colored sand. Invite each child to shake sand from the shakers onto a sheet of construction paper that has been brushes with a thin layer of glue to create a colorful sandy design. Objective: Shakes and wiggles arms and legs. Shakes objects.</p>	<p><b>Run to the Sun (P46)</b> Use a yellow or orange ball or a circle cut from yellow or orange construction paper to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn or ribbon to mark a start line. Encourage little ones to begin at the start line and run to the sun and back.</p>	<p><b>Shaker Art (P49)-</b> Fill salt shakers with colored sand. Invite each child to shake sand from the shakers onto a sheet of construction paper that has been brushes with a thin layer of glue to create a colorful sandy design. Objective: Shakes and wiggles arms and legs. Shakes objects.</p>	<p><b>Run to the Sun (P46)</b> Use a yellow or orange ball or a circle cut from yellow or orange construction paper to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn or ribbon to mark a start line. Encourage little ones to begin at the start line and run to the sun and back.</p>





<b>Infant Class: Infant C</b>					<b>Date: November 13th-17th</b>
<b>Approach Towards Learning:</b> <i>communication, attention, curiosity, persistence</i>					<b>Parents as Partners: #4 Developing Your Child's Color Palette</b>
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>					<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>
<b>American Sign Language (ASL):</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>
<b>Language Development</b>	<p><b>Hands (L48)</b> Talk with little ones about things their hands can do. Read the Hands Board Book. Invite little ones to act out this chant. ::I can wave my hands. I can shake my hands. I can clap my hands. I can raise my hands. I can hide my hands.::</p>	<p><b>Magic Wand (L49)</b> 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. You might say "Stand up and turn around" or "hop like a bunny." Use commands that don't require standing for babies who are not yet mobile.</p>	<p><b>Hands (L48)</b> Talk with little ones about things their hands can do. Read the Hands Board Book. Invite little ones to act out this chant. ::I can wave my hands. I can shake my hands. I can clap my hands. I can raise my hands. I can hide my hands.::</p>	<p><b>Magic Wand (L49)</b> 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. You might say "Stand up and turn around" or "hop like a bunny." Use commands that don't require standing for babies who are not yet mobile.</p>	<p><b>Hands (L48)</b> Talk with little ones about things their hands can do. Read the Hands Board Book. Invite little ones to act out this chant. ::I can wave my hands. I can shake my hands. I can clap my hands. I can raise my hands. I can hide my hands.::</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<b>Shoe Match (C46)</b> Invite children to organize an assortment of shoes into pairs. On another day, try this activity with mittens. Occasionally allow little ones to show you how good they are at bringing you something you need or ask for.	<b>Nesting Cups (C47)</b> Gather your own set of nesting cups or boxes (each fits inside of another) or commercial nesting boxes or cups. Encourage little ones to put the boxes or cups inside each other so that they all fit into one box or cup.	<b>Shoe Match (C46)</b> Invite children to organize an assortment of shoes into pairs. On another day, try this activity with mittens. Occasionally allow little ones to show you how good they are at bringing you something you need or ask for.	<b>Nesting Cups (C47)</b> Gather your own set of nesting cups or boxes (each fits inside of another) or commercial nesting boxes or cups. Encourage little ones to put the boxes or cups inside each other so that they all fit into one box or cup.	<b>Shoe Match (C46)</b> Invite children to organize an assortment of shoes into pairs. On another day, try this activity with mittens. Occasionally allow little ones to show you how good they are at bringing you something you need or ask for.
<b>Social Emotional Development</b>	<b>Hide-and-Seek (SE49)</b> Have little ones hide while you count to ten. Pretend to have a hard time finding the "hidiers." Some children may actually come out of hiding or make noises. If they do, act surprised to see them. After a few rounds, turn the game around. You hide and let the children find you. Use another adult's help to show children how to hide their eyes while you get into place and then guide the search to find you.	<b>Smooth Transitions (SE58)</b> Always let little ones know when you are picking them up for a diaper change by making eye contact, stating your intention, and letting them know you will return them to their spot. Give a warning before cleaning up for lunch or getting ready for nap time. Use songs, action rhymes, and attention getters, such as clapping or flashing a light. Sing this song for clean-up time. ::Oh, can you put the toys away? The toys away, the toys away. Oh, can you put the toys away? Its time to end our	<b>Hide-and-Seek (SE49)</b> Have little ones hide while you count to ten. Pretend to have a hard time finding the "hidiers." Some children may actually come out of hiding or make noises. If they do, act surprised to see them. After a few rounds, turn the game around. You hide and let the children find you. Use another adult's help to show children how to hide their eyes while you get into place and then guide the search to find you.	<b>Smooth Transitions (SE58)</b> Always let little ones know when you are picking them up for a diaper change by making eye contact, stating your intention, and letting them know you will return them to their spot. Give a warning before cleaning up for lunch or getting ready for nap time. Use songs, action rhymes, and attention getters, such as clapping or flashing a light. Sing this song for clean-up time. ::Oh, can you put the toys away? The toys away, the toys away. Oh, can you put the toys away? Its time to end our	<b>Hide-and-Seek (SE49)</b> Have little ones hide while you count to ten. Pretend to have a hard time finding the "hidiers." Some children may actually come out of hiding or make noises. If they do, act surprised to see them. After a few rounds, turn the game around. You hide and let the children find you. Use another adult's help to show children how to hide their eyes while you get into place and then guide the search to find you.
<b>Physical Development</b>	<b>Pass the Beanbag (P47)</b> Have the 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 beanbag as the game is often played with older children. Be patient if children drop the beanbag and just encourage little ones to have fun.	<b>Shadow Dancing (P50)</b> Place a light source in front of a wall and invite children to move between the wall and the light source. Call attention to their shadows. Move your body (stick out your leg, hold your hands out and spread your fingers) to create a funny shadow on the wall. On another day play "Thelma Thumb" (Frog Street Baby Songs CD) and encourage children to move their fingers and watch	<b>Pass the Beanbag (P47)</b> Have the 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 beanbag as the game is often played with older children. Be patient if children drop the beanbag and just encourage little ones to have fun.	<b>Shadow Dancing (P50)</b> Place a light source in front of a wall and invite children to move between the wall and the light source. Call attention to their shadows. Move your body (stick out your leg, hold your hands out and spread your fingers) to create a funny shadow on the wall. On another day play "Thelma Thumb" (Frog Street Baby Songs CD) and encourage children to move their fingers and watch	<b>Pass the Beanbag (P47)</b> Have the 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 beanbag as the game is often played with older children. Be patient if children drop the beanbag and just encourage little ones to have fun.



<b>Infant Class: Infant C</b>	<b>Date: Nov. 20th-24th</b>
<b>Approach Towards Learning:</b> <i>communication, attention, curiosity</i>	<b>Parents as Partners: #5 Respecting Your Baby's Acute Senses</b>
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>
<b>American Sign Language (ASL):</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)</p> <p><b>Calm-</b> Breathing Take deep breathes with the children.</p> <p><b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)</p> <p><b>Calm-</b> Breathing Take deep breathes with the children.</p> <p><b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<b>Crème is Closed for Thanksgiving</b>	<p>HAPPY THANKSGIVING</p>
<b>Language Development</b>	<p><b>Magic Wand (L49)</b> 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. You might say "Stand up and turn around" or "hop like a bunny." Use commands that don't require standing for babies who are not yet mobile.</p>	<p><b>Ring Around the Rosie (L50)</b> Demonstrate how to gently hold a friend's hand. Demonstrate how to walk in a circle slowly. Play "Ring Around the Rosie" (Frog Street Baby Games CD). Have children hold hands and walk in a circle to the first two lines of the song. Then show them how to stop and clap for the lyrics "clap hands" and sit down on the lyrics "all fall down."</p>	<p><b>Magic Wand (L49)</b> 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. You might say "Stand up and turn around" or "hop like a bunny." Use commands that don't require standing for babies who are not yet mobile.</p>	<p>HAPPY THANKSGIVING</p>	<b>Crème is Closed for Thanksgiving</b>
<b>Cognitive Development</b>	<p><b>Nesting Cups (C47)</b> Gather your own set of nesting cups or boxes (each fits inside of another) or commercial nesting boxes or cups. Encourage little ones to put the boxes or cups inside each other so that they all fit into one box or cup.</p>	<p><b>Downhill Run (C49)</b> 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 and letting it roll down the hill freely.</p>	<p><b>Nesting Cups (C47)</b> Gather your own set of nesting cups or boxes (each fits inside of another) or commercial nesting boxes or cups. Encourage little ones to put the boxes or cups inside each other so that they all fit into one box or cup.</p>	<b>Crème is Closed for Thanksgiving</b>	<p>HAPPY THANKSGIVING</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Social Emotional Development</b></p>	<p><b>Smooth Transitions (SE58)</b> Always let little ones know when you are picking them up for a diaper change by making eye contact, stating your intention, and letting them know you will return them to their spot. Give a warning before cleaning up for lunch or getting ready for nap time. Use songs, action rhymes, and attention getters, such as clapping or flashing a light. Sing this song for clean-up time. ::Oh, can you put the toys away? The toys away, the toys away. Oh, can you put the toys away? Its time to end our play::</p>	<p><b>Lunch Buddies (SE50)-</b> Position children at feeding time where they are facing a peer. Call attention to what children are eating or doing and then leave little ones to enjoy looking at each other. On another day, arrange a time when you can be a child's lunch date." Sit one-on-one with that child during lunch giving him your full attention. Objective: Shows interest and awareness of others. Begins to develop personal relationships with peers.</p>	<p><b>Smooth Transitions (SE58)</b> Always let little ones know when you are picking them up for a diaper change by making eye contact, stating your intention, and letting them know you will return them to their spot. Give a warning before cleaning up for lunch or getting ready for nap time. Use songs, action rhymes, and attention getters, such as clapping or flashing a light. Sing this song for clean-up time. ::Oh, can you put the toys away? The toys away, the toys away. Oh, can you put the toys away? Its time to end our play::</p>		<p><b>Crème is Closed for Thanksgiving</b></p>
<p><b>Physical Development</b></p>	<p><b>Shadow Dancing (P50)</b> Place a light source in front of a wall and invite children to move between the wall and the light source. Call attention to their shadows. Move your body (stick out your leg, hold your hands out and spread your fingers) to create a funny shadow 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.</p>	<p><b>Sweeping (P51)</b> Show little ones how to use a hand broom to sweep small blocks or toys into a dust pan. Hold the dust pan for them and encourage them to try sweeping up small objects. If the broom is difficult for them to handle, encourage them to use their hands to rake the small objects into the dust pan.</p>	<p><b>Shadow Dancing (P50)</b> Place a light source in front of a wall and invite children to move between the wall and the light source. Call attention to their shadows. Move your body (stick out your leg, hold your hands out and spread your fingers) to create a funny shadow 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.</p>	<p><b>Crème is Closed for Thanksgiving</b></p>	



<b>Infant Class: Infant C</b>	<b>Date: Nov. 27th-Dec 1st</b>
<b>Approach Towards Learning:</b> <i>communication, persistence, curiosity, attention</i>	<b>Parents as Partners: #5 Respecting Your Baby's Acute Senses</b>
<b>English Vocabulary:</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	<b>Spanish Vocabulary:</b> <i>mami, papi, hermano, hermana, familia, amor, abrazo, gracias, por favor, mas</i>
<b>American Sign Language (ASL):</b> <i>mommy, daddy, brother, sister, family, love, hug, thank you, please, more</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD)  <b>Calm-</b> Breathing Take deep breathes with the children.  <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>	<p><b>Unite-</b> Sing "Good Morning to You" (Frog Street Baby Songs CD) <b>Calm-</b> Breathing Take deep breathes with the children. <b>Connect-</b> Encourage children to acknowledge friends who are absent and welcome back friends who have been absent. <b>Commit-</b> We use soft touches.</p>
<b>Language Development</b>	<p><b>Ring Around the Rosie (L50)</b>            Demonstrate how to gently hold a friend's hand. Demonstrate how to walk in a circle slowly. Play "Ring Around the Rosie" (Frog Street Baby Games CD). Have children hold hands and walk in a circle to the first two lines of the song. Then show them how to stop and clap for the lyrics "clap hands" and sit down on the lyrics "all fall down."</p>	<p><b>Jack and Jill (L52)</b> Discuss the cover of the Jack and Jill board book. Read the title. Read the story. Ask a little one to point to his favorite character. Act the rhyme out with the child. Pretend to climb a hill, fall down, and hold your head and cry. When you finish reading this story, ask your little listener to get the Little Boy Blue board book from the book shelf or basket. If he is not able to identify the book, help him. Show him the cover so perhaps he will be able to identify the book next time.</p>	<p><b>Ring Around the Rosie (L50)</b>            Demonstrate how to gently hold a friend's hand. Demonstrate how to walk in a circle slowly. Play "Ring Around the Rosie" (Frog Street Baby Games CD). Have children hold hands and walk in a circle to the first two lines of the song. Then show them how to stop and clap for the lyrics "clap hands" and sit down on the lyrics "all fall down."</p>	<p><b>Jack and Jill (L52)</b> Discuss the cover of the Jack and Jill board book. Read the title. Read the story. Ask a little one to point to his favorite character. Act the rhyme out with the child. Pretend to climb a hill, fall down, and hold your head and cry. When you finish reading this story, ask your little listener to get the Little Boy Blue board book from the book shelf or basket. If he is not able to identify the book, help him. Show him the cover so perhaps he will be able to identify the book next time.</p>	<p><b>Ring Around the Rosie (L50)</b>            Demonstrate how to gently hold a friend's hand. Demonstrate how to walk in a circle slowly. Play "Ring Around the Rosie" (Frog Street Baby Games CD). Have children hold hands and walk in a circle to the first two lines of the song. Then show them how to stop and clap for the lyrics "clap hands" and sit down on the lyrics "all fall down."</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<b>Downhill Run (C49)</b> 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 and letting it roll down the hill freely.	<b>Dancing Shadows (C50)</b> 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 to and further away from the light. Do funny actions to make shadows. For example, clap 3 times and count each clap. Bend and touch your toes three times and count each bend.	<b>Downhill Run (C49)</b> 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 and letting it roll down the hill freely.	<b>Dancing Shadows (C50)</b> 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 to and further away from the light. Do funny actions to make shadows. For example, clap 3 times and count each clap. Bend and touch your toes three times and count each bend.	<b>Downhill Run (C49)</b> 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 and letting it roll down the hill freely.
<b>Social Emotional Development</b>	<b>Lunch Buddies (SE50)</b> - Position children at feeding time where they are facing a peer. Call attention to what children are eating or doing and then leave little ones to enjoy looking at each other. On another day, arrange a time when you can be a child's lunch date." Sit one-on-one with that child during lunch giving him your full attention. Objective: Shows interest and awareness of others. Begins to develop personal relationships with peers.	<b>You Are Funny (SE 43)</b> Create odd or silly scenarios that will tickle a little ones sense of humor. Wear a big pair of glasses when you are changing a diaper. Attach odds and ends to a large sun hat and wear it while interacting with little ones on the floor. Wear a pair of shoes that are too large. Tie a bow on a glass of milk. Turn a book upside down	<b>Lunch Buddies (SE50)</b> - Position children at feeding time where they are facing a peer. Call attention to what children are eating or doing and then leave little ones to enjoy looking at each other. On another day, arrange a time when you can be a child's lunch date." Sit one-on-one with that child during lunch giving him your full attention. Objective: Shows interest and awareness of others. Begins to develop personal relationships with peers.	<b>You Are Funny (SE 43)</b> Create odd or silly scenarios that will tickle a little ones sense of humor. Wear a big pair of glasses when you are changing a diaper. Attach odds and ends to a large sun hat and wear it while interacting with little ones on the floor. Wear a pair of shoes that are too large. Tie a bow on a glass of milk. Turn a book upside down	<b>Lunch Buddies (SE50)</b> - Position children at feeding time where they are facing a peer. Call attention to what children are eating or doing and then leave little ones to enjoy looking at each other. On another day, arrange a time when you can be a child's lunch date." Sit one-on-one with that child during lunch giving him your full attention. Objective: Shows interest and awareness of others. Begins to develop personal relationships with peers.
<b>Physical Development</b>	<b>Sweeping (P51)</b> Show little ones how to use a hand broom to sweep small blocks or toys into a dust pan. Hold the dust pan for them and encourage them to try sweeping up small objects. If the broom is difficult for them to handle, encourage them to use their hands to rake the small objects into the dust pan.	<b>Ball Holder (P52)</b> Give little ones a muffin tin and exactly enough balls to fit inside each cup. Demonstrate placing one ball into each muffin cup and then remove the balls and challenge children to do the same. In math, this skill is called one-to-one correspondence. It is the understanding that there is one ball for each muffin cup and one muffin cup for each ball.	<b>Sweeping (P51)</b> Show little ones how to use a hand broom to sweep small blocks or toys into a dust pan. Hold the dust pan for them and encourage them to try sweeping up small objects. If the broom is difficult for them to handle, encourage them to use their hands to rake the small objects into the dust pan.	<b>Ball Holder (P52)</b> Give little ones a muffin tin and exactly enough balls to fit inside each cup. Demonstrate placing one ball into each muffin cup and then remove the balls and challenge children to do the same. In math, this skill is called one-to-one correspondence. It is the understanding that there is one ball for each muffin cup and one muffin cup for each ball.	<b>Sweeping (P51)</b> Show little ones how to use a hand broom to sweep small blocks or toys into a dust pan. Hold the dust pan for them and encourage them to try sweeping up small objects. If the broom is difficult for them to handle, encourage them to use their hands to rake the small objects into the dust pan.