



## Toddler Club Program

### Opposites- Up/Down, Over/Under

Date: December 3rd-7th

**Objective:** Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using *up*, *down*, *over*, and *under*.

**Parents as Partners: Card # 14** Encourage parents to maintain routines especially as they relate to sleeping and eating. Suggest that parents make thoughtful choices about when and how they break their child's normal routine in other areas.

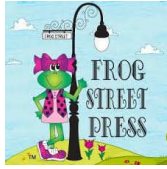
**English Vocabulary:** up, down, over, under, opposites, location

**Spanish Vocabulary:** arriba, abajo, encima, debajo, opuestos, ubicacion

**American Sign Language (ASL):** up, down, over, under, opposites, location

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using <i>up</i> , <i>down</i> , <i>over</i> , and <i>under</i> . <b>Unite-</b> <i>Thehma Thumb</i> (Start Smart Songs for 1's, 2's, and 3's CD) <b>Calm-</b> Teach Children how to do Pretzel. (see handout) <b>Connect-</b> Use max to welcome back children who have been absent. <b>Build Community-</b> Remind children they are safe and pass around the Safekeeper box. Continue discussing using walking feet.	Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using <i>up</i> , <i>down</i> , <i>over</i> , and <i>under</i> . <b>Unite-</b> <i>The Grand Old Duke of York</i> (Frog Street Action Songs CD) <b>Calm-</b> Select a partner and demonstrate the action rhyme "Hickory Dickory Dock" (See handout). <b>Connect-</b> Use max to welcome back children who have been absent. <b>Build Community-</b> Remind children they are safe and pass around the Safekeeper box. Continue discussing using walking feet.	Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using <i>up</i> , <i>down</i> , <i>over</i> , and <i>under</i> . <b>Unite-</b> <i>Opposites</i> (Shawn Brown Toddler Tunes CD). <b>Calm-</b> Teach Children how to do Pretzel. (see handout) <b>Connect-</b> Use max to welcome back children who have been absent. <b>Build Community-</b> Remind children they are safe and pass around the Safekeeper box. Continue discussing using walking feet.	Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using <i>up</i> , <i>down</i> , <i>over</i> , and <i>under</i> . <b>Unite-</b> <i>Sing a Song of Opposites</i> (Frog Street Sing-Along Songs CD) <b>Calm-</b> Select a partner and demonstrate the action rhyme "Hickory Dickory Dock" (See handout). <b>Connect-</b> Use max to welcome back children who have been absent. <b>Build Community-</b> Remind children they are safe and pass around the Safekeeper box. Continue discussing using walking feet.	Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using <i>up</i> , <i>down</i> , <i>over</i> , and <i>under</i> . <b>Unite-</b> <i>Opposites</i> (Shawn Brown Toddler Tunes CD). <b>Calm-</b> Teach Children how to do Pretzel. (see handout) <b>Connect-</b> Use max to welcome back children who have been absent. <b>Build Community-</b> Remind children they are safe and pass around the Safekeeper box. Continue discussing using walking feet.
<b>Language Development</b>	<b>Going on a Bear Hunt-</b> Lead children in this fun bear hunt chant and invite them to copy your actions. Emphasize the location words. 9See handout)	<b>"Itsy Bitsy Spider" Story Folder-</b> display the story props and have children sing the lyrics (Frog Street Sing-Along Songs CD). Discuss the up and down movement of the spider.	<b>Going on a Bear Hunt-</b> Lead children in this fun bear hunt chant and invite them to copy your actions. Emphasize the location words. 9See handout)	<b>Sing a Song of Opposites-</b> As you read the book this week emphasize the vocabulary words and ASL signs for <i>up</i> , <i>down</i> , <i>over</i> , and <i>under</i> (p.12). Review last weeks words (in, out, inside, outside)	<b>Going on a Bear Hunt-</b> Lead children in this fun bear hunt chant and invite them to copy your actions. Emphasize the location words. 9See handout)
<b>Cognitive Development</b>	<b>Photo Activity Cards-</b> Card # 28 (up, down, over, under) Use the suggestions on the back of the card to practice vocabulary and stimulate discussion.	<b>Animal Sort-</b> have children sort the Animal locations cards into two groups: animals they see <i>up</i> in the air and animals they see <i>down</i> on the ground	<b>Do your Ears Hang Low?</b> (Frog Street Action Songs CD). Sing the song with children. Discuss where the ears get thrown ( <i>Over</i> your shoulder)	<b>Animal Sort-</b> have children sort the Animal locations cards into two groups: animals they see <i>up</i> in the air and animals they see <i>down</i> on the ground	<b>Floater and Droppers-</b> Fill a basket with "floater" (tissue, feather, paper) and "dropper" (small block, crayon, large button). Encourage children to drop the objects from chest level to determine if they fall to the ground swiftly or float down slowly.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<b>Itsy Bitsy Spider</b> (Frog Street Sing-Along Songs CD) Point out that the spider doesn't give up. She crawls up. When the rain comes and washes her down, she doesn't quit.	<b>Cloud Watching-</b> Take children outdoors to watch the clouds overhead. Teach children finger play Two Little Clouds (see handout)	<b>Are You Listening?</b> Teach children the song. Use it often. (Frog Street Sing-Along Songs CD) Point out that the song directs them to sit down.	<b>Cloud Watching-</b> Take children outdoors to watch the clouds overhead. Teach children finger play Two Little Clouds (see handout)	<b>Round the House-</b> Play this action rhyme (p.5). Emphasize this week's vocabulary words up and review the ASL sign (p.12)
<b>Physical Development</b>	<b>Jack Be Nimble-</b> Use a Toilet paper tube for a candlestick. Say the rhyme and invite children to jump over the candlestick on cue. Review the ASL sign for over (p.12) (See handout)	<b>Rolling Under-</b> Have children stand behind one another in a line with their legs spread a part. Invite them to roll a ball through their legs (by bending over) to the friend who is standing behind them.	<b>My Little Red Wagon</b> (Frog Street Action Songs CD) Sing the song with children Discuss the movement you feel when riding in a wagon. Emphasize this week's vocabulary words and ASL signs for <i>up</i> and <i>down</i> (p.12)	<b>Rolling Under-</b> Have children stand behind one another in a line with their legs spread a part. Invite them to roll a ball through their legs (by bending over) to the friend who is standing behind them.	<b>Five Little Ducks</b> (Frog Street Action Songs CD) Sing the song with children. Talk about where the ducks went when they disappeared and emphasize that they went over the hill.
<b>Outdoor Play</b>	<b>Obstacle Course-</b> Make and <i>over-and-under</i> obstacle course using supplies you have available. Supervise closely	<b>Bubble Blowing-</b> Blow bubbles for the children. use words; "Watch the bubbles go up and than watch them float down.	<b>Obstacle Course-</b> Make and <i>over-and-under</i> obstacle course using supplies you have available. Supervise closely	<b>Bubble Blowing-</b> Blow bubbles for the children. use words; "Watch the bubbles go up and than watch them float down.	<b>Red Rover Variation-</b> Play a new version of Red Rover. Say: Red Rover, Red Rover, lets (child's name) come over.
<b>Music and Movement</b>	<b>Start Smart Songs for 1's, 2's, and 3's-</b> Thelma Thumb.	<b>Frog Street Action Songs-</b> My Little Red Wagon; The Grand Old Duke of York.	<b>Frog Street Action Songs-</b> Do your Ears Hang Low?; Five Little Ducks.	<b>Frog Street Sing-Along Songs-</b> Itsy Bitsy Spider; Are You Listening?; Sing a Song of Opposites.	<b>Shawn Brown Toddler Tunes-</b> Opposites.
<b>Learning Centers</b>	<b>Gross Motor-</b> beach ball. Suspend a beach ball from the ceiling at a height that is just above children's heads. Challenge them to bat the ball;; by reaching their hands over their heads. Teach the ASL sign for <i>over</i> (p.12)	<b>Creativity Station-</b> Materials: crayons, paper, tape. Tape paper under a table and invite children to lie on their backs and draw. Discuss the location of the paper. Teach the ASL signs for <i>locations</i> and <i>under</i> . (p.12)	<b>Construction-</b> Materials: Paper bag Blocks. Invite children to build towers with the paper bag blocks and then knock their towers <i>down</i> . Build a bridge with the blocks and invite children to drive small cars <i>over</i> the bridge.	<b>Creativity Station-</b> Materials: crayons, paper, tape. Tape paper under a table and invite children to lie on their backs and draw. Discuss the location of the paper. Teach the ASL signs for <i>locations</i> and <i>under</i> . (p.12)	<b>Construction-</b> Materials: Paper bag Blocks. Invite children to build towers with the paper bag blocks and then knock their towers <i>down</i> . Build a bridge with the blocks and invite children to drive small cars <i>over</i> the bridge.
<b>Learning Goals</b>	<b>Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using up, down, over, and under.</b> Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e) Begins to learn and internalize rules, routines, and directions (B.3.e) Establishes secure relationships with primary caregivers (B.1.a)	<b>Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using up, down, over, and under.</b> Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e) Begins to learn and internalize rules, routines, and directions (B.3.e) Establishes secure relationships with primary caregivers (B.1.a)	<b>Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using up, down, over, and under.</b> Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e) Begins to learn and internalize rules, routines, and directions (B.3.e) Establishes secure relationships with primary caregivers (B.1.a)	<b>Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using up, down, over, and under.</b> Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e) Begins to learn and internalize rules, routines, and directions (B.3.e) Establishes secure relationships with primary caregivers (B.1.a)	<b>Being able to correctly use words that describe location allows children to communicate more accurately. This week children will practice using up, down, over, and under.</b> Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e) Begins to learn and internalize rules, routines, and directions (B.3.e) Establishes secure relationships with primary caregivers (B.1.a)



## Toddler Club Program

Opposites- On/Off. Open/Closed		Date: December 10th-14th			
<b>Objective:</b> Being able to correctly use words that describe location and position allows children to communicate more accurately. This week children will practice using on, off, open, closed.		<b>Parents as Partners: Card # 15</b> Encourage parents to reduce visual distractions and the number of choices they offer their little ones.			
<b>English Vocabulary:</b> location, position, on, off, open, closed, opposites		<b>Spanish Vocabulary:</b> ubicacion, posicion, encima, afuera, abierto, cerrado, opuestos			
<b>American Sign Language (ASL):</b> location, position, on, off, open, closed, opposites					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	Children will be exploring location and position words. Demonstrate each of these words (on, off, open, closed) and teach the ASL signs (p.22) <b>Unite</b> - Opposites (Shawn Brown Toddler Tunes CD) <b>Calm</b> - Remind children of the Drain calming strategy (p. 22) <b>Connect</b> - Use max to welcome back children who have been absent. Teach children Little Miss Muffet rhyme (p.25) <b>Build Community</b> -Remind children they are safe and pass around the Safekeeper Box. Continue discussing using walking feet.	Children will be exploring location and position words. Demonstrate each of these words (on, off, open, closed) and teach the ASL signs (p.22) <b>Unite</b> - Open, Shut Them (Frog Street Action Songs CD) <b>Calm</b> - Remind children of the Drain calming strategy (p. 22) <b>Connect</b> - Use max to welcome back children who have been absent. Teach children Little Miss Muffet rhyme (p.25) <b>Build Community</b> -Remind children they are safe and pass around the Safekeeper Box. Continue discussing using walking feet.	Children will be exploring location and position words. Demonstrate each of these words (on, off, open, closed) and teach the ASL signs (p.22) <b>Unite</b> - Sing a Song of Opposites (Frog Street Sing-Along Songs CD) <b>Calm</b> - Remind children of the Drain calming strategy (p. 22) <b>Connect</b> - Use max to welcome back children who have been absent. Teach children Little Miss Muffet rhyme (p.25) <b>Build Community</b> -Remind children they are safe and pass around the Safekeeper Box. Continue discussing using walking feet.	Children will be exploring location and position words. Demonstrate each of these words (on, off, open, closed) and teach the ASL signs (p.22) <b>Unite</b> - Open, Shut Them (Frog Street Action Songs CD) <b>Calm</b> - Remind children of the Drain calming strategy (p. 22) <b>Connect</b> - Use max to welcome back children who have been absent. Teach children Little Miss Muffet rhyme (p.25) <b>Build Community</b> -Remind children they are safe and pass around the Safekeeper Box. Continue discussing using walking feet.	Children will be exploring location and position words. Demonstrate each of these words (on, off, open, closed) and teach the ASL signs (p.22) <b>Unite</b> - My Hands on My Head (Start Smart Songs for 1's, 2's, 3's CD) <b>Calm</b> - Remind children of the Drain calming strategy (p. 22) <b>Connect</b> - Use max to welcome back children who have been absent. Teach children Little Miss Muffet rhyme (p.25) <b>Build Community</b> -Remind children they are safe and pass around the Safekeeper Box. Continue discussing using walking feet.
<b>Language Development</b>	<b>Just Jasper and Me</b> -Reads the story. Review the ASL signs for <i>open</i> and <i>closed</i> (p.22)	<b>Sing a Song of Opposites</b> - Children should now be quite familiar with this book. Invite them to sing the words as you turn the pages. Challenge children to name things that can be <i>opened</i> and <i>closed</i> .	<b>The Three Billy Goats Gruff- Developmental Storybook</b> After reading level I, II, or III of the story, encourage children to walk across the bridge (made with blocks) while saying trip, trap, trip, trap. Pretend to be the troll. Respond to their words saying, <i>Who is walking on my bridge? Trip, trap, trip, trap! Get off my bridge!</i>	<b>Sing a Song of Opposites</b> - Children should now be quite familiar with this book. Invite them to sing the words as you turn the pages. Challenge children to name things that can be <i>opened</i> and <i>closed</i> .	<b>"Humpty Dumpty's New Ears"</b> - Story Folder: Present the story. Focus on humpty sitting <i>on</i> the wall and his new ears being glued <i>on</i> his head.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<b>Photo Activity Card- #29</b> (on, off, open, closed) use the suggestions on the back of the card to practice. <b>Open or Closed?</b> - Discuss open and closed. Show children illustrated examples using the "open or Closed?" picture cards. Display a picture pair and invite children to tell which picture shows an open position and which shows a closed position.	<b>Scavenger Hunt-</b> take children on a walk or stroll through your facility in search of things that open and close (doors, windows, oven door, refrigerator door, drawer, shelves, kitchen containers).	<b>Photo Activity Card- #29</b> (on, off, open, closed) use the suggestions on the back of the card to practice. <b>Feather Off-</b> Place a craft feather <i>on</i> the table and invite children to think of ways to get the feather <i>off</i> the table without using their hands. See if children think about blowing or fanning it off the table.	<b>Scavenger Hunt-</b> take children on a walk or stroll through your facility in search of things that open and close (doors, windows, oven door, refrigerator door, drawer, shelves, kitchen containers).	<b>Photo Activity Card- #29</b> (on, off, open, closed) use the suggestions on the back of the card to practice. <b>Challenging Towers-</b> Invite children to try and stack blocks with their eyes <i>closed</i> . Have them build a second tower with their eyes <i>open</i> .
<b>Social Emotional Development</b>	<b>Water On and Off-</b> Discuss turning the water <i>on</i> and <i>off</i> during bathroom visits. Review the ASL signs for <i>on</i> and <i>off</i> (p.22) <b>Eyes Open and Closed-</b> say the rhyme to children. Talk about eyes. (p.28)	<b>This Little Piggy-</b> Have children take their shoes off. Teach them how to use their toes as they say this action rhyme. Take a minute to play the game with each child. Mention that children's shoes are off as they are playing the game with their toes. (p.28)	<b>Which Hand?-</b> hide a small item in one of your hands. Hold out both hands with your fist closed. Ask little ones: Which hand? Then open the hand with the item in it. Discuss the open and closed position of your hands. Repeat the game as long as children show interest. <b>Tummy Ticklers-</b> have children lie on the floor with their head on a friend's tummy. say something funny. Ask: what happens?	<b>This Little Piggy-</b> Have children take their shoes off. Teach them how to use their toes as they say this action rhyme. Take a minute to play the game with each child. Mention that children's shoes are off as they are playing the game with their toes. (p.28)	<b>Water On and Off-</b> Discuss turning the water <i>on</i> and <i>off</i> during bathroom visits. Review the ASL signs for <i>on</i> and <i>off</i> (p.22) <b>Eyes Open and Closed-</b> say the rhyme to children. Talk about eyes. (p.28)
<b>Physical Development</b>	<b>Five Little Speckled Frogs</b> (Frog Street Action Songs CD)- Sing the songs with children and then invite them to reenact the song as you sing it again. (p.29)	<b>Walk On-</b> us masking tape to create a line on the floor. Invite children to walk on the line with a beanbag on their head. <b>Take it Off-</b> Place strips of masking tape on a table and challenge children to get the pieces of tape off. provide a trash can for discarding the removed tape.	<b>Two Little Houses-</b> teach children the fingerplay. Discuss the open and closed position of their hands. Demonstrate for children how clapping is another way to open and closed their hands. (p.29)	<b>Take if Off-</b> Use masking tape to make an X on the floor. Invite children to throw beanbags towards the mark. Describe where the beanbags land by saying: You are <b>on</b> the mark. Or You are <b>off</b> the mark.	<b>Five Little Monkeys-</b> Review action rhyme with children.
<b>Outdoor Play</b>	<b>Olli, Olli, Home Free-</b> Play a game of chase with children. Create "Safe Spots" by placing dot markers around the playground. Have each child begin on a safe spot. When you say "run", children get off their spot and run. When you say "Olli, Olli, Home Free," children stand on a safe spot again.	<b>Olli, Olli, Home Free-</b> Play a game of chase with children. Create "Safe Spots" by placing dot markers around the playground. Have each child begin on a safe spot. When you say "run", children get off their spot and run. When you say "Olli, Olli, Home Free," children stand on a safe spot again.	<b>Olli, Olli, Home Free-</b> Play a game of chase with children. Create "Safe Spots" by placing dot markers around the playground. Have each child begin on a safe spot. When you say "run", children get off their spot and run. When you say "Olli, Olli, Home Free," children stand on a safe spot again.	<b>Olli, Olli, Home Free-</b> Play a game of chase with children. Create "Safe Spots" by placing dot markers around the playground. Have each child begin on a safe spot. When you say "run", children get off their spot and run. When you say "Olli, Olli, Home Free," children stand on a safe spot again.	<b>Olli, Olli, Home Free-</b> Play a game of chase with children. Create "Safe Spots" by placing dot markers around the playground. Have each child begin on a safe spot. When you say "run", children get off their spot and run. When you say "Olli, Olli, Home Free," children stand on a safe spot again.
<b>Music and Movement</b>	<b>Shawn Brown Toddler Tunes-</b> Opposites	<b>Frog Street Action Songs-</b> Open, Shut Them; Five Little Speckled Frogs; Raindrop Song	<b>Frog Street Sing-Along Songs-</b> Sing a Song of Opposites	<b>Frog Street Action Songs-</b> Open, Shut Them; Five Little Speckled Frogs; Raindrop Song	<b>Start Smart Songs for 1's, 2's, 3's-</b> my Hands on My Head
<b>Learning Centers</b>	<b>Pretend and Learn-</b> Materials: dress-up clothes. Encourage children to put the clothes <i>on</i> and take them <i>off</i> . Discuss how they get in and out of the clothing. Teach ASL signs for <i>on</i> and <i>off</i> (p.22)	<b>Fine Motor-</b> Materials: plastic jars or bottles with lids. Challenge children to take the lids off and then put them back on. Point out that the jars and bottles are closed when the lids are on and open when the lids are off.	<b>Pretend and Learn-</b> Materials: dress-up clothes. Encourage children to put the clothes <i>on</i> and take them <i>off</i> . Discuss how they get in and out of the clothing. Teach ASL signs for <i>on</i> and <i>off</i> (p.22)	<b>Fine Motor-</b> Materials: plastic jars or bottles with lids. Challenge children to take the lids off and then put them back on. Point out that the jars and bottles are closed when the lids are on and open when the lids are off.	<b>Sensory Table-</b> Materials: laminated construction paper shapes, paintbrushes. Tape the shapes to the bottom of the sensory bin and cover the shapes with sand. Have children brush off the sand to discover the shapes underneath.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Goals</b></p>	<p>Being able to correctly use words that describe location and position allows children to communicate more accurately. This week children will practice using on, off, open, closed. Develops an increasing sense of competence and confidence in growing abilities (B. 2. e.) Shows ability to cope with stress (B. 3. a.) Develops confidence and ability to express emotional needs without fear (B. 1. f.)</p>	<p>Being able to correctly use words that describe location and position allows children to communicate more accurately. This week children will practice using on, off, open, closed. Develops an increasing sense of competence and confidence in growing abilities (B. 2. e.) Shows ability to cope with stress (B. 3. a.) Develops confidence and ability to express emotional needs without fear (B. 1. f.)</p>	<p>Being able to correctly use words that describe location and position allows children to communicate more accurately. This week children will practice using on, off, open, closed. Develops an increasing sense of competence and confidence in growing abilities (B. 2. e.) Shows ability to cope with stress (B. 3. a.) Develops confidence and ability to express emotional needs without fear (B. 1. f.)</p>	<p>Being able to correctly use words that describe location and position allows children to communicate more accurately. This week children will practice using on, off, open, closed. Develops an increasing sense of competence and confidence in growing abilities (B. 2. e.) Shows ability to cope with stress (B. 3. a.) Develops confidence and ability to express emotional needs without fear (B. 1. f.)</p>	<p>Being able to correctly use words that describe location and position allows children to communicate more accurately. This week children will practice using on, off, open, closed. Develops an increasing sense of competence and confidence in growing abilities (B. 2. e.) Shows ability to cope with stress (B. 3. a.) Develops confidence and ability to express emotional needs without fear (B. 1. f.)</p>



## Toddler Club Program

Opposites- Big/Little, Hard/Soft		Date: December 17th-21st			
<b>Objective:</b> Being able to correctly use words that describe attributes allows children to communicate more accurately. This week children will practice using <i>big, little, hard, soft</i> .		<b>Parents as Partners:</b> Card # 16; Encourage parents to foster their child's critical and creative thinking skills.			
<b>English Vocabulary:</b> opposites, describe, big, little, hard, soft		<b>Spanish Vocabulary:</b> opuestos, describir, grande, pequeno, duro, suave			
<b>American Sign Language (ASL):</b> <i>opposites, describe, big, little, hard, soft</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	This week children will practice using <b>big, little, hard, soft</b> . <b>Unite-</b> <i>Itsy Bitsy Spider</i> (Frog Street Sing-Along Songs CD) Sing the song in a little voice and than change the lyrics to a "Big Gigantic Spider" and sing with a big voice. <b>Calm-</b> Demonstrate a calming strategy called Balloon (p.35) <b>Connect-</b> Teach children poem "I Love Soft Things" (p. 35) <b>Build Community-</b> Discuss big and little voices. (p.35 for details)	This week children will practice using <b>big, little, hard, soft</b> . <b>Unite-</b> Opposites (Shawn Brown Toddler Tunes CD) Sing the song in a little voice and than change the lyrics to a "Big Gigantic Spider" and sing with a big voice. <b>Calm-</b> Demonstrate a calming strategy called Balloon (p.35) <b>Connect-</b> Teach children poem "I Love Soft Things" (p. 35) <b>Build Community-</b> Discuss big and little voices. (p.35 for details)	This week children will practice using <b>big, little, hard, soft</b> . <b>Unite-</b> <i>Sing a Song of Opposites</i> (Frog Street Sing-Along Songs CD) Sing the song in a little voice and than change the lyrics to a "Big Gigantic Spider" and sing with a big voice. <b>Calm-</b> Demonstrate a calming strategy called Balloon (p.35) <b>Connect-</b> Teach children poem "I Love Soft Things" (p. 35) <b>Build Community-</b> Discuss big and little voices. (p.35 for details)	This week children will practice using <b>big, little, hard, soft</b> . <b>Unite-</b> Opposites (Shawn Brown Toddler Tunes CD) Sing the song in a little voice and than change the lyrics to a "Big Gigantic Spider" and sing with a big voice. <b>Calm-</b> Demonstrate a calming strategy called Balloon (p.35) <b>Connect-</b> Teach children poem "I Love Soft Things" (p. 35) <b>Build Community-</b> Discuss big and little voices. (p.35 for details)	This week children will practice using <b>big, little, hard, soft</b> . <b>Unite-</b> Fido (Frog Street Sing-Along Songs CD) Sing the song in a little voice and than change the lyrics to a "Big Gigantic Spider" and sing with a big voice. <b>Calm-</b> Demonstrate a calming strategy called Balloon (p.35) <b>Connect-</b> Teach children poem "I Love Soft Things" (p. 35) <b>Build Community-</b> Discuss big and little voices. (p.35 for details)
<b>Language Development</b>	<b>The Three Billy Goats Gruff- Developmental Storybook</b> After reading level I, II, or III of the story, encourage children to walk across the bridge (made with blocks) while saying trip, trap, trip, trap. Pretend to be the troll. Respond to their words saying, <i>Who is walking on my bridge? Trip, trap, trip, trap! Get off my bridge!</i>	<b>Sing a Song of Opposites-</b> Children should now be quite familiar with this book. Invite them to sing the words as you turn the pages. Challenge children to name things that can be <i>opened</i> and <i>closed</i> .	<b>The Enormous Turnip Developmental Storybook-</b> Explain the enormous is another word for big. Say other words that also mean big (giant, gigantic, large). Read Level I, II, or III of the story. Invite children to reenact the story.	<b>Sing a Song of Opposites-</b> Children should now be quite familiar with this book. Invite them to sing the words as you turn the pages. Challenge children to name things that can be <i>opened</i> and <i>closed</i> .	<b>The Three Billy Goats Gruff- Developmental Storybook</b> After reading level I, II, or III of the story, encourage children to walk across the bridge (made with blocks) while saying trip, trap, trip, trap. Pretend to be the troll. Respond to their words saying, <i>Who is walking on my bridge? Trip, trap, trip, trap! Get off my bridge!</i>
<b>Cognitive Development</b>	<b>Photo Activity Card-</b> Card # 30 (big, Little, Hard, soft) Use the suggestions on the back of the card to practice vocabulary and stimulate discussion. Teach the ASL signs for <i>big, little hard, soft</i> (p.32)	<b>Little and Big-</b> Teach children "Little and Big" chant (p.37) Gather big and little objects named in the chant (balls, cups, books, dolls, cars. Blocks. Shoes, hats). be sure the difference in size is obvious. Display the props as you say the chant. (Substitute other objects that might be more readily available if needed.)	<b>Little Ball-</b> Teach children the action rhyme. (p. 37) <b>Feely Box-</b> have children identify the objects in the feely box as hard or soft by touching them. Challenge older children to name each object before they take it out and look at it.	<b>Little and Big-</b> Teach children "Little and Big" chant (p.37) Gather big and little objects named in the chant (balls, cups, books, dolls, cars. Blocks. Shoes, hats). be sure the difference in size is obvious. Display the props as you say the chant. (Substitute other objects that might be more readily available if needed.)	<b>Little Ball-</b> Teach children the action rhyme. (p. 37) <b>Feely Box-</b> have children identify the objects in the feely box as hard or soft by touching them. Challenge older children to name each object before they take it out and look at it.

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<b>Social Emotional Development</b>	<b>My Big Balloon-</b> Act out the rhyme for children. Then invite children to follow your actions. Discuss balloons. (p.38 words to rhyme)	<b>What Size Am I?-</b> Teach children the rhyme. (p.38). Accept all answers since size is relative to perspective.	<b>My Big Balloon-</b> Act out the rhyme for children. Then invite children to follow your actions. Discuss balloons. (p.38 words to rhyme)	<b>What Size Am I?-</b> Teach children the rhyme. (p.38). Accept all answers since size is relative to perspective.	<b>Repetition is key for children at this age. So you will see a lot of the same activities repeated. My Big Balloon-</b> Act out the rhyme for children. Then invite children to follow your actions. Discuss balloons. (p.38 words to rhyme) <b>What Size Am I?-</b> Teach children the rhyme. (p.38). Accept all answers since size is relative to perspective.
<b>Physical Development</b>	<b>One Elephant-</b> (Frog Street Action Song CD) Discuss the size relationship between an elephant and a spider.	<b>Ball Play-</b> Have children sit in a circle with their legs apart and their feet touching to form a completely enclosed circle. Invite children to roll a big ball back and forth to each other across the circle. Repeat game using a small ball.	<b>Big and Small-</b> Teach children this action rhyme. Tell children that small is another word for little. (p.39)	<b>Ball Play-</b> Have children sit in a circle with their legs apart and their feet touching to form a completely enclosed circle. Invite children to roll a big ball back and forth to each other across the circle. Repeat game using a small ball.	<b>Little Ants (Start Smart Songs for 1's, 2's, and 3's CD)-</b> invite children to dance to these song. Have them march, hop, dance, spin, sneak, and wave as the lyrics direct.
<b>Outdoor Play</b>	<b>Big and Little Balls-</b> Provide big balls (beach ball, basketball) and little balls (tennis balls, Ping-Pong balls) for children to play with.	<b>Big and Little Steps-</b> invite little ones to walk across the playground taking little steps (baby steps) and big steps (giant steps). Use the As signs for big and little (p.32) to describe the steps.	<b>Big and Little Balls-</b> Provide big balls (beach ball, basketball) and little balls (tennis balls, Ping-Pong balls) for children to play with.	<b>Big and Little Steps-</b> invite little ones to walk across the playground taking little steps (baby steps) and big steps (giant steps). Use the As signs for big and little (p.32) to describe the steps.	<b>Big and Little Balls-</b> Provide big balls (beach ball, basketball) and little balls (tennis balls, Ping-Pong balls) for children to play with.
<b>Music and Movement</b>	<b>Frog Street Sing-Along Songs-</b> Sing a Song of Opposites; Itsy Bitsy Spider; Fido	<b>Shawn brown Toddler Tunes-</b> Opposites	<b>Start Smart Songs for 1's, 2's, and 3's-</b> Opposites; Little Ants	<b>Shawn brown Toddler Tunes-</b> Opposites	<b>Frog Street Action Song-</b> One Elephant
<b>Learning Centers</b>	<b>Sensory Table- <u>Materials:</u></b> soft objects (feathers, cotton balls, tissues, small stuffed animals, bubble wrap), hard objects (block spoon, Lego, puzzle piece). Encourage children to sort the objects into two groups: soft or hard.	<b>Pretend and Learn- <u>Materials:</u></b> toddler and adult clothing, slippers, hard sole shoes. Encourage children to sort the clothing into two groups: big and little. Invite them to try on something from each category and describe how items fit. During the week, point out the soft sole of the slippers and the hard sole of a regular shoe.	<b>Creativity Station- <u>Materials:</u></b> drawing paper (big and little size), crayons. Encourage children to draw on big sheets of paper and on little sheets of paper.	<b>Sensory Table- <u>Materials:</u></b> soft objects (feathers, cotton balls, tissues, small stuffed animals, bubble wrap), hard objects (block spoon, Lego, puzzle piece). Encourage children to sort the objects into two groups: soft or hard.	<b>Pretend and Learn- <u>Materials:</u></b> toddler and adult clothing, slippers, hard sole shoes. Encourage children to sort the clothing into two groups: big and little. Invite them to try on something from each category and describe how items fit. During the week, point out the soft sole of the slippers and the hard sole of a regular shoe.
<b>Learning Goals</b>	<b>Being able to correctly use words that describe attributes allows children to communicate more accurately. This week children will practice using big, little, hard, soft.</b> Develops confidence and ability to express emotional needs without fear (B.1.f.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Responds to and interacts with others (B. 4. b.)	<b>Being able to correctly use words that describe attributes allows children to communicate more accurately. This week children will practice using big, little, hard, soft.</b> Develops confidence and ability to express emotional needs without fear (B.1.f.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Responds to and interacts with others (B. 4. b.)	<b>Being able to correctly use words that describe attributes allows children to communicate more accurately. This week children will practice using big, little, hard, soft.</b> Develops confidence and ability to express emotional needs without fear (B.1.f.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Responds to and interacts with others (B. 4. b.)	<b>Being able to correctly use words that describe attributes allows children to communicate more accurately. This week children will practice using big, little, hard, soft.</b> Develops confidence and ability to express emotional needs without fear (B.1.f.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Responds to and interacts with others (B. 4. b.)	<b>Being able to correctly use words that describe attributes allows children to communicate more accurately. This week children will practice using big, little, hard, soft.</b> Develops confidence and ability to express emotional needs without fear (B.1.f.) Develops increasing ability to identify own emotional responses and those of others (B.2.g.) Responds to and interacts with others (B. 4. b.)