



Crème de la Crème
 CHILD CARE • PRESCHOOL • AFTER SCHOOL
 Early Learning Centers Of Excellence®



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Sounds	Date: April 1-5, 2019	Week: 31
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Cognitive Skills	
English Vocabulary: <i>face, eyes, hands</i>	Spanish Vocabulary: <i>cara, ojos, manos</i>	
American Sign Language (ASL): <i>eyes, hands</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.</p>
Language Development	<p>•Funny Sounds (L9) Make funny sounds! Babies will soon imitate your mouth movements. Examples "dada" "baba." Chant "Akka Bakka Soda Cracka" ----- •What's This? (L18) Keep a box of musical toys next to the changing table. Hand one to baby while changing the diaper. Talk to baby about the sound it makes.</p>	<p>•Read <i>Baby Says Peek-a-Boo</i>. Read the book and make pauses to show each page to the babies. Make funny sounds.</p>	<p>•Funny Sounds (L9) Make funny sounds! Babies will soon imitate your mouth movements. Examples "dada" "baba." Chant "Akka Bakka Soda Cracka" ----- •What's This? (L18) Keep a box of musical toys next to the changing table. Hand one to baby while changing the diaper. Talk to baby about the sound it makes.</p>	<p>•Read <i>Baby Says Peek-a-Boo</i>. Read the book and make pauses to show each page to the babies. Make funny sounds.</p>	<p>•Funny Sounds (L9) Make funny sounds! Babies will soon imitate your mouth movements. Examples "dada" "baba." Chant "Akka Bakka Soda Cracka" ----- •What's This? (L18) Keep a box of musical toys next to the changing table. Hand one to baby while changing the diaper. Talk to baby about the sound it makes.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cognitive Development</p>	<p>•Cause and Effect (C1) Demonstrate cause and effect reactions. Coo back when baby coos or imitates your sounds. Also incorporate "cause and effect" toys such as music boxes, squeeze toys, pop boxes.</p> <p>-----</p> <p>•Balloon Watch (C17) Get a Mylar balloon and see if the babies will watch it while they lay on the ground. Make a funny sound each time the balloon reaches the floor.</p>	<p>•Photo Library Activity Cards 4 and 6 eyes • ojos hands • manos</p> <p>Teach the ASL signs for eyes • <i>ojos</i> hands • <i>manos</i></p>	<p>•Cause and Effect (C1) Demonstrate cause and effect reactions. Coo back when baby coos or imitates your sounds. Also incorporate "cause and effect" toys such as music boxes, squeeze toys, pop boxes.</p> <p>-----</p> <p>•Balloon Watch (C17) Get a Mylar balloon and see if the babies will watch it while they lay on the ground. Make a funny sound each time the balloon reaches the floor.</p>	<p>•Photo Library Activity Cards 4 and 6 eyes • ojos hands • manos</p> <p>Teach the ASL signs for eyes • <i>ojos</i> hands • <i>manos</i></p>	<p>•Cause and Effect (C1) Demonstrate cause and effect reactions. Coo back when baby coos or imitates your sounds. Incorporate "cause and effect" toys such as music boxes, squeeze toys, pop boxes.</p> <p>-----</p> <p>•Balloon Watch (C17) Get a Mylar balloon and see if the babies will watch it while they lay on the ground. Make a funny sound each time the balloon reaches the floor.</p>
<p>Social Emotional Development</p>	<p>•Peek-a-Boo (SE7) Babies love Peek-a-Boo! Play "Baby Face" (<i>Frog Street Baby Games CD</i>).</p> <p>-----</p> <p>•See and Do (SE20) Peek babies curiosity with interesting items, sound and simple movements.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Play Peek-a-Boo, I See You! (p 180) You may play this game by covering your face or the baby's face.</p> <p>-----</p> <p>•<i>Frog Street Baby Games CD</i> Play Be My Shadow, Be My Echo.</p>	<p>•Peek-a-Boo (SE7) Babies love Peek-a-Boo! Play "Baby Face" (<i>Frog Street Baby Games CD</i>).</p> <p>-----</p> <p>•See and Do (SE20) Peek babies curiosity with interesting items, sound and simple movements.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Play Peek-a-Boo, I See You! (p 180) You may play this game by covering your face or the baby's face.</p> <p>-----</p> <p>•<i>Frog Street Baby Games CD</i> Play Be My Shadow, Be My Echo.</p>	<p>•Peek-a-Boo (SE7) Babies love Peek-a-Boo! Play "Baby Face" (<i>Frog Street Baby Games CD</i>).</p> <p>-----</p> <p>•See and Do (SE20) Peek babies curiosity with interesting items, sound and simple movements.</p>
<p>Physical Development</p>	<p>•Tracking (P3) Keep the baby in front of you while playing "peek-a-boo" moving your hands from side to side. See if the baby follows your face with his eyes.</p> <p>-----</p> <p>•Hand Movement (P11) Using the hand movements illustrated in <i>I Love You Rituals</i>, recite "Twinkle, Twinkle Little Star."</p>	<p>•Tracking (P3) Keep the baby in front of you while playing "peek-a-boo" moving your hands from side to side. See if the baby follows your face with his eyes.</p> <p>-----</p> <p>•Hand Movement (P11) Using the hand movements illustrated in <i>I Love You Rituals</i>, recite "Twinkle, Twinkle Little Star."</p>	<p>•Tracking (P3) Keep the baby in front of you while playing "peek-a-boo" moving your hands from side to side. See if the baby follows your face with his eyes.</p> <p>-----</p> <p>•Hand Movement (P11) Using the hand movements illustrated in <i>I Love You Rituals</i>, recite "Twinkle, Twinkle Little Star."</p>	<p>•Tracking (P3) Keep the baby in front of you while playing "peek-a-boo" moving your hands from side to side. See if the baby follows your face with his eyes.</p> <p>-----</p> <p>•Hand Movement (P11) Using the hand movements illustrated in <i>I Love You Rituals</i>, recite "Twinkle, Twinkle Little Star."</p>	<p>•Tracking (P3) Keep the baby in front of you while playing "peek-a-boo" moving your hands from side to side. See if the baby follows your face with his eyes.</p> <p>-----</p> <p>•Hand Movement (P11) Using the hand movements illustrated in <i>I Love You Rituals</i>, recite "Twinkle, Twinkle Little Star."</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen D.1.a. Pays attention and exhibits curiosity in people and objects B.1.a. Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Sounds	Date: April 8-12, 2019	Week: 32
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Cognitive Skills	
English Vocabulary: rattle, block, book	Spanish Vocabulary: sonaja, bloque, libro	

American Sign Language (ASL): rattle, block, book

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Outdoor Outing (L6) Take the babies outside. Lay a blanket on the the grass for them to lay on. Let the babies touch the grass. <p>-----</p> <ul style="list-style-type: none"> •What's This? (L18) Have a small box with different shakers and blocks in it. Pull them out one at a time, shake them and make loud and soft noises. 	<ul style="list-style-type: none"> •Read <i>Polar Bear, Polar Bear, What Do You Hear?</i> Turn the pages gently. 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Take the babies outside. Lay a blanket on the the grass for them to lay on. Let the babies touch the grass. <p>-----</p> <ul style="list-style-type: none"> •What's This? (L18) Have a small box with different shakers in it. Pull them out one at a time, shake them and make loud and soft noises. 	<ul style="list-style-type: none"> •Read <i>Polar Bear, Polar Bear, What Do You Hear?</i> Turn the pages gently. 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Take the babies outside. Lay a blanket on the the grass for them to lay on. Let the babies touch the grass. <p>-----</p> <ul style="list-style-type: none"> •What's This? (L18) Have a small box with different shakers in it. Pull them out one at a time, shake them and make loud and soft noises.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •What's that Noise? (C3) While outside, listen for different sounds, such as an airplane flying over, or a bird chirping. Tell the baby what is making the noise. ----- •Change of View (C12) Take the babies outside for a short time. Sing <i>Frog street Baby Songs</i>. 	<ul style="list-style-type: none"> •Photo Activity Cards 5, 6,8 rattle • sonaja blocks • bloques book • libro •Teach the ASL signs for <i>rattle • sonaja blocks • bloques book • libro</i> 	<ul style="list-style-type: none"> •What's that Noise? (C3) While outside, listen for different sounds, such as an airplane flying over, or a bird chirping. Tell the baby what is making the noise. ----- •Change of View (C12) Take the babies outside for a short time. Sing <i>Frog street Baby Songs</i>. 	<ul style="list-style-type: none"> •Photo Activity Cards 5, 6,8 rattle • sonaja blocks • bloques book • libro •Teach the ASL signs for <i>rattle • sonaja blocks • bloques book • libro</i> 	<ul style="list-style-type: none"> •What's that Noise? (C3) While outside, listen for different sounds, such as an airplane flying over, or a bird chirping. Tell the baby what is making the noise. ----- •Change of View (C12) Take the babies outside for a short time. Sing <i>Frog street Baby Songs</i>.
Social Emotional Development	<ul style="list-style-type: none"> •My Time (SE5) Make time to spend with each child individually. Sing "Say, Say, Oh Baby" (<i>Frog Street Baby Games CD</i>). ----- •So Big (SE19) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Babies (p96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". 	<ul style="list-style-type: none"> •My Time (SE5) Make time to spend with each child individually. Sing "Say, Say, Oh Baby" (<i>Frog Street Baby Games CD</i>). ----- •So Big (SE19) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Babies (p96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". 	<ul style="list-style-type: none"> •My Time (SE5) Make time to spend with each child individually. Sing "Say, Say, Oh Baby" (<i>Frog Street Baby Games CD</i>). ----- •So Big (SE19) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>).
Physical Development	<ul style="list-style-type: none"> •Tracking (P3) Hold a ball in front of baby. Move it slowly in front of baby to and see if he follows it with his eye. ----- •Reach for It (P15) Place a colorful object in front of baby to entice him to reach for and grab it. 	<ul style="list-style-type: none"> •Tracking (P3) Hold a ball in front of baby. Move it slowly in front of baby to and see if he follows it with his eye. ----- •Reach for It (P15) Place a colorful object in front of baby to entice him to reach for and grab it. 	<ul style="list-style-type: none"> •Tracking (P3) Hold a ball in front of baby. Move it slowly in front of baby to and see if he follows it with his eye. ----- •Reach for It (P15) Place a colorful object in front of baby to entice him to reach for and grab it. 	<ul style="list-style-type: none"> •Tracking (P3) Hold a ball in front of baby. Move it slowly in front of baby to and see if he follows it with his eye. ----- •Reach for It (P15) Place a colorful object in front of baby to entice him to reach for and grab it. 	<ul style="list-style-type: none"> •Tracking (P3) Hold a ball in front of baby. Move it slowly in front of baby to and see if he follows it with his eye. ----- •Reach for It (P15) Place a colorful object in front of baby to entice him to reach for and grab it.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">Objectives</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and surrounding sounds B.1.b. Shows social interaction with a smile and mutual eye gaze A.2.a. Turns head from side to side A.3.a. Looks at and follows faces and objects with eyes ----- C.1.a. Listens with interest to surrounding sounds and noises D.1.a. Pays attention and exhibits curiosity in people and objects B.2.a. Expresses several clearly different emotions B.4.a. Watches others and tracks their behavior A.3.a. Grabs at things with a purpose</p>	<p>C.1.b. Responds to caregiver's body language and direction. D.1.a. Pays attention and exhibits curiosity in people and surrounding sounds. B.1.b. Shows social interaction with a smile and mutual eye gaze. A.2.a. Turns head from side to side. A.3.a. Looks at and follows faces and objects with eyes. ----- C.1.a. Listens with interest to surrounding sounds and noises. D.1.a. Pays attention and exhibits curiosity in people and objects. B.2.a. Expresses several clearly different emotions. B.4.a. Watches others and tracks their behavior. A.3.a Grabs at things with a purpose</p>	<p>C.1.b. Responds to caregiver's body language and direction. D.1.a. Pays attention and exhibits curiosity in people and surrounding sounds. B.1.b. Shows social interaction with a smile and mutual eye gaze. A.2.a. Turns head from side to side. A.3.a. Looks at and follows faces and objects with eyes. ----- C.1.a. Listens with interest to surrounding sounds and noises. D.1.a. Pays attention and exhibits curiosity in people and objects. B.2.a. Expresses several clearly different emotions. B.4.a. Watches others and tracks their behavior. A.3.a Grabs at things with a purpose</p>	<p>C.1.b. Responds to caregiver's body language and direction. D.1.a. Pays attention and exhibits curiosity in people and surrounding sounds. B.1.b. Shows social interaction with a smile and mutual eye gaze. A.2.a. Turns head from side to side. A.3.a. Looks at and follows faces and objects with eyes. - ----- C.1.a. Listens with interest to surrounding sounds and noises. D.1.a. Pays attention and exhibits curiosity in people and objects. B.2.a. Expresses several clearly different emotions. B.4.a. Watches others and tracks their behavior. A.3.a Grabs at things with a purpose</p>	<p>C.1.b. Responds to caregiver's body language and direction. D.1.a. Pays attention and exhibits curiosity in people and surrounding sounds. B.1.b. Shows social interaction with a smile and mutual eye gaze. A.2.a. Turns head from side to side. A.3.a. Looks at and follows faces and objects with eyes. ----- C.1.a. Listens with interest to surrounding sounds and noises. D.1.a. Pays attention and exhibits curiosity in people and objects. B.2.a. Expresses several clearly different emotions. B.4.a. Watches others and tracks their behavior. A.3.a Grabs at things with a purpose</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Sounds	Date: April 15-19, 2019	Week: 33
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Motor Skills	
English Vocabulary: rattle, sing, mouth	Spanish Vocabulary: sonaja, cantar, boca	

American Sign Language (ASL): rattle, sing, mouth

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Funny Sounds (L9) Making funny sounds draw attention to your mouth. Sing "Ram Ram Sam" (<i>Frog Street Baby Songs CD</i>). ----- •Ba-Ba-Ba-Ba (L20) Sing "Twinkle, Twinkle, Little Star" substituting "ba-ba-ba-ba" for the lyrics. 	<ul style="list-style-type: none"> •Read <i>Moo, Baa, La La La!</i> Say the animals sounds. • <i>Frog Street Welcome Guide</i> (p 69) Sing "I Wiggle" (p 70) 	<ul style="list-style-type: none"> •Funny Sounds (L9) Making funny sounds draw attention to your mouth. Sing "Ram Ram Sam" (<i>Frog Street Baby Songs CD</i>). ----- •Ba-Ba-Ba-Ba (L20) Play the song "Ram Sam Sam" (<i>Frog Street Baby Songs CD</i>). Sing along with the song. Bicycle a baby's legs while singing. 	<ul style="list-style-type: none"> •Read <i>Moo, Baa, La La La!</i> Say the animals sounds. • <i>Frog Street Welcome Guide</i> (p 69) Sing "I Wiggle" (p 70) 	<ul style="list-style-type: none"> •Funny Sounds (L9) Making funny sounds draw attention to your mouth. Sing "Ram Ram Sam" (<i>Frog Street Baby Songs CD</i>). ----- •Ba-Ba-Ba-Ba (L20) Play the song "Ram Sam Sam" (<i>Frog Street Baby Songs CD</i>). Sing along with the song. Bicycle a baby's legs while singing.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•What's That Noise? (C3) Continue to make noises with your mouth. Incorporate different sounds like of rattles or musical toys, ----- •Look at My Face (C13) Hold a baby in front of you. Bring him close, make some sounds with your mouth and wait a few moments for him/her to take in your facial features while making different sounds.</p>	<p>•Photo Activity Card 5 rattle • sonaja Teach the ASL signs for <i>rattle • sonaja</i> <i>sing • cantar</i> <i>mouth • boca</i></p>	<p>•What's That Noise? (C3) Continue to make noises with your mouth. Incorporate different sounds like of rattles or musical toys, ----- •Look at My Face (C13) Hold a baby in front of you. Bring him close, make some sounds with your mouth and wait a few moments for him/her to take in your facial features while making different sounds.</p>	<p>•Photo Activity Card 5 rattle • sonaja Teach the ASL signs for rattle • sonaja sing • cantar mouth • boca</p>	<p>•What's That Noise? (C3) Continue to make noises with your mouth. Incorporate different sounds like of rattles or musical toys, ----- •Look at My Face (C13) Hold a baby in front of you. Bring him close, make some sounds with your mouth and wait a few moments for him/her to take in your facial features while making different sounds.</p>
Social Emotional Development	<p>•Peek-a-Boo (SE7) Play Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on his/her back or sitting. ----- •Greetings (SE12) Make up a greeting for each baby. Use the greeting when the baby arrives and throughout the day.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Cuddling and Snuggling Games Snuggle Up (p 192) Sit and hold the baby and recite "Snuggle Up."</p>	<p>•Peek-a-Boo (SE7) Play Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on his/her back or sitting. ----- •Greetings (SE12) Make up a greeting for each baby. Use the greeting when the baby arrives and throughout the day.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Cuddling and Snuggling Games Snuggle Up (p 192) Sit and hold the baby and recite "Snuggle Up."</p>	<p>•Peek-a-Boo (SE7) Play Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on his/her back or sitting. ----- •Greetings (SE12) Make up a greeting for each baby. Use the greeting when the baby arrives and throughout the day.</p>
Physical Development	<p>•Hold My Finger • Sujeta mi dedo (P1) Making different sounds place your finger in a baby's palm and encourage him/her to grasp your finger. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror. ----- •Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Play the game again without the CD to a slow tempo.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>	<p>C.1.b. Responds to teacher's body language and direction</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects.</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>-----</p> <p>D.1.b. Coos, giggles, laughs when teacher plays games with them</p> <p>C.2.a. Imitates sounds like "da" when teacher says "da"</p> <p>C.3.c. Enjoys playing with language-like sounds</p> <p>B.2.b. Turns and looks at teacher when their name is called</p> <p>A.2.a. Develops control of large muscles for movement</p>



Class: Infant A (3-6 months)		Date: April 22 - 26, 2019		Week: 34	
Approaches Toward Learning: Curiosity, Communication, Attention			Parent Letter: #6		
English Vocabulary: <i>good-bye, truck</i>			Spanish Vocabulary: <i>adios, camion</i>		
American Sign Language (ASL): <i>good-bye, truck</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: Frog Street Baby Songs Sing "Good Morning to You" •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: Frog Street Baby Songs Sing "The More We Get Together" •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: Frog Street Baby Songs Sing "You Are My Sunshine" •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: Frog Street Baby Songs Sing "Head, Shoulders, Knees, and Toes" •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: Frog Street Baby Songs Sing "Ring Around the Rosie" •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> • Little Miss Muffet (L14) <p>Read the "Little Miss Muffet" board book to one or two babies at a time. If there's only one baby, hold him/her in your lap so they can see the pictures. If there are two babies, place one of them on either side of you.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Looks at pictures in a book * Responds to an adult's excited voice when reading 	<ul style="list-style-type: none"> • The Itsy Bitsy Spider <p>Play "Itsy Bitsy Spider" (track #21 on the "Frog Street Baby Songs" CD) a few times throughout the day. As the song plays, walk your hands up the baby's arm/leg like a spider and do the rest of the moves.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Responds to sound and touch 	<ul style="list-style-type: none"> • Little Miss Muffet (L14) <p>Read the "Little Miss Muffet" board book to one or two babies at a time. Today, read it once in your regular voice, and then again in a unique voice (soft, high-pitched, etc).</p> <p>Objectives</p> <ul style="list-style-type: none"> * Looks at pictures in a book * Responds to an adult's excited voice when reading 	<ul style="list-style-type: none"> • The Itsy Bitsy Spider <p>Play "Itsy Bitsy Spider" (track #21 on the "Frog Street Baby Songs" CD) a few times throughout the day. As the song plays, walk your hands up the baby's arm/leg like a spider and do the rest of the moves.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Responds to sound and touch 	<ul style="list-style-type: none"> • Little Miss Muffet (L14) <p>Read the "Little Miss Muffet" board book to one or two babies at a time. As you read, be sure to point out the pictures of Miss Muffet and the spider. Help babies point to the pictures as well.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Looks at pictures in a book * Responds to an adult's excited voice when reading

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>* Knockin' Blocks (C19) Stack three or four soft blocks in front of a baby and invite him/her to knock it down. When the blocks fall, make a funny reaction. Repeat with the baby a few times and see if he/she starts interacting with the blocks themselves.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Reaches out to touch objects * Hits or kicks toys to make them move 	<p>* Talking About Our Hands Display Photo Activity Card #1: Hands. Talk to the babies about their hands; encourage them to find their own hands and move them around. Talk about things we do with our hands, things we wear on our hands, etc. Sing "Where is Thumbkin?"</p> <p>Objectives</p> <ul style="list-style-type: none"> * Learns about parts of his/her body and what they can do 	<p>* Knockin' Blocks (C19) Stack three or four soft blocks in front of a baby. Today, don't encourage baby to knock the blocks down, etc. Simply let them react however they desire; observe their reactions.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Reaches out to touch objects * Hits or kicks toys to make them move 	<p>* Talking About Our Hands Display Photo Activity Card #1: Hands. Talk to the babies about their hands; encourage them to find their own hands and move them around. Talk about things we do with our hands, things we wear on our hands, etc. Sing "Where is Thumbkin?"</p> <p>Objectives</p> <ul style="list-style-type: none"> * Learns about parts of his/her body and what they can do 	<p>* Knockin' Blocks (C19) Stack three or four soft blocks in front of a baby and invite him/her to knock it down. When the blocks fall, make a funny reaction. Repeat with the baby a few times and see if he/she starts interacting with the blocks themselves.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Reaches out to touch objects * Hits or kicks toys to make them move
Social Emotional Development	<p>* Greetings (SE12) Make up a greeting for each child. Use the greeting when the child arrives and throughout the day. Sing songs that allow you to insert a child's name.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Turns and looks at caregiver when their name is called 	<p>* Talking About Our Hands Display Photo Activity Card #1: Hands. Talk to the babies about their hands; encourage them to find their own hands and move them around. Talk about things we do with our hands, things we wear on our hands, etc. Sing "Where is Thumbkin?"</p> <p>Objectives</p> <ul style="list-style-type: none"> * Learns about parts of his/her body and what they can do 	<p>* Greetings (SE12) Make up a greeting for each child. Use the greeting when the child arrives and throughout the day. Sing songs that allow you to insert a child's name.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Turns and looks at caregiver when their name is called 	<p>* Peek-a-Boo Play "Baby Face (Peek-a-Boo)" (track #1 on the "Frog Street Baby Games" CD) a few times throughout the day. As the song plays, hide your face behind your hands and play along. Encourage babies to do the same.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Responds to sound and touch 	<p>* Greetings (SE12) Make up a greeting for each child. Use the greeting when the child arrives and throughout the day. Sing songs that allow you to insert a child's name.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Turns and looks at caregiver when their name is called
Physical Development	<p>* Scooting (P19) Place baby on his/her tummy and place a colorful toy in front of them. Encourage them to scoot forward to get the toy. If baby cannot yet scoot, move the toy closer and encourage them to grab for it.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Scoots forward or backward * Shows imagination, creativity, and uses a variety of strategies to solve problems 	<p>* Scooting (P19) Place baby on his/her tummy and place a colorful toy in front of them. Encourage them to scoot forward to get the toy. If baby cannot yet scoot, move the toy closer and encourage them to grab for it.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Scoots forward or backward * Shows imagination, creativity, and uses a variety of strategies to solve problems 	<p>* Scooting (P19) Place baby on his/her tummy and place a colorful toy in front of them. Encourage them to scoot forward to get the toy. If baby cannot yet scoot, move the toy closer and encourage them to grab for it.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Scoots forward or backward * Shows imagination, creativity, and uses a variety of strategies to solve problems 	<p>* Scooting (P19) Place baby on his/her tummy and place a colorful toy in front of them. Encourage them to scoot forward to get the toy. If baby cannot yet scoot, move the toy closer and encourage them to grab for it.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Scoots forward or backward * Shows imagination, creativity, and uses a variety of strategies to solve problems 	<p>* Scooting (P19) Place baby on his/her tummy and place a colorful toy in front of them. Encourage them to scoot forward to get the toy. If baby cannot yet scoot, move the toy closer and encourage them to grab for it.</p> <p>Objectives</p> <ul style="list-style-type: none"> * Scoots forward or backward * Shows imagination, creativity, and uses a variety of strategies to solve problems



Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Moving and Learning	Date: April 29 - May 3, 2019	Week: 35
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Encouraging Motor Skills	
English Vocabulary: <i>ears, eyes, hands</i>		Spanish Vocabulary: <i>oidos, ojos, manos</i>	

American Sign Language (ASL): *oidos, eyes, hands*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.
Language Development	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet.</p>	<p>•Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Teach the ASL signs for eyes • ojos hands • manos ears • oidos</p>	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) Play Toe to Ear Stretch (<i>Frog Street Baby Games CD</i>).</p>	<p>•Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Teach the ASL signs for eyes • ojos hands • manos ears • oidos</p>	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet.</p>
Social Emotional Development	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe."</p> <p>-----</p> <p>•Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>).</p>	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe."</p> <p>-----</p> <p>•Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>).</p>	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>
Physical Development	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>
	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>



Class: Infant A (0-3 months)- - -(3-6 months)		Focus: Moving and Learning		Date: May 6 - 10, 2019		Week: 36	
Approaches Toward Learning: Communication, Curiosity, Attention				Parent Letter: Developing Social Skills			
English Vocabulary: horse, brown, rattle, red				Spanish Vocabulary: caballo, café, sonaja, rojo			
American Sign Language (ASL): horse, brown, rattle, red							
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday		
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe. 		
Language Development	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to only a few new sights. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. ----- •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. • <i>Frog Street Welcome Guide</i> (p 70) Sing "I Wiggle." 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to only a few new sounds. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. Shake the rattle moving it on different directions until the baby turn his/her head. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. • <i>Frog Street Welcome Guide</i> (p 70) Sing "I Wiggle." 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to a different area. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. 		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise.</p> <p>-----</p> <p>•A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her.</p>	<p>•Photo Activity Library Card 38 horse • caballo Tell babies the horse is like he horse in the book <i>Merry Go-Round</i>. Teach the ASL signs for horse • caballo brown • cafe rattle • sonaja red • rojo</p>	<p>•What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise.</p> <p>-----</p> <p>•A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her.</p>	<p>•Photo Activity Library Card 38 horse • caballo Tell babies the horse is like he horse in the book <i>Merry Go-Round</i>. Teach the ASL signs for horse • caballo brown • cafe rattle • sonaja red • rojo</p>	<p>•What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise.</p> <p>-----</p> <p>•A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her.</p>
Social Emotional Development	<p>•Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sing simple songs when holding a baby. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p> <p>-----</p> <p>•Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5)</p> <p>-----</p> <p>•<i>I Love You Rituals</i> by Becky Bailey Snuggle Up p 192 Sing to the baby while holding him. •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sway side to side and make a swooshing sound when aa baby is upset. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p> <p>-----</p> <p>•Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5)</p> <p>-----</p> <p>•<i>I Love You Rituals</i> by Becky Bailey Snuggle Up p 192 Sing to the baby while holding him. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5)</p>	<p>•Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sing simple songs when holding a baby. Eliminate bright lights and loud noises. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p> <p>-----</p> <p>•Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse..</p>
Physical Development	<p>•Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (<i>Frog Street Baby Songs CD</i>).</p> <p>-----</p> <p>•Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider."</p>	<p>•Play Walking My Baby Back Home (<i>Frog Street Baby Games CD</i>).</p> <p>-----</p> <p>•Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider."</p>	<p>•Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (<i>Frog Street Baby Songs CD</i>).</p> <p>-----</p> <p>•Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider."</p>	<p>•Play Walking My Baby Back Home (<i>Frog Street Baby Games CD</i>).</p> <p>-----</p> <p>•Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider."</p>	<p>•Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (<i>Frog Street Baby Songs CD</i>).</p> <p>-----</p> <p>•Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider."</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Moving and Learning	Date: May 13 - 17, 2019	Week: 37
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Developing Social Skills	
English Vocabulary: face, body, mouth	Spanish Vocabulary: cara, cuerpo, boca	

American Sign Language (ASL): face, body, mouth

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Outdoor Outing (L6) Chant "Caterpillar" (<i>Frog Street Welcome Guide</i> p 69) Hold a baby in your arms and take him/her outdoors on a sunny day while repeating this chant. ----- •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating. 	<ul style="list-style-type: none"> •Read <i>Faces • Caras</i>, Review the face parts. We blow with our mouth. ----- •Read <i>Faces • Caras</i> Review the face parts. We eat with our mouth. • <i>Frog Street Welcome Guide</i> (p 71) Sing "Little Red Apple" • "Manzanita". 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Chant "Caterpillar" (<i>Frog Street Welcome Guide</i> p 69) Hold a baby in your arms and take him/her outdoors on a sunny day while repeating this chant. ----- •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating. 	<ul style="list-style-type: none"> •Read <i>Faces • Caras</i>. Review the face parts. We blow with our mouth. ----- •Read <i>Faces • Caras</i> Review the face parts. We eat with our mouth. • <i>Frog Street Welcome Guide</i> (p 71) Sing "Little Red Apple" • "Manzanita". 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors on a sunny day. Walk around the area describing the things you see and how the weather feels. ----- •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i></p>	<p>•Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i></p>	<p>•Bubbles (C5) Take the baby outdoors and blow bubbles. Talk about the bubbles and how the wind carries them away. ----- •Look at My Face C13 Sit with a baby and look at the board book <i>Faces</i>. Talk about the facial expressions. Point to your mouth and tell babies we eat, talk, blow with our mouth.</p>	<p>•Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i></p>	<p>•Bubbles (C5) Take the baby outdoors and blow bubbles. Talk about the bubbles and how the wind carries them away. ----- •Look at My Face C13 Sit with a baby and look at the board book <i>Faces</i>. Talk about the facial expressions. Point to your mouth and tell babies we eat, talk, blow with our mouth.</p>
Social Emotional Development	<p>•Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>).</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5).</p>	<p>•Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>).</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5).</p>	<p>•Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>).</p>
Physical Development	<p>•Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>.</p>	<p>•Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>.</p>	<p>•Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>.</p>	<p>•Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>.</p>	<p>•Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults.</p>