



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



Class: Infant B (6-12 months)	Focus: Sounds	Date: April 1-5, 2019	Week: 31
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Encouraging Cognitive Skills	
English Vocabulary: rattle, ear, eyes, body		Spanish Vocabulary: sonaja, oido, ojos, cuerpo	
American Sign Language (ASL): rattle, ear, eyes, body			

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: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la manana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la manana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
Language Development	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice.	• Read <i>Tickle, Tickle, Peter</i> Tell babies how many senses we have.	•Sound Vibrations (L24) Place a baby's hand on your throat as you speak and then in front of your mouth as you speak.	• Read <i>Tickle, Tickle, Peter</i> Tell babies how many senses we have.	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own.</p>	<p>•Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for rattle • sonaja ear • oreja eyes• ojos cuerpo • body</p>	<p>•Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own.</p>	<p>•Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for rattle • sonaja ear • oreja eyes• ojos cuerpo • body</p>	<p>•Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own.</p>
Social Emotional Development	<p>•Eyes and Ears (SE36) Very slowly sing "Eyes, Ears, Nose, and Mouth" to the tune of "Heads, Shoulders, Knees, and Toes" while pointing to each feature. Encourage little ones to copy your movements.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play the Hello game (p 117).</p>	<p>•Eyes and Ears (SE36) Very slowly sing "Eyes, Ears, Nose, and Mouth" to the tune of "Heads, Shoulders, Knees, and Toes" while pointing to each feature. Encourage little ones to copy your movements.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play the Hello game (p 117).</p>	<p>•Eyes and Ears (SE36) Very slowly sing "Eyes, Ears, Nose, and Mouth" to the tune of "Heads, Shoulders, Knees, and Toes" while pointing to each feature. Encourage little ones to copy your movements.</p>
Physical Development	<p>•Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "The More We Get Together" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "Skidamarink" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "The More We Get Together" (<i>Frog Street Baby Songs CD</i>).</p>
Objectives	<p>B.1.c. Engages in positive relationships and interactions with adults C.3.c. Enjoys playing with language-like sounds C.3.c. Participates in activities or songs that require listening D.1.b. Plays with objects that make sounds D.2.a. Experiments with different uses of objects A.3.a.I Shakes objects A.3.a. Sits and uses hands</p>	<p>B.1.c. Engages in positive relationships and interactions with adults C.3.c. Enjoys playing with language-like sounds C.3.c. Participates in activities or songs that require listening D.1.b. Plays with objects that make sounds D.2.a. Experiments with different uses of objects A.3.a.I Shakes objects A.3.a. Sits and uses hands</p>	<p>B.1.c. Engages in positive relationships and interactions with adults C.3.c. Enjoys playing with language-like sounds C.3.c. Participates in activities or songs that require listening D.1.b. Plays with objects that make sounds D.2.a. Experiments with different uses of objects A.3.a.I Shakes objects A.3.a. Sits and uses hands</p>	<p>B.1.c. Engages in positive relationships and interactions with adults C.3.c. Enjoys playing with language-like sounds C.3.c. Participates in activities or songs that require listening D.1.b. Plays with objects that make sounds D.2.a. Experiments with different uses of objects A.3.a.I Shakes objects A.3.a. Sits and uses hands</p>	<p>B.1.c. Engages in positive relationships and interactions with adults C.3.c. Enjoys playing with language-like sounds C.3.c. Participates in activities or songs that require listening D.1.b. Plays with objects that make sounds D.2.a. Experiments with different uses of objects A.3.a.I Shakes objects A.3.a. Sits and uses hands</p>



Class: Infant B (6-12 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, ear, eyes, body	Spanish Vocabulary: sonaja, oido, ojos, cuerpo	

American Sign Language (ASL): *rattle, ear, eyes, body*

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: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands. Encourage little ones to imitate you.	• Read <i>Tickle, Tickle, Peter</i> While reading the book use a low and a normal voice.	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands. Encourage little ones to imitate you.	• Read <i>Tickle, Tickle, Peter</i> While reading the book use a low and a normal voice.	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands. Encourage little ones to imitate you.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for <i>rattle • sonaja</i> <i>ear • oreja</i> <i>eyes• ojos</i> <i>cuerpo • body</i> 	<ul style="list-style-type: none"> •Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for <i>rattle • sonaja</i> <i>ear • oreja</i> <i>eyes• ojos</i> <i>cuerpo • body</i> 	<ul style="list-style-type: none"> •Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. •Different shades of green
Social Emotional Development	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.
Physical Development	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.
Objectives	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening



Class: Infant B (6-12 months) Focus: Sounds	Date: April 15 - 19, 2019	Week: 33
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Motor Skills	
English Vocabulary: <i>rattle, ear, eyes, body</i>	Spanish Vocabulary: <i>sonaja, oido, ojos, cuerpo</i>	

American Sign Language (ASL): *rattle, ear, eyes, body*

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: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice while under the box. Place a baby's hand on your throat as you speak and then in front of your mouth as you speak.	•Read <i>Merry-Go-Round</i> • El Carrusel	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice while under the box. Place a baby's hand on your throat as you speak and then in front of your mouth as you speak.	•Read <i>Merry-Go-Round</i> • El Carrusel	•Sound Vibrations (L24) Place a medium-size box over your head and speak. Remove the box and speak again. Speak in a high voice and then in a low voice while under the box. Place a baby's hand on your throat as you speak and then in front of your mouth as you speak.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Make a rattle Shake the rattle fast and then soft and talk about the different sounds it makes. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for rattle • sonaja ear • oreja eyes• ojos cuerpo • body 	<ul style="list-style-type: none"> •Shake the Rattle Make rattles with different things inside and talk about different sounds. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body •Teach the ASL signs for rattle • sonaja ear • oreja eyes• ojos cuerpo • body 	<ul style="list-style-type: none"> •Make a rattle Shake the rattle fast and then soft and talk about the different sounds it makes.
Social Emotional Development	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.
Physical Development	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.
Objectives	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening



Class: Infant B (6-10 months)	Date: April 22 - 26, 2019	Lesson: 34
Approaches Toward Learning: Curiosity, Communication, Persistence	Parent Letter: #6	
English Vocabulary: truck, good-bye	Spanish Vocabulary: camion, adios	
American Sign Language (ASL): truck, good-bye		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •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.	Greet the babies by name. •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.	Greet the babies by name. •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.	Greet the babies by name. •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.	Greet the babies by name. •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	• Things that Go (L25) Today, sit with a baby and read or talk through the Things That Go board book. Be sure to point to the vehicle on each page and tell the baby what it is. Repeat if baby seems interested. Objectives * Enjoys being read to and exploring books * Points to pictures when names by an adult	• Talking About Trucks Display Photo Activity Card #11: Truck. Talk to the babies about trucks. Talk about different kinds of trucks and what they do, etc. Objectives * Learning about machines * Points to pictures when named by an adult	• Things that Go (L25) Today, as you sit with a baby and read or talk through the Things That Go board book, ask the baby to point to the vehicle on each page while you say what it is. Talk about each vehicle with the baby and what it does. Objectives * Enjoys being read to and exploring books * Points to pictures when names by an adult	• Talking About Trucks Display Photo Activity Card #11: Truck. Talk to the babies about trucks. Talk about different kinds of trucks and what they do, etc. Objectives * Learning about machines * Points to pictures when named by an adult	• Things that Go (L25) Today, as you sit with a baby and read or talk through the Things That Go board book, ask the baby to point to the vehicle on each page while you say what it is. Talk about each vehicle with the baby and what it does. Objectives * Enjoys being read to and exploring books * Points to pictures when names by an adult

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>* Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own, but if they don't find the right buttons to push, demonstrate how to make things happen. Objectives *Plays with objects that make sounds * Experiments with different uses for objects</p>	<p>* Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own, but if they don't find the right buttons to push, demonstrate how to make things happen. Objectives *Plays with objects that make sounds * Experiments with different uses for objects</p>	<p>* Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own, but if they don't find the right buttons to push, demonstrate how to make things happen. Objectives *Plays with objects that make sounds * Experiments with different uses for objects</p>	<p>* Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own, but if they don't find the right buttons to push, demonstrate how to make things happen. Objectives *Plays with objects that make sounds * Experiments with different uses for objects</p>	<p>* Ring, Beep, Blink (C29) Invite children to play with toys that make sounds or light up when buttons are pressed or knobs are turned, such as a musical cube or toy telephone. Allow children to explore on their own, but if they don't find the right buttons to push, demonstrate how to make things happen. Objectives *Plays with objects that make sounds * Experiments with different uses for objects</p>
Social Emotional Development	<p>* Peek-a-Boo For Two Face a baby and let them know you will be playing Peek-a-Boo. Place a small blanket over his/her head and say "Where's _____?" Remove the blanket and say "Boo!" Play several rounds during the day. Objectives * Claps and smiles back and forth with familiar adult * Enjoys praise and clapping to celebrate accomplishments</p>	<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. Objectives * Responds to sound and touch</p>	<p>* Peek-a-Boo For Two Face a baby and let them know you will be playing Peek-a-Boo. Place a small blanket over his/her head and say "Where's _____?" Remove the blanket and say "Boo!" Play several rounds during the day. Objectives * Claps and smiles back and forth with familiar adult * Enjoys praise and clapping to celebrate accomplishments</p>	<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. Objectives * Responds to sound and touch</p>	<p>* Peek-a-Boo For Two Face a baby and let them know you will be playing Peek-a-Boo. Place a small blanket over his/her head and say "Where's _____?" Remove the blanket and say "Boo!" Play several rounds during the day. Objectives * Claps and smiles back and forth with familiar adult * Enjoys praise and clapping to celebrate accomplishments</p>
Physical Development	<p>• Waving Good-Bye (P35) A couple of times during the day, have Lily the puppet wave to a baby and then encourage the baby to wave back to Lily. If baby does not wave back, another teacher can gently guide their arm and hand. Objectives * Develops control of small muscles for manipulation and exploration * Uses body movements in response to words, etc.</p>	<p>• Waving Good-Bye (P35) Throughout the day, practice waving good-bye any time you leave a baby's sight. If baby does not wave back, another teacher can gently guide their arm and hand. Objectives * Develops control of small muscles for manipulation and exploration * Uses body movements in response to words, etc.</p>	<p>• Waving Good-Bye (P35) A couple of times during the day, have Lily the puppet wave to a baby and then encourage the baby to wave back to Lily. If baby does not wave back, another teacher can gently guide their arm and hand. Objectives * Develops control of small muscles for manipulation and exploration * Uses body movements in response to words, etc.</p>	<p>• Waving Good-Bye (P35) Throughout the day, practice waving good-bye any time you leave a baby's sight. If baby does not wave back, another teacher can gently guide their arm and hand. Also, make sure you wave good-bye when baby leaves for the day. Objectives * Develops control of small muscles for manipulation and exploration * Uses body movements in response to words, etc.</p>	<p>• Waving Good-Bye (P35) Throughout the day, practice waving good-bye any time you leave a baby's sight. If baby does not wave back, another teacher can gently guide their arm and hand. Sing rhyme on the card. Objectives * Develops control of small muscles for manipulation and exploration * Uses body movements in response to words, etc.</p>



Class: Infant B (6-12 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>arms, feet, dance, jump, walk</i>		Spanish Vocabulary: <i>brazos, feet, bailar, brincar, caminar</i>	

American Sign Language (ASL): *arms, feet, dance, jump, walk*

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: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si sabes que estas feliz". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Find the Music (L21) Hide a musical toy under a blanket. Encourage little ones to find the musical instrument under it. Dance with the babies	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Find the Music (L21) Hide a musical toy under a blanket. Encourage little ones to find the musical instrument under it. Dance with the babies	•Read the book <i>Feet</i> . Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).	•Find the Music (L21) Hide a musical toy under a blanket. Encourage little ones to find the musical instrument under it. Dance with the babies

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. We use our arms and hands to play the drums. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</i> 	<ul style="list-style-type: none"> •Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. We use our arms and hands to play the drums. •Listen to different tempos while playing the drum. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</i> 	<ul style="list-style-type: none"> •Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. We use our arms and hands to play the drums.
Social Emotional Development	<ul style="list-style-type: none"> •Dance with Me (SE28) <i>Frog Street Baby Songs CD</i> Play "Puppy Dance." Invite walkers to dance with you. Encourage them to dance, jump, or walk with the music. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Dance with Me (SE28) <i>Frog Street Baby Songs CD</i> Play "Puppy Dance." Invite walkers to dance with you. Hold the hands of beginning walkers. Pick up non-walkers and dance with them in your arms. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Dance with Me (SE28) <i>Frog Street Baby Songs CD</i> Play "Puppy Dance." Invite walkers to dance with you. •<i>Frog Street Baby Songs</i> Sing "You Are My Sunshine" • "Eres mi lucecita".
Physical Development	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Finger paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Finger paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Using a big brush paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Finger paint while listening to music. 	<ul style="list-style-type: none"> •Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can. •Using a big brush paint while listening to music.
Objectives	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request D.1.b. Plays with objects that make sounds D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i> 	<ul style="list-style-type: none"> •One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i> 	<ul style="list-style-type: none"> •One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones.
Social Emotional Development	<ul style="list-style-type: none"> •Walking My Baby (SE29) Frog Street Baby Games CD Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Walking My Baby (SE29) Frog Street Baby Games CD Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Walking My Baby (SE29) Frog Street Baby Games CD Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room.
Physical Development	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park. 	<ul style="list-style-type: none"> •Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>). Pretend to take a walk in the park.
Objectives	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening



Class: Infant B (6-12 months)	Focus: Moving and Learning	Date: May 13-17, 2019	Week: 37
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Developing Social Skills	
English Vocabulary: <i>arms, feet, dance, jump, walk</i>		Spanish Vocabulary: <i>brazos, feet, bailar, brincar, caminar</i>	

American Sign Language (ASL): *arms, feet, dance, jump, walk*

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: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants 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 sabes que estas feliz". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box. 	<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: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants 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: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	<ul style="list-style-type: none"> •Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet. 	<ul style="list-style-type: none"> •Read the book <i>Feet</i>. Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet. 	<ul style="list-style-type: none"> •Read the book <i>Feet</i>. Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Little Monkeys (C35) Teach little ones the finger play. If the babies are able to act out the rhyme, choose three "monkeys" to jump. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i> 	<ul style="list-style-type: none"> •Look at Me (L31) Sit in front of a mirror with a baby and point to and name his/her body features. Explain we can walk, dance, and jump using our feet. 	<ul style="list-style-type: none"> •Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar •Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i> 	<ul style="list-style-type: none"> •Little Monkeys (C35) Teach little ones the finger play. If the babies are able to act out the rhyme, choose three "monkeys" to jump.
Social Emotional Development	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about the baby's sweet feet that will take him anywhere she/he wants. Play "Pat-a-Cake" using a baby's feet instead of his hands. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Where Are Those Feet? (181) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about the baby's sweet feet that will take him anywhere she/he wants. Play "Pat-a-Cake" using a baby's feet instead of his hands. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Where Are Those Feet? (181) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about the baby's sweet feet that will take him anywhere she/he wants. Play "Pat-a-Cake" using a baby's feet instead of his hands.
Physical Development	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Twinkle Fingers (P39) Show little ones how to open and close their hands to represent twinkling stars. Encourage them to make twinkling-star hand movements as you sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>).
Objectives	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands 	<ul style="list-style-type: none"> D.3.b. Looks for hidden objects or toys C.1.b. Follow simple request A.3.a. Sits and uses hands D.2.c. Begins to repeat actions to get an effect B.1.c. Engages in positive relationships and interactions with adult B.4.a. Shows interest and awareness of others A.3.a. Grabs at things with a purpose A.3.a. Sits and uses hands