



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



Class: Infant C (12-18 months) Focus: Sounds	Date: April 1-5, 2019 Week: 31
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Encouraging Cognitive Skills
English Vocabulary: <i>ears, hands, feet, body</i>	Spanish Vocabulary: <i>oidos, manos, pies, cuerpo</i>
American Sign Language (ASL): <i>ears, hands, feet, body</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Sing "Five Little Ducks" • "Cinco patitos". • CALM: Invite children to follow you lead. • CONNECT: With Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Sing "Five Little Ducks" • "Cinco patitos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • It's for You! (L57) Create a ring tone using a play phone. Answer the phone as you sit next to a baby. 	<ul style="list-style-type: none"> • Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> • It's for You! (L57) Create a ring tone using a play phone. Answer the phone as you sit next to a baby. 	<ul style="list-style-type: none"> • Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> • It's for You! (L57) Create a ring tone using a play phone. Answer the phone as you sit next to a baby.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Magic Movers (C55) Make paper fans for little ones. Demonstrate using a fan to move lightweight materials. Talk about the sounds you make with the fan. 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> • Magic Movers (C55) Make paper fans for little ones. Demonstrate using a fan to move lightweight materials. Talk about the sounds you make with the fan 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> • Magic Movers (C55) Make paper fans for little ones. Demonstrate using a fan to move lightweight materials. Talk about the sounds you make with the fan
Social Emotional Development	<ul style="list-style-type: none"> •You've Been Missed (SE62) Have Lily the puppet recite the rhyme using a normal voice and give a returning baby a kiss when she finishes. 	<ul style="list-style-type: none"> •<i>I Love Your Rituals</i> by Becky Bailey Interactive finger play Round and Round the Garden (111) Talk about the different sounds in the garden. 	<ul style="list-style-type: none"> •You've Been Missed (SE62) Have Lily the puppet recite the rhyme using a normal voice and give a returning baby a kiss when she finishes. 	<ul style="list-style-type: none"> •<i>I Love Your Rituals</i> by Becky Bailey Interactive finger play Round and Round the Garden (111) Talk about the different sounds in the garden. 	<ul style="list-style-type: none"> •You've Been Missed (SE62) Have Lily the puppet recite the rhyme using a normal voice and give a returning baby a kiss when she finishes.
Physical Development	<ul style="list-style-type: none"> •Squeeze and Pour (P60) Invite little ones to play with a variety of tools in a tub of water. Talk about the sounds each item in the water makes. 	<ul style="list-style-type: none"> •Squeeze and Pour (P60) Invite little ones to play with a variety of tools in a tub of water. Talk about the sounds each item in the water makes. 	<ul style="list-style-type: none"> •Squeeze and Pour (P60) Invite little ones to play with a variety of tools in a tub of water. Talk about the sounds each item in the water makes. 	<ul style="list-style-type: none"> •Squeeze and Pour (P60) Invite little ones to play with a variety of tools in a tub of water. Talk about the sounds each item in the water makes. 	<ul style="list-style-type: none"> •Squeeze and Pour (P60) Invite little ones to play with a variety of tools in a tub of water. Talk about the sounds each item in the water makes.
Objectives	<ul style="list-style-type: none"> B.4.a. Shows interest and awareness of others C.2.b. Uses language in "conversations" A.3.b. Uses thumb and index finger to pick up and squeeze A.3.c. Uses hands to play with tools D.1.b. Use tools to solve problems D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> B.4.a. Shows interest and awareness of others C.2.b. Uses language in "conversations" A.3.b. Uses thumb and index finger to pick up and squeeze A.3.c. Uses hands to play with tools D.1.b. Use tools to solve problems D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> B.4.a. Shows interest and awareness of others C.2.b. Uses language in "conversations" A.3.b. Uses thumb and index finger to pick up and squeeze A.3.c. Uses hands to play with tools D.1.b. Use tools to solve problems D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> B.4.a. Shows interest and awareness of others C.2.b. Uses language in "conversations" A.3.b. Uses thumb and index finger to pick up and squeeze A.3.c. Uses hands to play with tools D.1.b. Use tools to solve problems D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> B.4.a. Shows interest and awareness of others C.2.b. Uses language in "conversations" A.3.b. Uses thumb and index finger to pick up and squeeze A.3.c. Uses hands to play with tools D.1.b. Use tools to solve problems D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs



Class: Infant C (12-18 months)		Focus: Sounds		Date: April 8-12, 2019		Week: 32	
Approaches Toward Learning: Communication, Curiosity, Attention				Parent Letter: Encouraging Cognitive Skills			
English Vocabulary: ears, hands, feet, body				Spanish Vocabulary: oidos, manos, pies, cuerpo			
American Sign Language (ASL): ears, hands, feet, body							
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday		
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Sing "Five Little Ducks" • "Cinco patitos". • CALM: Invite children to follow you lead. • CONNECT: With Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. •UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Sing "Five Little Ducks" • "Cinco patitos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. •UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. •UNITE:(<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 		
Language Development	<ul style="list-style-type: none"> • Voice Vibrations (L62) Change the tone and sound quality of your voice by talking into a paper cup. The changes in your voice will help little ones refine their ear for sound. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> • Voice Vibrations (L62) Change the tone and sound quality of your voice by talking into a paper cup. The changes in your voice will help little ones refine their ear for sound. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> • Voice Vibrations (L62) Change the tone and sound quality of your voice by talking into a paper cup. The changes in your voice will help little ones refine their ear for sound. 		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Ring That Bell (C52) Challenge little ones to toss a beanbag at a service bell with the goal of making the bell ring. 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> • Ring That Bell (C52) Challenge little ones to toss a beanbag at a service bell with the goal of making the bell ring. Challenge little ones to think of other items they can safely toss to ring the bell. 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> • Ring That Bell (C52) Challenge little ones to toss a beanbag at a service bell with the goal of making the bell ring. Challenge little ones to think of other items they can safely toss to ring the bell.
Social Emotional Development	<ul style="list-style-type: none"> • Here Are My Ears (SE65) Encourage little ones to point to their body parts as you say the rhyme. Tell little ones we hear the different sounds around us with our ears. 	<ul style="list-style-type: none"> •<i>I Love Your Rituals</i> by Becky Bailey Interactive finger play Round and Round the Garden (111) Talk about the different sounds in the garden. 	<ul style="list-style-type: none"> • You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. Attach odds and ends to a large sun hat and wear it. 	<ul style="list-style-type: none"> •<i>I Love Your Rituals</i> by Becky Bailey Interactive finger play Round and Round the Garden (111) Talk about the different sounds in the garden. 	<ul style="list-style-type: none"> • Here Are My Ears (SE65) Encourage little ones to point to their body parts as you say the rhyme. Tell little ones we hear the different sounds around us with our ears.
Physical Development	<ul style="list-style-type: none"> • Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you. 	<ul style="list-style-type: none"> • Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you. 	<ul style="list-style-type: none"> • Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you. 	<ul style="list-style-type: none"> • Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you. 	<ul style="list-style-type: none"> • Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you.
Objectives	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>



Class: Infant C (12-18 months) Focus: Sounds	Date: April 15-19, 2019 Week: 33
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Encouraging Motor Skills
English Vocabulary: ears, hands, feet, body	Spanish Vocabulary: oídos, manos, pies, cuerpo

American Sign Language (ASL): ears, hands, feet, body

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Sing "Five Little Ducks" • "Cinco patitos". • CALM: Invite children to follow you lead. • CONNECT: With Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Sing "Five Little Ducks" • "Cinco patitos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some important words in the song and see if little ones can add the missing word. 	<ul style="list-style-type: none"> • Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some important words in the song and see if little ones can add the missing word. 	<ul style="list-style-type: none"> • Read <i>Merry-Go-Round</i>. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing familiar songs with little ones. Stop singing before saying the last word of a line or before some important words in the song and see if little ones can add the missing word.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Dancing Shadows (C50) Dance with babies between light source and a wall to create dancing shadows. Use soft and normal tones of music. 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> •Dancing Shadows (C50) Dance with babies between light source and a wall to create dancing shadows. Use soft and normal tones of music. 	<ul style="list-style-type: none"> •Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo •Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i> 	<ul style="list-style-type: none"> •Dancing Shadows (C50) Dance with babies between light source and a wall to create dancing shadows. Use soft and normal tones of music.
Social Emotional Development	<ul style="list-style-type: none"> • Gently Rock (SE63) Show little ones how to rock a baby doll while singing "Rock-a-Bye Baby" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> • Gently Rock (SE63) Show little ones how to rock a baby doll while singing "Rock-a-Bye Baby" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> • Gently Rock (SE63) Show little ones how to rock a baby doll while singing "Rock-a-Bye Baby" (<i>Frog Street Baby Songs CD</i>).
Physical Development	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to swirl their scarves and turn around.
Objectives	<ul style="list-style-type: none"> C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs 	<ul style="list-style-type: none"> C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs



Class: Infant C (9-12 months)	Date: April 22 - 26, 2019	Week: 34
Approaches Toward Learning: Curiosity, Communication, Persistence	Parent Letter: #6	
English Vocabulary: <i>truck, good-bye</i>	Spanish Vocabulary: <i>camion, adios</i>	
American Sign Language (ASL): <i>truck, good-bye</i>		

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 C (12-18 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: arms, feet, dance, jump, walk	Spanish Vocabulary: brazos, feet, bailar, brincar, caminar	

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Stop singing before saying the last word of a line and see if children can add the missing word. 	<ul style="list-style-type: none"> • Read <i>The Wheels on the Bus</i> Count the wheels on the bus. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Change the lyrics. Stop singing before saying the last word of a line and see if children can add the missing word. 	<ul style="list-style-type: none"> • Read <i>The Wheels on the Bus</i> Count the wheels on the bus. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Change the lyrics. Stop singing before saying the last word of a line and see if children can add the missing word.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. 	<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"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Challenge children to think of other items they can safely toss to ring the bell. 	<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"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Play the game outside.
Social Emotional Development	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you.
Physical Development	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.
Objectives	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers



Class: Infant C (12-18 months)	Focus: Moving and Learning	Date: May 6 - 10, 2019	Week: 36
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Developing Social Skills	
English Vocabulary: arms, feet, dance, jump, walk		Spanish Vocabulary: brazos, feet, bailar, brincar, caminar	
American Sign Language (ASL): arms, feet, dance, jump, walk			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Kick the Ball (L41) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often. 	<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"> • Kick the Ball (L41) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often. 	<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"> • Kick the Ball (L41) Use an enthusiastic voice to read the book <i>Feet</i> to little ones. Ask babies to point to specific photos. Reread the book often.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Heart Count (C48) Use the counting sequence "one, two, three" to count the hearts. Hide the hearts around the room and ask little ones to find the hearts you have hidden. 	<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"> •Heart Count (C48) Use the counting sequence "one, two, three" to count the hearts. Hide the hearts around the room and ask little ones to find the hearts you have hidden. 	<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"> •Heart Count (C48) Use the counting sequence "one, two, three" to count the hearts. Hide the hearts around the room and ask little ones to find the hearts you have hidden.
Social Emotional Development	<ul style="list-style-type: none"> •Little Helpers (SE61) Think of ways little ones can help you. Babies can hand you a clean diaper, bring a toy to a baby that is upset, etc. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Little Helpers (SE61) Think of ways little ones can help you. Babies can hand you a clean diaper, bring a toy to a baby that is upset, etc. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. Interactive finger play Dancing Feet (p 93) 	<ul style="list-style-type: none"> •Little Helpers (SE61) Think of ways little ones can help you. Babies can hand you a clean diaper, bring a toy to a baby that is upset, etc.
Physical Development	<ul style="list-style-type: none"> •Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions. 	<ul style="list-style-type: none"> •Dumping Game Allow little ones to dump a box and after clean-up their mess. Make clean-up time fun by singing a song (<i>Frog Street Welcome Guide p 52</i>). 	<ul style="list-style-type: none"> •Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions. 	<ul style="list-style-type: none"> •Dumping Game Allow little ones to dump a box and after clean-up their mess. Make clean-up time fun by singing a song (<i>Frog Street Welcome Guide p 52</i>). 	<ul style="list-style-type: none"> •Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions.
Objectives	<ul style="list-style-type: none"> C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements



Class: Infant C (12-18 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: <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	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Hand Me the Ball (L41) Lay a ball, a book, and a block on the floor. Ask a child to hand you the ball. 	<ul style="list-style-type: none"> • Read <i>Catch the Ball</i>. Show the babies how to throw and how to catch a bowl. 	<ul style="list-style-type: none"> • Hand Me the Ball (L41) Lay a ball, a book, and a block on the floor. Ask a child to hand you the ball. When she/he is successful identifying the ball and handling to you, ask for the other items one at a time. 	<ul style="list-style-type: none"> • Read <i>Catch the Ball</i>. Show the babies how to throw and how to catch a bowl 	<ul style="list-style-type: none"> • Hand Me the Ball (L41) Lay a ball, a book, and a block on the floor. Ask a child to hand you the ball. Repeat the game using three different items.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Drop It (C42) Gather a cookie sheet and several items that can be safely dropped (small block, small ball, cotton ball). Demonstrate dropping the items. 	<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 • camina r</i> 	<ul style="list-style-type: none"> •Drop It (C42) Gather a cookie sheet and several items that can be safely dropped (small block, small ball, cotton ball). Demonstrate dropping the items. Discuss the sound that each item makes. 	<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"> •Drop It (C42) Gather a cookie sheet and several items that can be safely dropped (small block, small ball, cotton ball). Demonstrate dropping the items. Say the color of the different items.
Social Emotional Development	<ul style="list-style-type: none"> •It Takes Two (SE53) Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball and show them how to roll the ball back and forth to each other. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •It Takes Two (SE53) Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball and show them how to roll the ball back and forth to each other. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •It Takes Two (SE53) Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball and show them how to roll the ball back and forth to each other.
Physical Development	<ul style="list-style-type: none"> • Washing Balls (P44) Invite little ones to use sponges to scrub large balls. 	<ul style="list-style-type: none"> •Throw and Catch Balls Show the little ones how to throw a ball and how to catch a ball. 	<ul style="list-style-type: none"> • Washing Balls (P44) Invite little ones to use sponges to scrub large balls. 	<ul style="list-style-type: none"> •Throw and Catch Balls Show the little ones how to throw a ball and how to catch a ball. 	<ul style="list-style-type: none"> • Washing Balls (P44) Invite little ones to use sponges to scrub large balls.
Objectives	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements 	<ul style="list-style-type: none"> B.4.c. Plays side-by side with others D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect C.1.b. Recognizes names of familiar objects C.1.b. Follows simple requests A.3.a. Coordinates hand and body movements a.3.b. Coordinates eye and hand movements