



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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72).</li> <li>•CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes".</li> <li>•CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe..</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes".</li> <li>•CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>•Feet (L38)</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>•Read the book <i>Feet</i>.</li> <li>Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Feet (L38)</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>•Read the book <i>Feet</i>.</li> <li>Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Feet (L38)</li> <li>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.</li> </ul>

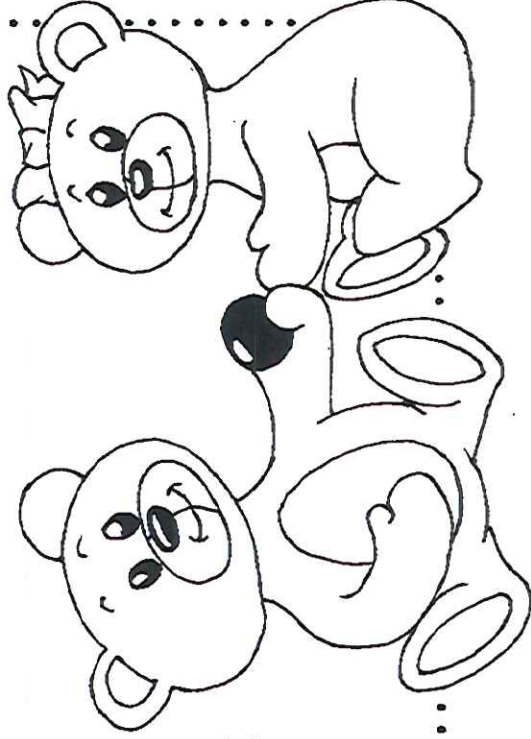


LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</li> <li>•Teach ASL signs for arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</li> </ul>	<ul style="list-style-type: none"> <li>•One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</li> <li>•Teach ASL signs for arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</li> </ul>	<ul style="list-style-type: none"> <li>•One, Two, Three (C34) Use the counting sequence "one, two, three" to perform with little ones.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•I Love You Rituals by Becky Bailey Interactive finger play Dancing Feet (p 93)</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•I Love You Rituals by Becky Bailey Interactive finger play Dancing Feet (p 93)</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>





- Dear Parents,
- Social intelligence, sometimes referred to as social development, is important for both survival and for living a fulfilling life. Social skills are necessary for relating to others, learning from others, and teaching others. You might think of these skills as "people skills." Our acceptance by others is largely based on our social intelligence (expressing our thoughts, showing concern for others, solving and preventing problems, cooperating). Social skills are vital to a child's success in school.
- Social interactions and understanding begin to wire right from birth. During the first year of life, babies connect with the people who care for them (parents and outside-the-home caregivers). It is these connections that anchor a baby's developing social skills. This is called *attachment*. Providing a loving and supportive environment goes a long way in preparing a baby to interact socially. Social skills are optimally developed when intentionally taught.
- Emotional intelligence and social intelligence are co-dependent. Emotional intelligence is the understanding of one's own emotions and the ability to manage these emotions effectively.
- Social intelligence is the understanding of others' emotions (and feelings) and the ability to manage one's self in the context of others. Emotional intelligence builds the foundation for social intelligence. As we understand ourselves, we gain insight into understanding others.



### What You Can Do

- Interact with your baby daily. Talk to him. Smile at him. Be expressive and acknowledge his expressions.
- When you play interactive games, alternate taking turns. For example, when playing Peek-a-Boo, cover your eyes a few times and then cover your baby's eyes a few times.
- Typically around 8 months, babies develop a fear of strangers. If your child expresses this type of fear, do not force him to go to a stranger.
- When other babies are around, position your baby so he can see his peers.
- When your baby begins to express his wants and desires through tantrums (between 15 and 18 months), set limits and hold to them. It is during this time that your child is learning an important rule of social living: You don't always get your way.
- Talk with older infants about the feelings of their friends. Teach them to touch others gently.





# Crème de la Crème

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

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<b>Language Development</b>	<ul style="list-style-type: none"> <li>•Look at Me (L31)</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>•Read the book <i>Feet</i>.</li> <li>Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Look at Me (L31)</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>•Read the book <i>Feet</i>.</li> <li>Play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Look at Me (L31)</li> <li>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.</li> </ul>

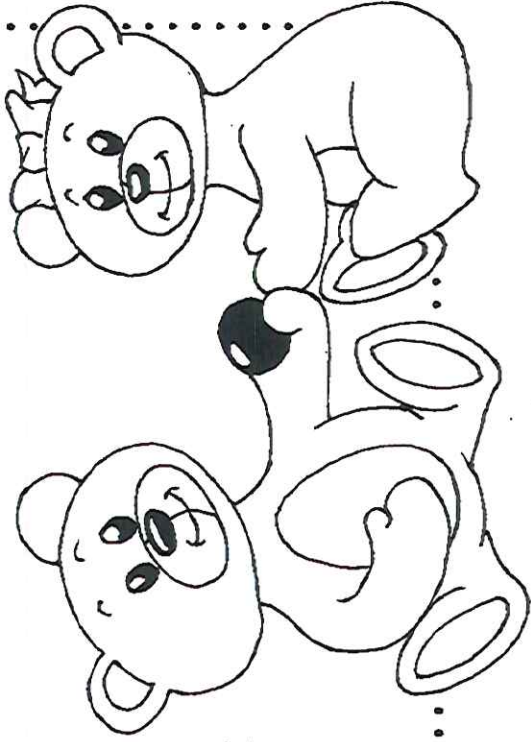


LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Little Monkeys (C35) Teach little ones the finger play. If the babies are able to act out the rhyme, choose three "monkeys" to jump.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</li> <li>•Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i></li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 2 and 4 arms • brazos feet • pies dance • bailar jump • brincar walk • caminar</li> <li>•Teach ASL signs for <i>arms • brazos</i> <i>feet • pies</i> <i>dance • bailar</i> <i>jump • brincar</i> <i>walk • caminar</i></li> </ul>	<ul style="list-style-type: none"> <li>•Little Monkeys (C35) Teach little ones the finger play. If the babies are able to act out the rhyme, choose three "monkeys" to jump.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play Where Are Those Feet? (181)</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play Where Are Those Feet? (181)</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•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>).</li> </ul>	<ul style="list-style-type: none"> <li>•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>).</li> </ul>	<ul style="list-style-type: none"> <li>•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>).</li> </ul>	<ul style="list-style-type: none"> <li>•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>).</li> </ul>	<ul style="list-style-type: none"> <li>•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>).</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>A.3.a. Sits and uses hands</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>A.3.a. Sits and uses hands</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>A.3.a. Sits and uses hands</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>A.3.a. Sits and uses hands</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>A.3.a. Sits and uses hands</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>





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<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Baby Signs	<b>Date:</b> May 20-24, 2019	<b>Week:</b> 38
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Using Sign Language for Communication	
<b>English Vocabulary:</b> <i>thank you, please, hands</i>	<b>Spanish Vocabulary:</b> <i>gracias, por favor, manos</i>	

**American Sign Language (ASL):** *thank you, please, hands*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	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: "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 mañana" ( <i>Frog Street Welcome Guide p 72</i> ). •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.
<b>Language Development</b>	•Baby Signs (L27) While teaching the babies the ASL signs <i>thank, you, please, hands</i> sing a song. Encourage the little ones to use their hands.	• Read <i>Hands</i> . Demonstrate how to turn the pages of the book.	•Baby Signs (L27) While teaching the babies the ASL signs for the week sing a song. Encourage the little ones to use their hands.	• Read <i>Hands</i> . Demonstrate how to turn the pages of the book.	•Baby Signs (L27) While teaching the babies the ASL signs for the week sing a song. Encourage the little ones to use their hands.



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Putty in My Hands (C30) Give little ones edible play dough to explore. Show them how to pat it, roll it, and stretch it. Talk about the sense of touching.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 1 and 8 hands • manos book • libro</li> <li>•Review the ASL signs for <i>thank you • gracias please • por favor hands • manos</i></li> </ul>	<ul style="list-style-type: none"> <li>•Putty in My Hands (C30) Give little ones edible play dough to explore. Show them how to pat it, roll it, and stretch it. Talk about the sense of touching.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 1 and 8 hands • manos book • libro</li> <li>•Review the ASL signs for <i>thank you • gracias please • por favor hands • manos</i></li> </ul>	<ul style="list-style-type: none"> <li>•Putty in My Hands (C30) Give little ones edible play dough to explore. Show them how to pat it, roll it, and stretch it. Talk about the sense of touching.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Hands (SE22) Talk about a baby's hands that can feel different textures. Provide different textures and encourage little ones to explore.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play the game My Hand Is Stuck (143).</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Hands (SE22) Talk about a baby's hands that can feel different textures. Provide different textures and encourage little ones to explore.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play the game My Hand Is Stuck (143).</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Hands (SE22) Talk about a baby's hands that can feel different textures. Provide different textures and encourage little ones to explore.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones sponges to squeeze. Babies will enjoy feeling the texture and squeezing sponges will help children develop muscles.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones sponges to squeeze. Babies will enjoy feeling the texture and squeezing sponges will help children develop muscles.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones sponges to squeeze. Babies will enjoy feeling the texture and squeezing sponges will help children develop muscles.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones sponges to squeeze. Babies will enjoy feeling the texture and squeezing sponges will help children develop muscles.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones sponges to squeeze. Babies will enjoy feeling the texture and squeezing sponges will help children develop muscles.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>C.2.a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes</li> <li>C.1.b. Follows simple requests</li> <li>D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen</li> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>A.3.a. Develops control of small muscles for manipulation</li> </ul>	<ul style="list-style-type: none"> <li>C.2.a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes</li> <li>C.1.b. Follows simple requests</li> <li>D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen</li> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>A.3.a. Develops control of small muscles for manipulation</li> </ul>	<ul style="list-style-type: none"> <li>C.2.a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes</li> <li>C.1.b. Follows simple requests</li> <li>D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen</li> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>A.3.a. Develops control of small muscles for manipulation</li> </ul>	<ul style="list-style-type: none"> <li>C.2.a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes</li> <li>C.1.b. Follows simple requests</li> <li>D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen</li> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>A.3.a. Develops control of small muscles for manipulation</li> </ul>	<ul style="list-style-type: none"> <li>C.2.a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes</li> <li>C.1.b. Follows simple requests</li> <li>D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen</li> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>A.3.a. Develops control of small muscles for manipulation</li> </ul>

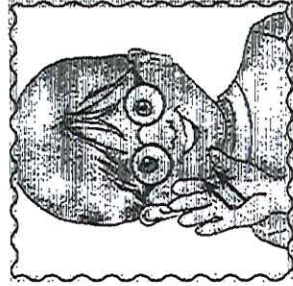




- Dear Parents,
- At around 8 months, babies understand about 80% of what we say to them. Understanding the meaning of words is called *receptive language*. When babies begin to speak words, they are using *expressive language*. The understanding of words signals the appropriate time to teach little ones sign language.
- Sign language will provide a communication bridge between babies' understanding of language and their ability to speak. It will allow them to let others know when they want something or when they have had enough of something. It will help them communicate with their peers which in turn will help with squabbles that occur because of children's inability to let others know what they are trying to communicate.
- Most languages are stored on one side of the brain. For example, English and Spanish are stored on the left side of the brain while many Asian languages are stored on the right side of the brain. But sign language is stored on both sides of the brain which is a big advantage for processing information.

### What you can do

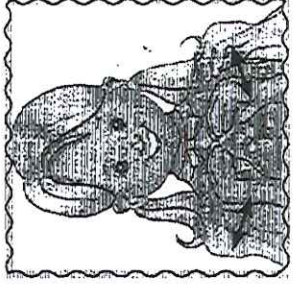
Teach your baby sign language beginning at 8 months. Be patient. Give her time to figure out that the hand movements you are using represent words. It generally takes several weeks for little ones to catch on. Always say the word when you make the sign. This is what allows the wiring for sign language to encompass both hemispheres.



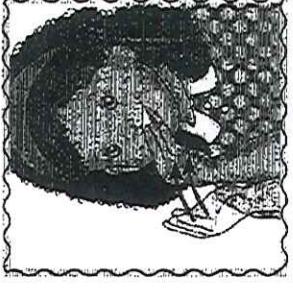
mommy



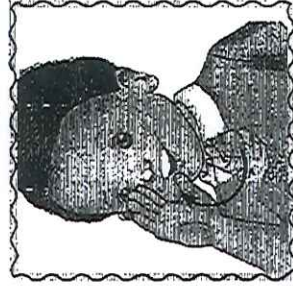
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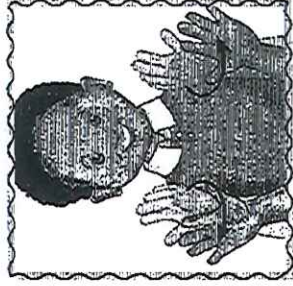
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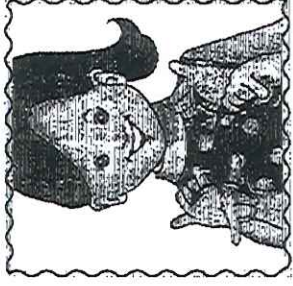
eat



drink



all done



play



I want

# frogstreet

Frog Street Infant © 2015 Frog Street Press





Class: Infant B (6-12 months) Focus: Baby Signs	Date: May 27-31, 2019	Week: 39
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Using Sign Language for Communication	
English Vocabulary: <i>read, book, eyes</i>	Spanish Vocabulary: <i>leer, libro, ojos</i>	

American Sign Language (ASL): *read, book, love you*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
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Language Development	O	• Read Nursery Rhymes Demonstrate how to turn the pages of the book.	•Book Etiquette (L40) Read your favorite Nursery Rhyme Book to little ones and discuss proper holding of the book.	• Read Nursery Rhymes Demonstrate how to turn the pages of the book.	•Book Etiquette (L40) Read your favorite Nursery Rhyme Book to little ones and discuss proper holding of the book.





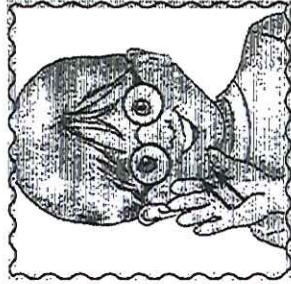


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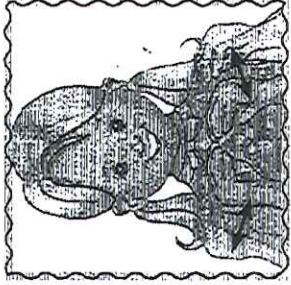
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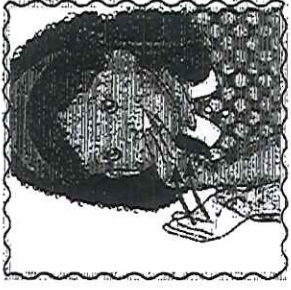
mommy



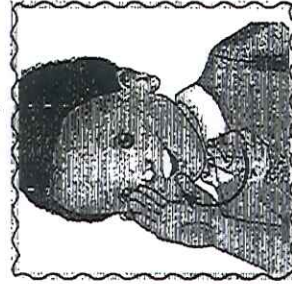
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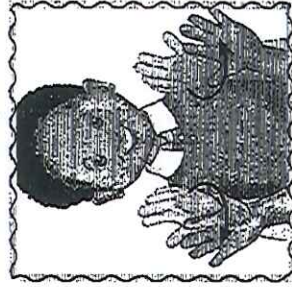
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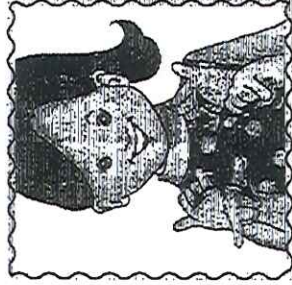
eat



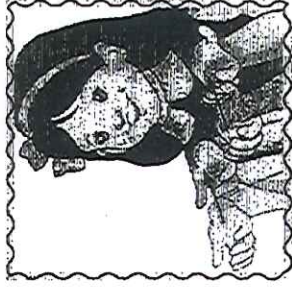
drink



all done



play



I want

# frogstreet

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