



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: <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>			

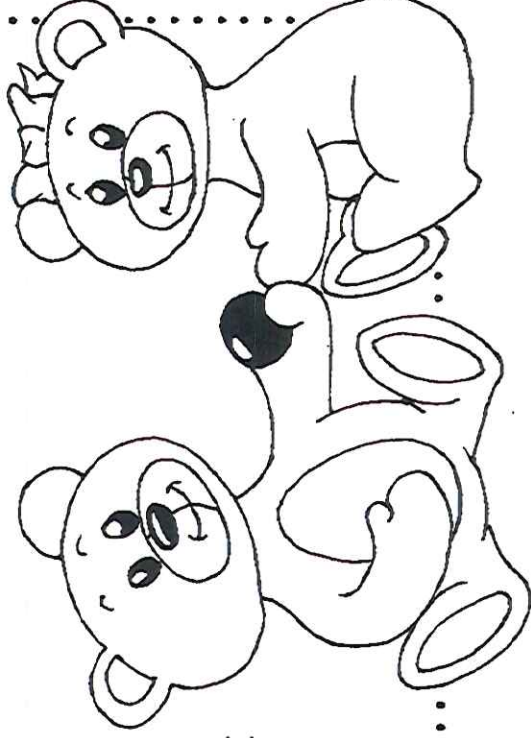
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." CALM: Invite children to "smell the flower" taking a deep breath 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	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>



Developing Social Skills

- 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®

CHILD CARE • PRESCHOOL • AFTER SCHOOL

Early Learning Centers Of Excellence®



Class: Infant C (12-18 months) Focus: Baby Signs	Date: May 13-17, 2019	Week: 37
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Using Sign Language for Communication	
English Vocabulary: <i>ball, book, block</i>	Spanish Vocabulary: <i>pelota, libro, bloque</i>	
American Sign Language (ASL): <i>please, thank you, block</i>		

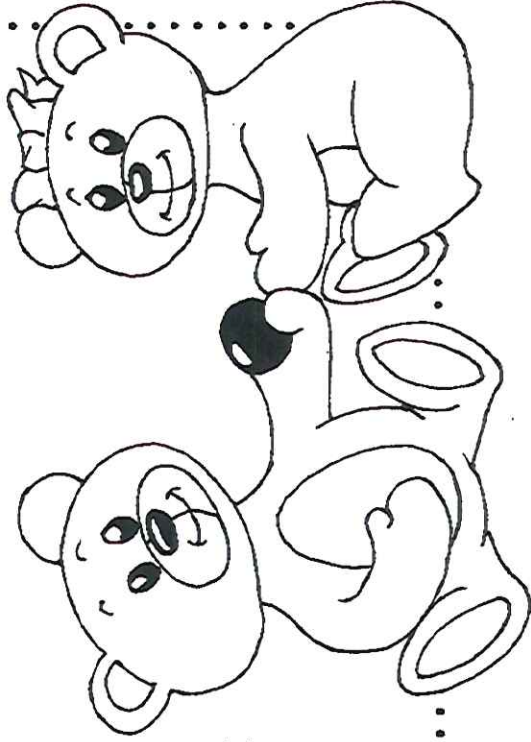
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • 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 "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.
Language Development	<ul style="list-style-type: none"> • Shine a Spotlight (L66) Darken the room a little bit to allow a flashlight beam to be easily seen. Sit with little ones close by. Shine the flashlight at furniture in the room. Ask little ones to name the furniture. 	<ul style="list-style-type: none"> • Read <i>Let's Count</i>. Practice counting one to five. 	<ul style="list-style-type: none"> • Shine a Spotlight (L66) Darken the room a little bit to allow a flashlight beam to be easily seen. Sit with little ones close by. Shine the flashlight at furniture in the room. Ask little ones to name the furniture. 	<ul style="list-style-type: none"> • Read <i>Let's Count</i>. Practice counting one to five. 	<ul style="list-style-type: none"> • Shine a Spotlight (L66) Darken the room a little bit to allow a flashlight beam to be easily seen. Sit with little ones close by. Shine the flashlight at furniture in the room. Ask little ones to name the furniture.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Squabble Support (C65) Offer support when children get into squabbles. Help them with the vocabulary. Help them think of solutions to the issue. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 20, 21, and 23 circle • círculo square • cuadrado triangle • triángulo Review the shapes. •Teach the ASL signs for <i>please</i> • <i>por favor</i> <i>thank you</i> • <i>gracias</i> 	<ul style="list-style-type: none"> •Squabble Support (C65) Offer support when children get into squabbles. Help them with the vocabulary. Help them think of solutions to the issue. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 20, 21, and 23 circle • círculo square • cuadrado triangle • triángulo Review the shapes. •Teach the ASL signs for <i>please</i> • <i>por favor</i> <i>thank you</i> • <i>gracias</i> 	<ul style="list-style-type: none"> •Squabble Support (C65) Offer support when children get into squabbles. Help them with the vocabulary. Help them think of solutions to the issue.
Social Emotional Development	<ul style="list-style-type: none"> •Safety Always (SE46) Remind children several times each day they are safe in the classroom with you. Show them how to gently pass the ball to a friend. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Growing Up p 99 Hold the baby while you recite the poem. 	<ul style="list-style-type: none"> •Safety Always (SE46) Remind children several times each day they are safe in the classroom with you. Show them how to gently pass the ball to a friend. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Growing Up p 99 Hold the baby while you recite the poem. 	<ul style="list-style-type: none"> •Safety Always (SE46) Remind children several times each day they are safe in the classroom with you. Show them how to gently pass the ball to a friend.
Physical Development	<ul style="list-style-type: none"> • Run to the Sun (P46) Use a yellow ball to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn to mark a star line. Encourage little ones to begin at the start line and run to the sun and back. 	<ul style="list-style-type: none"> • Run to the Sun (P46) Use a yellow ball to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn to mark a star line. Encourage little ones to begin at the start line and run to the sun and back. 	<ul style="list-style-type: none"> • Run to the Sun (P46) Use a yellow ball to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn to mark a star line. Encourage little ones to begin at the start line and run to the sun and back. 	<ul style="list-style-type: none"> • Run to the Sun (P46) Use a yellow ball to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn to mark a star line. Encourage little ones to begin at the start line and run to the sun and back. 	<ul style="list-style-type: none"> • Run to the Sun (P46) Use a yellow ball to represent the sun. Place the "sun" in a grassy area. Use a piece of yarn to mark a star line. Encourage little ones to begin at the start line and run to the sun and back.
Objectives	<ul style="list-style-type: none"> A.2.b. Moves body to achieve a goal D.1.d. Develops knowledge of the natural A.1.d. Begins to demonstrate healthy and safe habits D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems C.2.a. Tries to name familiar objects C.2.b. Understands and begins to use oral language for conversation and communication 	<ul style="list-style-type: none"> A.2.b. Moves body to achieve a goal D.1.d. Develops knowledge of the natural A.1.d. Begins to demonstrate healthy and safe habits D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems C.2.a. Tries to name familiar objects C.2.b. Understands and begins to use oral language for conversation and communication 	<ul style="list-style-type: none"> A.2.b. Moves body to achieve a goal D.1.d. Develops knowledge of the natural A.1.d. Begins to demonstrate healthy and safe habits D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems C.2.a. Tries to name familiar objects C.2.b. Understands and begins to use oral language for conversation and communication 	<ul style="list-style-type: none"> A.2.b. Moves body to achieve a goal D.1.d. Develops knowledge of the natural A.1.d. Begins to demonstrate healthy and safe habits D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems C.2.a. Tries to name familiar objects C.2.b. Understands and begins to use oral language for conversation and communication 	<ul style="list-style-type: none"> A.2.b. Moves body to achieve a goal D.1.d. Develops knowledge of the natural A.1.d. Begins to demonstrate healthy and safe habits D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems C.2.a. Tries to name familiar objects C.2.b. Understands and begins to use oral language for conversation and communication



Developing Social Skills

- 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
 CHILD CARE • PRESCHOOL • AFTER SCHOOL
 Early Learning Centers Of Excellence



Class: Infant C (12-18 months) Focus: Baby Signs	Date: May 20-24, 2019 Week: 38
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Using Sign Language to Communicate
English Vocabulary: <i>face, eyes, nose, mouth</i>	Spanish Vocabulary: <i>cara, ojos, nariz, boca</i>

American Sign Language (ASL): *face, fingers, hands*

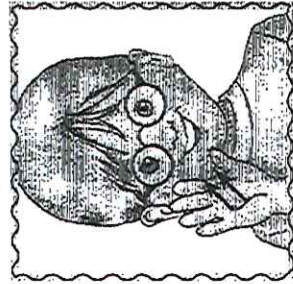
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Sing "Five Little Ducks" • "Cinco patitos". • CALM: Invite children to follow you lead. • CONNECT: With Lily name the children that are 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"> • Read <i>Dora's Duck</i> (L43) Show the children the book cover and read the title. 	<ul style="list-style-type: none"> • Read the book <i>Hands</i>. Explain babies we can use our hands to communicate. 	<ul style="list-style-type: none"> • <i>Dora's Duck</i> (L43) Read the story to the babies. Point out that the ducks start their day and end their day at Dora's gate. Invite the children to quack like a duck. 	<ul style="list-style-type: none"> • Read the book <i>Hands</i>. Explain babies we can use our hands to communicate. 	<ul style="list-style-type: none"> • <i>Dora's Duck</i> (L43) Reread the story to the babies. Invite the children to quack like a duck. • Sing "Five Little Ducks."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Drop It (C42) Demonstrate dropping the ducks into the "pond." Discuss the sound that makes each time we drop a duck into the water. 	<ul style="list-style-type: none"> •Photo Activity Cards 3 and 4 Point to the major body parts. Ask children to point to their body parts. •Teach the ASL signs <i>face • cara</i> <i>fingers • dedos</i> <i>hands • manos</i> 	<ul style="list-style-type: none"> • Shadow Match (C45) Challenge children to match the objects to their same shape shadow. 	<ul style="list-style-type: none"> •Photo Activity Cards 3 and 4 Point to the major body parts. Ask children to point to their body parts. •Teach the ASL signs <i>face • cara</i> <i>fingers • dedos</i> <i>hands • manos</i> 	<ul style="list-style-type: none"> •Sandbox Treasure (C44) Bury small ducks in the sandbox. Challenge little ones to use strainers to find buried ducks. Count the ducks.
Social Emotional Development	<ul style="list-style-type: none"> • You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. 	<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"> • 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 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"> •Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps. Sing "This Is the Way We Wash Our Hands" (<i>Welcome Guide p 73</i>)
Physical Development	<ul style="list-style-type: none"> • Finger paint a duck •Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air." 	<ul style="list-style-type: none"> •Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements. 	<ul style="list-style-type: none"> •Shaker Art (P49) Invite each child to shake sand from the shakers onto a coloring sheet of a duck. 	<ul style="list-style-type: none"> •Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements. 	<ul style="list-style-type: none"> •Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air."
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 D.1.b. Categorizes, matches, orders some objects 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 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 D.1.b. Categorizes, matches, orders some objects 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 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 D.1.b. Categorizes, matches, orders some objects 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 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 D.1.b. Categorizes, matches, orders some objects 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 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 D.1.b. Categorizes, matches, orders some objects 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 A.3.a. Shakes objects</p>

- 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

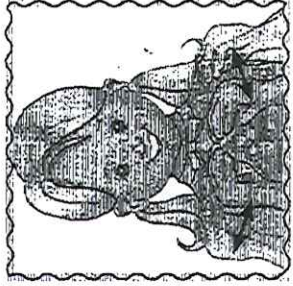
Teach your baby sign language beginning at 8 months. Be patient. Give her time to figure out that the hand movements you are using represent words. It generally takes several weeks for little ones to catch on. Always say the word when you make the sign. This is what allows the wiring for sign language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



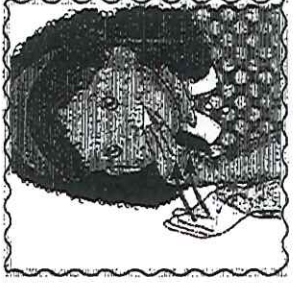
mommy



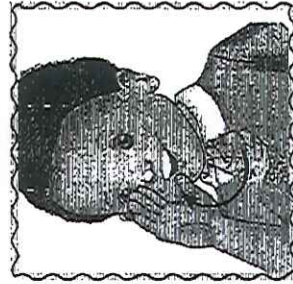
daddy



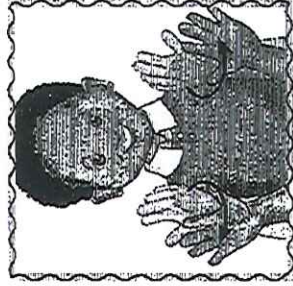
more



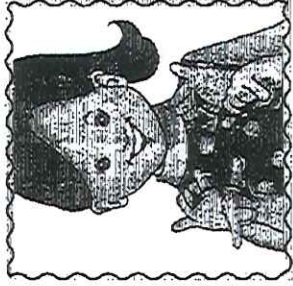
eat



drink



all done



play



I want



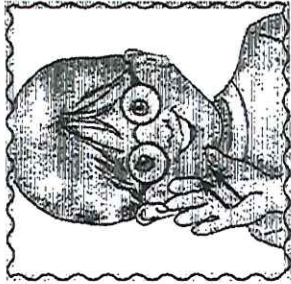
Class: Infant C (12-18 months) Focus: Baby Signs	Date: May 27-31, 2019	Week: 39
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Using Sign Language for Communication	
English Vocabulary: <i>crayon, green, yellow, blue</i>	Spanish Vocabulary: <i>crayon, verde, amarillo, azul</i>	
American Sign Language (ASL): <i>crayon, green, yellow, blue</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	H	<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	O	<ul style="list-style-type: none"> •Read <i>Let's Look at Colors</i>. Say the names of the colors pointing to objects the same color. 	<ul style="list-style-type: none"> •Real and not Real (L65) Display photo activity Card 1 along with a real banana. Invite a child to hold the apple. Discuss its color, how it feels and smells. 	<ul style="list-style-type: none"> •Read <i>Let's Look at Colors</i>. Say the names of the colors pointing to objects the same color. 	<ul style="list-style-type: none"> •Finger Paint (L56) Invite children to make designs and marks with their hands in finger paint placed directly on a sheet of paper.

- 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

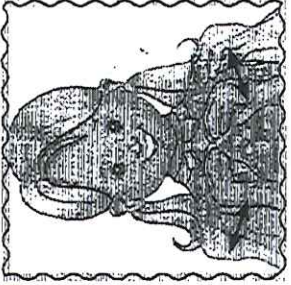
Teach your baby sign language beginning at 8 months. Be patient. Give her time to figure out that the hand movements you are using represent words. It generally takes several weeks for little ones to catch on. Always say the word when you make the sign. This is what allows the wiring for sign language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



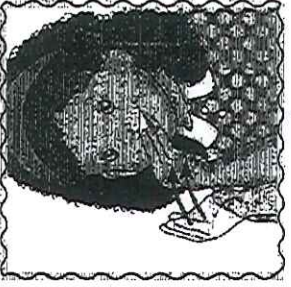
mommy



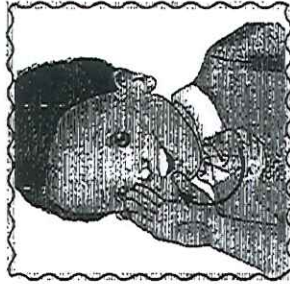
daddy



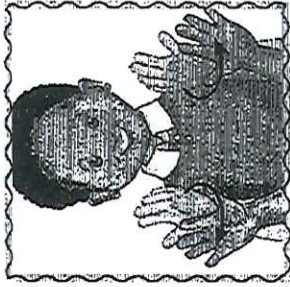
more



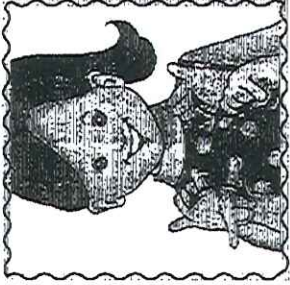
eat



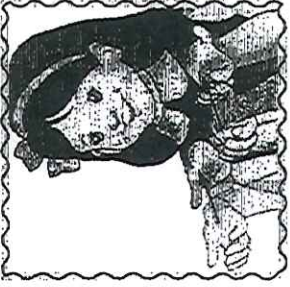
drink



all done



play



I want