



Lesson Plan for Traditional Songs • Canciones tradicionales - "Five Little Ducks" • "Cinco patitos" (week 36)	Date: May 6-10, 2019	Week: 36
Objective: Children will sing "Five Little Ducks" and participate in activities that spring from the song's lyrics.	Parents as Partners: Send home Parents as Partners Card 36.	
English Vocabulary: <i>duck, five, feathers, birthday, party</i>	Spanish Vocabulary: <i>pato, cinco, pluma, cumpleaños, fiesta</i>	

American Sign Language (ASL): *duck, five, feathers, birthday, party*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will be learning about Traditional Songs •UNITE: Sing "Five Little Ducks" • "Cinco patitos" (Frog Street Action Songs CD). •CALM: Tell children that today we will do our calming breathing while pretending to be ducks eating from the bottom of the pond. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Six White Ducks" • "Seis patitos blancos" (Frog Street Sing-Along Songs CD). •CALM: Demonstrate how a duck ducks its head under the water when looking for food at the bottom of the pond. •CONNECT: Remind children to use gentle hands. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss the importance of responding when somebody is speaking to you. Explain that it is hurtful when you ignore someone who is speaking to you. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Little Ducky Duddle" (Frog Street Sing-Along Songs CD). •CALM: Tell children that today we will do our calming breathing while pretending to be ducks eating from the bottom of the pond. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Discuss the importance of responding when somebody is speaking to you. Explain that it is hurtful when you ignore someone who is speaking to you. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Five Little Ducks" • "Cinco patitos" (Frog Street Action Songs CD). •CALM: Demonstrate how a duck ducks its head under the water when looking for food at the bottom of the pond. •CONNECT: Teach the rhyme Two Little Ducks. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Discuss the importance of responding when somebody is speaking to you. Explain that it is hurtful when you ignore someone who is speaking to you. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Six White Ducks" • "Seis patitos blancos" (Frog Street Sing-Along Songs CD). •CALM: Tell children that today we will do our calming breathing while pretending to be ducks eating from the bottom of the pond. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Explain that the right things to do when someone speaks to you is to look at the person and answer. • Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<p>•Five Little Ducks • Cinco patitos</p> <p>Show children the book cover and read the title. Ask children what they think the story is about. Tell them that this story has a surprise</p> <p>Teach the ASL signs for <i>five, duck, birthday, and party.</i></p>	<p>•The Runaway Cookie Parade • El desfile de la galleta que se escapo story folder</p> <p>Use the story props to retell the story. Challenge children to find the cookie that is shaped like a duck.</p> <p>Teach the ASL sign for <i>duck.</i></p>	<p>•I Saw a Ship-A-Sailing • Vi un barco que navegaba story folder</p> <p>Define the words <i>laden, thee, comfit, hold, silk, mat, packet</i></p> <p>Review the ASL sign for <i>birthday.</i></p>	<p>•Five Little Ducks • Cinco patitos</p> <p>Show children the book cover and read the title. Ask children what they think the story is about. Tell them that this story has a surprise</p> <p>Review the ASL signs for <i>five, duck, birthday, and party.</i></p>	<p>•The Runaway Cookie Parade • el desfile de la galleta que se escapo story folder</p> <p>Use the story props to retell the story. Challenge children to find the cookie that is shaped like a duck.</p>
Cognitive Development	<p>• Photo Activity Card 61 (duck • pato)</p> <p>Use the suggestions on the back of the card to stimulate discussion.</p> <p>• Make sure the child understands the vocabulary associated with traditional songs.</p>	<p>•Duck Talk</p> <p>Give each child a craft feather. Recite the poem Put Your Feather and invite children to fill in the blanks after the first line and then act out the actions.</p> <p>Mother's Day Project</p>	<p>•Feather Moving</p> <p>Challenge children to move a craft feather across a table without using their hands.</p> <p>Teach the ASL sign for <i>feather.</i></p> <p>Mother's Day Project</p>	<p>•Feather Painting</p> <p>Invite children to dip long, sturdy craft feathers into tempera paint and use them as paintbrushes to paint pictures.</p>	<p>•Duck Puppets</p> <p>invite children to retell the story or song od the dive little ducks using Duck Stick puppets (p 42).</p>
Social Emotional Development	<p>•Duck Feet</p> <p>Have children look at their feet and then at duck's feet (Photo Activity Card 6) and make comparisons. Explain that ducks have webbed feet.</p>	<p>•Tickle Game</p> <p>Play tickle games, such Round the Lake with a craft feather.</p>	<p>•Responding</p> <p>Talk with children individually about the importance of responding when somebody is speaking to them. Remind them of this concept discussed during "Starting the Day."</p>	<p>•Birthday Preparation</p> <p>Review the Five Little Ducks book and talk about the preparations the ducklings made for mama's party.</p>	<p>•Responding</p> <p>read the poem Downy Duck and point out that Downy Duck answered when someone asked him a question.</p>
Physical Development	<p>•Duck Action Rhyme</p> <p>Have children begin acting out the action rhyme Little Ducklings (p 45) by pretending to be asleep on the floor. Then have children stand as the rhyme begins.</p>	<p>•Flap Your Wings</p> <p>Give each child two paper plates. Invite children to place one plate in each hand and flap their "wings" to fast music and slow music.</p>	<p>•Ducky Hokey Pokey</p> <p>Invite children to do the Hokey Pokey using ducky body parts. Explain the function of each part.</p>	<p>•Duck Tracks</p> <p>Place Duck prints (p 42) in a pathway around the room and invite children to follow thee path. Point out that ducks have webbed feet.</p>	<p>•A Feather on My Back</p> <p>Invite children to crawl along a line (masking tape) with a craft feather on their back.</p> <p>Review the ASL sign for <i>feather.</i></p>
Outdoor Play	<p>•Duck, Duck, Goose</p> <p>Have children sit in a circle. One child walks around the outside of the circle tapping each player on the head an saying "duck" until eventually tapping one player's head and saying, "goose."</p>	<p>•Duck Search</p> <p>Hide rubber ducks on the playground and challenge children to find them.</p>	<p>•Keep the Feather Up</p> <p>Give each child a craft feather. Challenge children to blow the feather up in the air. See who can keep the feather aloft the longest.</p>	<p>•Duck Search</p> <p>Hide rubber ducks on the playground and challenge children to find them.</p>	<p>•Keep the Feather Up</p> <p>Give each child a craft feather. Challenge children to blow the feather up in the air. See who can keep the feather aloft the longest.</p>
Music and Movement	<p>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</p> <p>Sing "Six White Ducks" • "Seis patitos blancos" .</p>	<p>•Frog Street Action Songs - Canciones de acción de Frog Street</p> <p>Sing "Five Little Ducks" • "Cinco patitos".</p>	<p>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street</p> <p>Sing "Six White Ducks" • "Seis patitos blancos" .</p>	<p>•Shawn Brown Toddler Tunes</p> <p>Goody Moody</p>	<p>•Frog Street Action Songs - Canciones de acción de Frog Street</p> <p>Sing "Five Little Ducks" • "Cinco patitos.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	<ul style="list-style-type: none"> •Science Show children the nest-building materials and explain that these materials are what ducks use to make a nest. 	<ul style="list-style-type: none"> •Creativity Station Finger paint a duck. 	<ul style="list-style-type: none"> •Science Show children the nest-building materials and explain that these materials are what ducks use to make a nest. 	<ul style="list-style-type: none"> •Construction Cut a blue circle to represent a pond. Use a pillow to represent a hill. Sing the song "Five Little Ducks." 	<ul style="list-style-type: none"> •Sensory Invite children to play with rubber ducks at the water table.
Learning Goals	<ul style="list-style-type: none"> • Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.) • Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.) 	<ul style="list-style-type: none"> • Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) • Begins to develop interests and skills related to numbers and counting(D.2.f.) • Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.) • Engages with stories and books (C.3.c.) 	<ul style="list-style-type: none"> Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.) • Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music (D.5.b.) • Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.) • Develops the attitude of an "explorer" (D.1.e.) 	<ul style="list-style-type: none"> • Coordinates eye and hand movements (A.3.c.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Develops the attitude of an "explorer" (D.1.e.) • Develops the inclination and ability to communicate (B.3.f.) • Establishes secure relationships with primary caregivers (B.1.a.) 	<ul style="list-style-type: none"> • Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing (D.5.a.) • Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.) • Develops increasing ability to change positions and move body from place to place (A.2.b.)

Parents as Partners

Did You Know?

Tickle games become interesting to little ones at around 3 months of age. These games are one form of social play. Tickle games are an important part of bonding with your child and are an important part of your child's development. Children usually remain interested in tickle games until around 3 years of age and some even continue liking these games longer. Playing regular games that involve making your child laugh teaches your little one predictable routines, builds anticipation, and helps her understand the concept of waiting for a reward.



Try It Out

Use a craft feather to play this tickle game we learned this week.

Round the Lake

Round the lake, round the lake
Goes the little drake.
Up the hill, up the hill
Into his little "nestie."

(circle feather around child's palm)

(move feather up child's arm)

(use feather to tickle child's neck)

Safety Warning: Use a soft feather with a stiff center vein. Keep feathers away from children's eyes. Use a craft feather and not a natural feather you may find.



Lesson Plan for Bugs • Insectos - Mosquitoes and Flies • Mosquitos y moscas (week 37)	Date: May 13-17, 2019
Objectives: Children will be studying insects. Children will learn about flies and mosquitoes.	Parents as Partners: Send home Parents as Partners Card 37.
English Vocabulary: <i>insect, mosquito, fly, bite, thorax, abdomen, antennae, pest</i>	Spanish Vocabulary: <i>insecto, mosquito, mosca, picadura/morder, tórax, abdomen, antenas, plaga</i>

American Sign Language (ASL): *insect, mosquito, fly, bite, thorax, abdomen, antennae, pest*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will be learning about bugs. UNITE: Sing "The Insect Song" • "La canción del insecto" (<i>Frog Street Action Songs CD</i>). CALM: Demonstrate taking a deep breath and releasing it as you say "buzz, buzz, buzz." CONNECT: Name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. 	<ul style="list-style-type: none"> UNITE: Sing "Mosquitoes" • "Mosquitos" (<i>Frog Street Sing-Along Songs CD</i>). CALM: Demonstrate the buzzing breathing and encourage the children to copy this breathing pattern. CONNECT: Say the rhyme Round and Round. BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using kind words. Give examples of kind words and phrases. 	<ul style="list-style-type: none"> UNITE: Sing "The Insect Song" • "La canción del insecto" (<i>Frog Street Action Songs CD</i>). CALM: Demonstrate the buzzing breathing and encourage the children to copy this breathing pattern. CONNECT: Name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Explain that we will be practicing using kind words over the next few weeks. 	<ul style="list-style-type: none"> UNITE: Sing "Shoo Fly" • "Vete mosca" (<i>Frog Street Action Songs CD</i>). CALM: Demonstrate the buzzing breathing and encourage the children to copy this breathing pattern. CONNECT: Say the rhyme Round and Round. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Practice using kind words. 	<ul style="list-style-type: none"> UNITE: Sing "The Insect Song" • "La canción del insecto" (<i>Frog Street Action Songs CD</i>). CALM: Demonstrate the buzzing breathing and encourage the children to copy this breathing pattern. CONNECT: Name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Practice using kind words.
Language Development	<ul style="list-style-type: none"> <i>Backyard Bugs • Los insectos del jardín</i> Read the story. Focus on the fly and the mosquito. Teach the ASL signs for <i>fly</i>, and <i>mosquito</i>. 	<ul style="list-style-type: none"> There Was an Old Lady Who Swallowed a Fly • <i>Había una anciana que se trago una mosca</i> Present the story using the There Was an Old Lady story props (p 43) Teach the ASL sign for <i>abdomen</i>. 	<ul style="list-style-type: none"> Guy the Fly Likes Pie • <i>A la mosca Guy le gusta la tartaleta</i> (p 47) Tell children that you need their help telling a story. Review the ASL sign for <i>abdomen</i>. 	<ul style="list-style-type: none"> <i>Backyard Bugs • Los insectos del jardín</i> Read the story. Focus on the fly and the mosquito. 	<ul style="list-style-type: none"> There Was an Old Lady Who Swallowed a Fly • <i>Había una anciana que se trago una mosca</i> Present the story using the There Was an Old Lady story props (p 43) Review the ASL signs for <i>abdomen, fly, thorax</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Cards 51 (mosquito • mosquito) 52 (fly • mosca) Use the suggestions on the back of the cards to stimulate discussion. • Make sure the child understands the vocabulary associated with bugs. 	<ul style="list-style-type: none"> •Bug Buzzers Invite children to make mosquito and fly buzzers from paper tubes. Show children how to blow through the open end of their tube to make a buzzing sound. 	<ul style="list-style-type: none"> •Fly Paper Explain that sometimes people use fly paper to trap flies. Peel the back of a self adhesive s=help paper and invite children to stick small wads of black tissue paper (flies) to the "fly paper." 	<ul style="list-style-type: none"> •Bug Repellent Aromas Invite children to smell the Aroma Tubs (p 42) and match tubs that have the same scent. 	<ul style="list-style-type: none"> •Bug Puzzle Invite children to work the Bug Puzzles: Mosquito and Fly (p 42).
Social Emotional Development	<ul style="list-style-type: none"> •Flea Fly Read the poem. Explain that a flea is another insect like the mosquito. It bites. Teach the ASL sign for <i>insect</i> and <i>bite</i>. 	<ul style="list-style-type: none"> •Camp Site Make a camp tent. Invite children to pretend to be campers using camping supplies. Provide a spray bottle filled with water and a drop of lemon extract labeled "mosquito spray." Discuss camping. 	<ul style="list-style-type: none"> •Pick a Pet Photo Activity Cards 51 (mosquito • mosquito) 52 (fly • mosca) 12 (pets 1 • mascotas 1) 13 (pets 2 • mascotas 2) 54 (bee • abeja) Discuss which animals make good pets. 	<ul style="list-style-type: none"> •Back Scratch Read the poem Flea, Fly, Flow. Discuss getting an itch where you can't reach. Have children brainstorm ways to scratch an itch. 	<ul style="list-style-type: none"> •Pick a Pet Photo Activity Cards 51 (mosquito • mosquito) 52 (fly • mosca) 12 (pets 1 • mascotas 1) 13 (pets 2 • mascotas 2) 54 (bee • abeja) Discuss which animals make good pets.
Physical Development	<ul style="list-style-type: none"> •Shoo Fly Ask children what makes flies come around. Play the song "Shoo Fly." Review the song's action. 	<ul style="list-style-type: none"> •Bugs Flying Give each child two paper plates, have children hold one plate in each hand and flap their arms like wings. Invite children to pretend they are flies as they "fly" to a favorite piece of music. 	<ul style="list-style-type: none"> •Play Dough Show children how to roll play dough (p 43) into balls and make three balls (one for each insect body parts). Demonstrate how to connect the play dough balls to make a bug body. 	<ul style="list-style-type: none"> •Little Peter Rabbit Teach the song "Little Peter Rabbit." Point out that many animals are bothered by flies. They are pests. Teach the ASL sign for <i>pest</i>. 	<ul style="list-style-type: none"> •Play Dough Make the bug body with play dough. Show children how to use chenille stems to make legs and antennae. Teach the ASL sign for <i>antennae</i>.
Outdoor Play	<ul style="list-style-type: none"> •Mosquito, Mosquito, Fly Play this game as you would play Duck, Duck, Goose (p 42). 	<ul style="list-style-type: none"> •Follow the Crumbs Make a "crumb" path outdoor using small balls of yellow paper. Invite children to pretend to be flies and follow the "crumbs." 	<ul style="list-style-type: none"> •Keep the Feather Up Give each child a craft feather. Challenge children to blow the feather up in the air. See who can keep the feather aloft the longest. 	<ul style="list-style-type: none"> •Mosquito, Mosquito, Fly Play this game as you would play Duck, Duck, Goose (p 42). 	<ul style="list-style-type: none"> •Follow the Crumbs Make a "crumb" path outdoor using small balls of yellow paper. Invite children to pretend to be flies and follow the "crumbs."
Music and Movement	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Mosquitoes" • "Mosquitos". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Insect Song" • "La canción del insecto". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Mosquitoes" • "Mosquitos". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Insect Song" • "La canción del insecto". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "Mosquitoes" • "Mosquitos".
Learning Centers	<ul style="list-style-type: none"> •Science Invite children to look at insect photos through a magnifying glass. 	<ul style="list-style-type: none"> •Creativity Station Finger paint flies. 	<ul style="list-style-type: none"> •Science Invite children to look at insect photos through a magnifying glass. 	<ul style="list-style-type: none"> •Pretend and Learn Invite children to dress up with bug eyes, paper plates wings, and antennae and pretend to be bugs. 	<ul style="list-style-type: none"> •Fine Motor Invite children to sweep the "flies" into the scoop and dump them into the bowl.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Learning Goals</p>	<p>Begins to learn and internalize rules, routines, and directions (B.3.e.)</p> <ul style="list-style-type: none"> • Develops emerging skills in caring and cooperation (B.4.f.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) 	<ul style="list-style-type: none"> • Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting (C.2.d.) • Develops an understanding that symbols/pictures can be “read” by others (C.3.g.) 	<ul style="list-style-type: none"> • Uses senses to investigate the environment to discover what objects do and how things work (D.1.b.) • Develops spatial understandings, including an awareness of how objects can be fitted together (D.1.f.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) 	<ul style="list-style-type: none"> • Develops increasing awareness of what can harm them (A.1.g.) • Shows imagination and creativity to solve problems (D.2.b.) • Responds to and interacts with others (B.4.b.) 	<ul style="list-style-type: none"> • Uses imitation in pretend play to express creativity and imagination (D.4.b.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Coordinates eye and hand movements (A.3.c.)

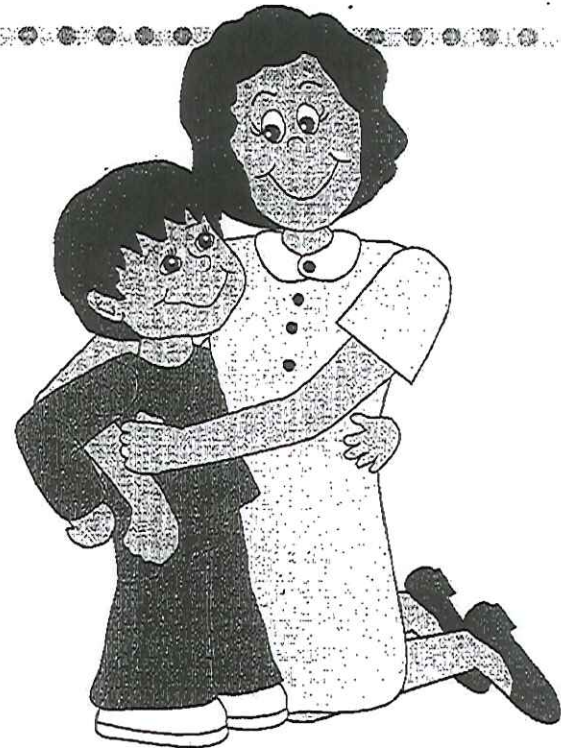
Parents as Partners

Did You Know?

While negative emotions, such as anger, fear, and disappointment, can be disruptive, they are normal feelings that we all have. Instead of distracting your child or dismissing his negative emotions, spend time helping your child understand his emotions and how to handle them.

Try It Out

1. Pay attention to your child's mood, behaviors, and expressions of emotion.
2. Don't distract your child from his emotion. For example, if he is feeling sad don't say, "Let's go bake some cookies."
3. Don't punish your child for his emotions. For example, if your child is crying because he is afraid of the dark, don't dismiss his fear by telling him it is silly to feel that way.
4. Label emotions for your child if he is not able to do so. For example, say, "You seem sad," or "I can see you are angry about leaving."
5. Talk about appropriate ways to handle fear, disappointment, or anger. For example, if your child is angry about leaving the park, make a plan for the next park visit.





Lesson Plan for Bugs • Insectos - Ants and Bees • Hormigas y Abejas (week 38)	Date: May 20-24, 2019
Objectives: Children will learn about ants and bees. They will learn to identify these insects and how to stay safe away from their bites and stings.	Parents as Partners: Send home Parents as Partners Card 38.
English Vocabulary: <i>ant, anthill, bee, sting, thorax, abdomen, antennae, bug</i>	Spanish Vocabulary: <i>hormiga, hormiguero, abeja, picadura, tórax, abdomen, antenas, bicho/insecto</i>

American Sign Language (ASL): *ant, anthill, bee, sting, thorax, abdomen, antennae, bug*

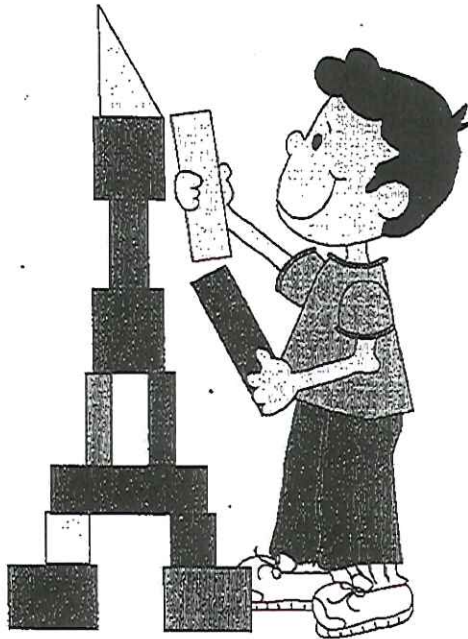
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> • Greet every child by name and introduce the theme. Tell children that this week we will be learning about bugs. •UNITE: Sing "The Insect Song" • "La canción del insecto" (<i>Frog Street Action Songs CD</i>). •CALM: Continue the buzzing breathing children learned last week. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. 	<ul style="list-style-type: none"> •UNITE: Sing "Baby Bumblebee" • "El bebe abejorro" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Continue the buzzing breathing children learned last week. •CONNECT: Demonstrate the anticipation game calle Bzzzzing Bees. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using kind words. 	<ul style="list-style-type: none"> •UNITE: Sing "All Around My Yard" • "Alrededor de mi jardín" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Continue the buzzing breathing children learned last week. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Give examples of kind words and phrases. 	<ul style="list-style-type: none"> •UNITE: Sing "Baby Bumblebee" • "El bebe abejorro" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Continue the buzzing breathing children learned last week. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Practice using kind words. 	<ul style="list-style-type: none"> •UNITE: Sing "The Insect Song" • "La canción del insecto" (<i>Frog Street Action Songs CD</i>). •CALM: Continue the buzzing breathing children learned last week. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Practice using kind words.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • <i>Backyard Bugs • Los insectos del jardín</i> Read the story. Focus on the bees and ants. Teach the ASL signs for <i>bee</i> and <i>ant</i> .	<ul style="list-style-type: none"> • <i>Little Ants • Hormiguitas</i> Read the story. Have children demonstrate each of the ant moves. Ask children which ant move they like best. Teach the ASL sign for <i>anthill</i> .	<ul style="list-style-type: none"> • <i>Ms. Bumblebee Gathers Nectar • La Sra. Abejorro colecta néctar</i> (p 46) Use the <i>Ms. Bumblebee Gathers Nectar</i> puppets (Patterns CD). Encourage children to point to the bumblebee's antennae and legs.	<ul style="list-style-type: none"> • <i>Backyard Bugs • Los insectos del jardín</i> Read the story. Focus on the bees and ants. Review the ASL signs for <i>bee</i> and <i>ant</i> .	<ul style="list-style-type: none"> • <i>Little Ants • Hormiguitas</i> Read the story. Have children demonstrate each of the ant moves. Ask children which ant move they like best. Review the ASL sign for <i>anthill</i> .
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Cards 53 (ant • hormiga) 54 (bee • abeja) Use the suggestions on the back of the cards to stimulate discussion. <ul style="list-style-type: none"> • Make sure the child understands the vocabulary associated with bugs. 	<ul style="list-style-type: none"> • <i>Little Ant</i> Teach children the finger play. Invite children to name the body parts the ant walks on.	<ul style="list-style-type: none"> • <i>Crawling ants</i> Discuss places ants find and are attracted to food. Explain that we often see ants crawling along in a straight line toward the food they find.	<ul style="list-style-type: none"> • <i>Here Is the Beehive</i> Teach children the finger play. Discuss the beehive as a home for bees.	<ul style="list-style-type: none"> • <i>Bug Puzzle</i> Invite children to work the Bug Puzzles: Bees and Ants (p 42).
Social Emotional Development	<ul style="list-style-type: none"> • <i>Buzzy, Buzzy Bumblebee</i> Say the rhyme and invite children to respond. Have children clap along with the words as they wait for their turn to respond.	<ul style="list-style-type: none"> • <i>Fingerprint Bugs</i> Help children dip a finger in finger paint and then make three fingerprints in a row so the prints connect to look like the three body parts of an insect.	<ul style="list-style-type: none"> • <i>Buzzing Bees</i> Repeat the <i>Buzzing Bees</i> game. Play this game with each child one at a time.	<ul style="list-style-type: none"> • <i>Preventing Stings</i> Discuss some of the recommended precautions to avoid being stung by bees and ants. Teach the ASL sign for <i>sting</i> .	<ul style="list-style-type: none"> • <i>Treating Bee Stings</i> Discuss the recommendations for treating a bee sting.
Physical Development	<ul style="list-style-type: none"> • <i>Fly Like a Bee</i> Play " <i>Mouret-Rondeau</i> ." Invite children to hold a paper plate in each hand and flap their "woings" to fly like a bee.	<ul style="list-style-type: none"> • <i>Little Ants</i> Invite children to act out the ant moves as you play and sing this song.	<ul style="list-style-type: none"> • <i>Anthill</i> Teach children the finger play <i>Once I Saw an Anthill</i> . Review the ASL for <i>anthill</i> .	<ul style="list-style-type: none"> • <i>Little Peter Rabbit</i> Teach the song " <i>Little Peter Rabbit</i> ." Point out that many animals are bothered by bugs. They are pests. Teach the ASL sign for <i>pest</i> .	<ul style="list-style-type: none"> • <i>Bee Waggle</i> Explain to children that when a bee wants to alert other bees about the nectar and pollen it has found, it circles around the nectar and wiggles its backside. This move is called a "waggle."
Outdoor Play	<ul style="list-style-type: none"> • <i>Ant March</i> Invite children to march around the playground in a straight line ants.	<ul style="list-style-type: none"> • <i>Movement Patterns</i> Describe to children an ant or bee movement pattern, such as waggle, wobble, crawl or fly, fly, waggle. Invite children to act out the pattern.	<ul style="list-style-type: none"> • <i>Ant March</i> Invite children to march around the playground in a straight line ants.	<ul style="list-style-type: none"> • <i>Movement Patterns</i> Describe to children an ant or bee movement pattern, such as waggle, wobble, crawl or fly, fly, waggle. Invite children to act out the pattern.	<ul style="list-style-type: none"> • <i>Ant March</i> Invite children to march around the playground in a straight line ants.
Music and Movement	<ul style="list-style-type: none"> • <i>Frog Street Sing-Along Songs - Canciones para cantar juntos de Frog Street</i> Sing " <i>Baby Bumblebee</i> " • " <i>El bebe abejorro</i> ".	<ul style="list-style-type: none"> • <i>Frog Street Action Songs - Canciones de acción de Frog Street</i> Sing " <i>The Insect Song</i> " • " <i>La canción del insecto</i> ".	<ul style="list-style-type: none"> • <i>Frog Street Sing-Along Songs - Canciones para cantar juntos de Frog Street</i> Sing " <i>Baby Bumblebee</i> " • " <i>El bebe abejorro</i> ".	<ul style="list-style-type: none"> • <i>Frog Street Action Songs - Canciones de acción de Frog Street</i> Sing " <i>The Insect Song</i> " • " <i>La canción del insecto</i> ".	<ul style="list-style-type: none"> • <i>Frog Street Sing-Along Songs - Canciones para cantar juntos de Frog Street</i> Sing " <i>Baby Bumblebee</i> " • " <i>El bebe abejorro</i> ".

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Centers</p>	<p>•Science Invite children to look at insect photos through a magnifying glass.</p>	<p>•Creativity Station Finger paint bumblebees or paint with bumblebees colors.</p>	<p>•Science Invite children to look at insect photos through a magnifying glass.</p>	<p>•Gross Motor Make a trail (masking tape) on the floor that branches off in several directions. Place some scented and some unscented cotton balls along the trail. Encourage children to pretend to be ants and use their nose as they crawl along the trail to follow the scent.</p>	<p>•Fine Motor Invite children to put the Ant Puzzle together, work with them to get legs and antennae in the right places.</p>
<p>Learning Goals</p>	<p>Begins to learn and internalize rules, routines, and directions (B.3.e.) <ul style="list-style-type: none"> • Develops emerging skills in caring and cooperation (B.4.f.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) Learns and begins to use math concepts during daily experiences (D.2.g.) <ul style="list-style-type: none"> • Understands that pictures can represent real things in the environment (C.3.e.) </p>	<p>• Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting (C.2.d.) <ul style="list-style-type: none"> • Develops an understanding that symbols/pictures can be “read” by others (C.3.g.) • Develops capacity to predict routines and regular events that make up the day (B.3.b.) • Engages with stories and books (C.3.c.) </p>	<p>• Uses senses to investigate the environment to discover what objects do and how things work (D.1.b.) <ul style="list-style-type: none"> • Develops spatial understandings, including an awareness of how objects can be fitted together (D.1.f.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Develops increasing awareness of what can harm them (A.1.g.) <ul style="list-style-type: none"> • Establishes secure relationships with primary caregivers (B.1.a.) • Begins to develop personal relationships with peers (B.4.d.) </p>	<p>• Develops increasing awareness of what can harm them (A.1.g.) <ul style="list-style-type: none"> • Shows imagination and creativity to solve problems (D.2.b.) • Responds to and interacts with others (B.4.b.) Begins to develop interests and skills related to numbers and counting (D.2.f.) <ul style="list-style-type: none"> • Develops control of small muscles for manipulation and exploration (A.3.b.) • Matches items that go together (D.1.h.) </p>	<p>• Uses imitation in pretend play to express creativity and imagination (D.4.b.) <ul style="list-style-type: none"> • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Coordinates eye and hand movements (A.3.c.) • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Moves body to achieve a goal (A.2.c.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) </p>

Did You Know?

Toddlers are easily frustrated and hitting is a common result of this frustration. There are ways to help a frustrated toddler calm down and redirect hitting behavior.



Try It Out

1. Teach your child that hands are not for hitting. Discuss ways to relieve frustration without hitting. For example, encourage your child to stomp his feet, flap his arms, or kick into the air.
2. Teach your child the positive tasks his hands can do. We use our hands to give a high-five, throw balls, pour milk, open a door, play with a toy, clap, and hug.
3. Redirect frustration. Teach your child a "mad dance" that includes stomping, kicking, and jumping. Once your child starts dancing, he will likely be redirected from anger to silliness. Dance along with him and you are sure to get a laugh.
4. Teach your child to prevent frustration by taking deep breaths.
5. When you see frustration building, give your child some stress-releasing activities, such as squishing play dough or digging in the sand.



Crème de la Crème®

CHILD CARE • PRESCHOOL • AFTER SCHOOL

Early Learning Centers Of Excellence®



Lesson Plan for Bugs • Insectos - Caterpillars and Butterflies • Orugas y Mariposas (week 39)	Date: May 27-31, 2019
Objectives: Children will continue their study of the characteristics of insects. Children will learn about caterpillar and how caterpillars become butterflies.	Parents as Partners: Send home Parents as Partners Card 39.
English Vocabulary: <i>caterpillar, butterfly, metamorphosis, thorax, abdomen, insect, bug, antennae</i>	Spanish Vocabulary: <i>oruga, mariposa, metamorfosis, tórax, abdomen, insecto, bicho/insecto, antenas</i>

American Sign Language (ASL): *caterpillar, butterfly, metamorphosis, thorax, abdomen, insect, bug, antennae*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	H	<ul style="list-style-type: none"> •UNITE: Sing "All Around My Yard" • "Alrededor de mi jardín" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Invite children to stand and gracefully lift and lower their arms as if they are flying like a butterfly. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Give examples of kind words and phrases. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "All Around My Yard" • "Alrededor de mi jardín" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Invite children to stand and gracefully lift and lower their arms as if they are flying like a butterfly. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Give examples of kind words and phrases. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Roly-Poly Caterpillar" • "Roly-Poly la oruga" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Invite children to stand and gracefully lift and lower their arms as if they are flying like a butterfly. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Practice using kind words. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "The Insect Song" • "La canción del insecto" (<i>Frog Street Action Songs CD</i>). •CALM: Invite children to stand and gracefully lift and lower their arms as if they are flying like a butterfly. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Practice using kind words. • Calendar/Weather
Language Development	O	<ul style="list-style-type: none"> •Little Caterpillar • La oruguita Invite children to act out the rhyme. Teach the ASL sign for caterpillar. 	<ul style="list-style-type: none"> •Little Caterpillar • La oruguita Invite children to act out the rhyme. Teach the ASL sign for caterpillar. 	<ul style="list-style-type: none"> •Backyard Bugs • Los insectos del jardín Read the story. Discuss the insects that are of interest to children. Review the ASL sign for insect. 	<ul style="list-style-type: none"> •Fuzzy Caterpillar • La oruga peluda Invite children to act out the rhyme. Review the ASL sign for insect.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	L	•Butterfly Match Encourage children to match the butterfly halves together using the Butterfly Match cards (Patterns CD).	•Butterfly Match Encourage children to match the butterfly halves together using the Butterfly Match cards (Patterns CD).	•Did You Ever See a Caterpillar? Discuss caterpillars. Point out that caterpillars are usually on bushes where they can eat leaves. Review the ASL sign for <i>caterpillar</i> .	•Bug Memory Game Give children the fly, mosquito, bee, ant, caterpillar, and butterfly memory cards: Bugs (Patterns CD). Invite children to first match the bugs into pairs.
Social Emotional Development	I	•Caterpillar Crawl Review the rhyme introduced in Starting the Day. Practice the rhyme with each child individually.	•Caterpillar Crawl Review the rhyme introduced in Starting the Day. Practice the rhyme with each child individually.	•Metamorphosis Puppets Help children glue cotton balls to cover the "cocoon." Attach a Pop-Out Butterfly (p 43) to a tongue depressor and show children how to put the butterfly inside their cocoon.	•Butterfly Kisses teach children how to give butterfly kisses. Use the rhyme as a springboard.
Physical Development	D	•Play Dough Caterpillars Show children how to roll green or brown Kool-Aid Play Dough (p 43) and then line the balls up to make a caterpillar.	•Play Dough Caterpillars Show children how to roll green or brown Kool-Aid Play Dough (p 43) and then line the balls up to make a caterpillar.	•Butterfly Invite little ones to act out the poem. Discuss butterflies.	•Dancing Butterflies Invite children to dance with colorful streamers like butterflies to "Mouret-Rondeau."
Outdoor Play	A	•Caterpillar, Caterpillar, Butterfly Play this game as you would play Duck, Duck, Goose (p 42).	•Caterpillar, Caterpillar, Butterfly Play this game as you would play Duck, Duck, Goose (p 42).	•Flying Invite children to hold one paper plate in each hand and flap their "wings" like butterflies around the playground.	•Caterpillar, Caterpillar, Butterfly Play this game as you would play Duck, Duck, Goose (p 42).
Music and Movement	Y	•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "All Around My Yard" • "Alrededor de mi jardín".	•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "All Around My Yard" • "Alrededor de mi jardín".	•Frog Street Action Songs - <i>Canciones de acción de Frog Street</i> Sing "The Insect Song" • "La canción del insecto".	•Frog Street Sing-Along Songs- <i>Canciones para cantar juntos de Frog Street</i> Sing "All Around My Yard" • "Alrededor de mi jardín".
Learning Centers		•Science Metamorphosis Sequence Cards (Patterns CD). Explain children the different stages.	•Science Metamorphosis Sequence Cards (Patterns CD). Explain children the different stages.	•Pretend and Learn Suggest that children pretend to be caterpillars emerging from a cocoon and flapping their new butterfly wings.	•Fine Motor Encourage children to work the caterpillar and butterfly puzzles.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Goals		<ul style="list-style-type: none"> • Uses senses to investigate the environment to discover what objects do and how things work (D.1.b.) • Develops spatial understandings, including an awareness of how objects can be fitted together (D.1.f.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) <p>Develops increasing awareness of what can harm them (A.1.g.)</p> <ul style="list-style-type: none"> • Establishes secure relationships with primary caregivers (B.1.a.) • Begins to develop personal relationships with peers (B.4.d.) 	<ul style="list-style-type: none"> • Uses senses to investigate the environment to discover what objects do and how things work (D.1.b.) • Develops spatial understandings, including an awareness of how objects can be fitted together (D.1.f.) • Shows interest in colors, shapes, patterns, and pictures (D.1.c.) <p>Develops increasing awareness of what can harm them (A.1.g.)</p> <ul style="list-style-type: none"> • Establishes secure relationships with primary caregivers (B.1.a.) • Begins to develop personal relationships with peers (B.4.d.) 	<ul style="list-style-type: none"> • Develops increasing awareness of what can harm them (A.1.g.) • Shows imagination and creativity to solve problems (D.2.b.) • Responds to and interacts with others (B.4.b.) <p>Begins to develop interests and skills related to numbers and counting (D.2.f.)</p> <ul style="list-style-type: none"> • Develops control of small muscles for manipulation and exploration (A.3.b.) • Matches items that go together (D.1.h.) 	<ul style="list-style-type: none"> • Uses imitation in pretend play to express creativity and imagination (D.4.b.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Coordinates eye and hand movements (A.3.c.) • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Moves body to achieve a goal (A.2.c.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.)

Parents as Partners

Did You Know?

Germs are all around us. It is never too early to teach your little one about germs and how to stay clean and healthy. Here are simple things you can do to help protect your toddler from germs.

Try It Out

1. Explain that even though we can't see them, germs are found in many places, such as on the floor, toilets, tabletops, door knobs, and even in our own bodies. Encourage your child not to share her cup, spoon, or food with others.
2. Teach your child how to blow a kiss when she is sick so she doesn't spread her germs.
3. Teach your child how to wash her hands. Two-year-olds should be able to wash their hands by themselves. Help your child adjust the water temperature and encourage her to wash tops, bottoms, and in between fingers.
4. Teach your child how to use a tissue to wipe her nose and then how to toss the tissue in the trash and wash her hands.
5. Demonstrate coughing into the crook of your elbow.
6. Keep your child home when she is sick.

