



## Toddler Club Program

Lesson Plans for: Farm Animals- Horse, Cow, Duck, Chicken, Pig, Goat, Sheep, Dog		Date: 6/24/19-6/28/19			
Objective: Children will continue their study of farm animals. This week children will review the farm animals we have learned about.		Parents as Partners: Send home Parents as Partners Card			
English Vocabulary: horse, cow, duck, chicken, pig, goat, sheep, dog, farm		Spanish Vocabulary: caballo, vaca, pato, pollo, cerdo, chivo, oveja, perro, granja			
American Sign Language (ASL): <i>horse, cow, duck, chicken, pig, goat, sheep, dog, farm</i>					
Weekly Number, Color, Shape and Letter: 5, Blue, Oval, Mm, Nn, Uu					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>UNITE: Sing: Over in the Barnyard CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain the tasks and invite children to act them out with you. CONNECT: Use Max to welcome back children who have been absent. BUILD COMMUNITY: Discuss using helpful hands(passing a toy) and unhelpful hands(pushings). Calendar/ Weather/ Colors/ Numbers</p>	<p>UNITE: Higglety, Piggety, Pop! CALM: Old MacDonald washes his face, brushes his teeth, exercises( pretend to do these things with the children). CONNECT: Name the children who are absent and send them well wishes. BUILD COMMUNITY: Remind children our classroom is a safe place, we are a community of learners who take care of each other. Calendar/ Weather/ Colors/ Numbers</p>	<p>UNITE: Sing: Little Red Hen CALM: Demonstrate taking in some deep breaths to calm yourself down. (inhale and exhale several times) CONNECT: Pair children and have one play the role of the first hen(hen1) and the other play the role on the second hen (hen2). BUILD COMMUNITY: Remind children our classroom is a safe place, we are a community of learners who take care of each other. Calendar/ Weather/ Colors/ Numbers</p>	<p>UNITE: Sing: Old MacDonald Had a Farm CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain the tasks and invite children to act them out with you. CONNECT: Use Max to welcome back children who have been absent. BUILD COMMUNITY: Remind children that we are all safe in our classroom. Calendar/ Weather/ Colors/ Numbers</p>	<p>UNITE: Sing: Bingo and additional verses: Pig- oink,oink ; Chicken- peep, peep CALM: Tell the children that Old MacDonald does some tasks every day before he starts his work. Explain the tasks and invite children to act them out with you. CONNECT: Use Max to welcome back children who have been absent. BUILD COMMUNITY: Discuss using helpful hands(hugging someone gently) and unhelpful hands(hitting). Remind children that helpful hands are kind and let others know we care. Calendar/ Weather/ Colors/ Numbers</p>
	Language Development	<p>STORY TIME: Five Little Ducks Read the story. Ask the children why the ducklings didn't come back when they were called. Teach children ASL sign for duck and duckling.</p>	<p>STORY TIME: THE THREE LITTLE PIGS - Read the story at a level that is appropriate for your listeners. Pause to discuss words that may be new vocabulary. Ask: Where did the first pig get the straw for his house?</p>	<p>STORY TIME: Little Red Hen Read the story. Talk with children about the lack of help from the hen's friends. Teach children ASL sign for hen.</p>	<p>STORY TIME- La Granja del abuelo.</p>

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<b>Cognitive Development</b>	<b>MOMMY and BABY ANIMALS-</b> Give children the horse/foal and cow/calf. Encourage children to match the mommies with their babies. Teach children the ASL signs for these farm animals.	<b>FARM ANIMAL PUZZLES-</b> Encourage children to assemble the Farm Animal Puzzles: Pig and Goat. Have children compare pigs and goats( color, legs, size, and tail.)	<b>FARM ANIMAL PUZZLES-</b> Encourage children to assemble the Farm Animal Puzzles: Discuss the role chickens play on the farm.	<b>OLD McDONALD -</b> Invite children to use the Old McDonald story folder props to retell the story or sing the song.	<b>FARM NURSERY RHYMES-</b> Recite the nursery rhymes with children. Talk about each character's job to care for sheep. Ask: Do you think Bo Peep's sheep will come home?
<b>Social Emotional Development</b>	<b>FEATHER RACE-</b> Play a blowing game with little ones at a time.	<b>THIS LITTLE PIGGY-</b> Invite children to take off their shoes. Play this game with children individually. Help children name their "piggy toes" ( big toe, middle toe, little toe). Use photo activity card #43 (piglets /wolf) to compare pig feet to human feet.	<b>WHICH EGG?</b> Hide a small "prize" inside one of two plastic eggs. Invite the children to guess which egg holds the treasure.	<b>THIS LITTLE PIGGY-</b> Invite children to take off their shoes. Play this game with children individually. Help children name their "piggy toes" ( big toe, middle toe, little toe).	<b>MOMMY AND BABY ANIMALS-</b> Give children horse/foal, cow/calf, duck/duckling, chicken/chick, pig/piglet, goat/kid, sheep/lamb, dog/puppy Mommy and Baby cards. Discuss the names of adults and babies.
<b>Physical Development</b>	<b>FARMER IN THE DELL-</b> Invite children to play this game with duck and chicken vocabulary.	<b>IF YOU'RE A PIG-</b> Sing this song. Discuss the sounds that pigs and goats make. Review the sounds that other farm animals make.	<b>ROLLING EGGS-</b> Invite children to roll play dough into egg shapes.	<b>PICKING UP TAILS-</b> Curl 12- inch pieces of pink curling ribbon to make "pig tails". Dump the pig tails on the floor and challenge children to pick them up and collect them in pails. When all the tails are picked up, have children dump the tails back onto the floor and pick them up again.	<b>FEED THE DOG-</b> Place a masking tape throw line about five feet from a dog bowl. Challenge children to throw a nylon dog bone or beanbag inside the bowl.
<b>Outdoor Play</b>	<b>DUCK, DUCK, GOOSE GAME</b>	<b>GOATS CLIMB-</b> Invite little ones to pretend to be goats as they climb on low climbing apparatus.	<b>FOLLOW THE TRAIL-</b> Place the animal feet print you prepared in a pathway on the sidewalk. Invite the children to follow the prints with a beanbag on their heads.	<b>CHASING BALLS-</b> Discuss how much dogs love to chase balls. Invite children to pretend they are dogs and chase balls you toss. Teach the ASL sign for dog.	<b>FIND THE SHEEP-</b> Pretend to be Little Bo Peep looking for her lost sheep. Invite children to hide and pretend to be the lost sheep while you search for them.
<b>Music and Movement</b>	<b>FROG STREET ACTION SONGS CD:</b> Little Red Hen	<b>FROG STREET SING- ALONG SONGS CD-</b> Three Little Pigs- Los tres cerditos	<b>FROG STREET SING-ALONG SONGS CD-</b> Five Little Ducks	<b>FROG STREET SING -ALONG SONGS CD-</b> Three Little Pigs- Los tres cerditos	<b>FROG STREET SING-ALONG SONGS-</b> El viejo Donaldo tenia una granja
<b>Learning Centers</b>	<b>CONSTRUCTION: GROUND COVER-</b> Invite children to use blocks to make hen houses, build fences for chickens, and have the ducks swim in the pond.	<b>CREATIVITY STATION- MUDDY PIGS</b> Materials - Pig template, brown tempera paint, sponges Invite children to dip sponges into brown paint and dab them on their pink construction paper pigs to make" muddy pigs".	<b>SENSORY-</b> Float rubber ducks in the water play table.	<b>SENSORY-</b> Float rubber ducks in the water play table.	<b>CREATIVITY STATION-</b> Invite children to explore the finger paint on a tabletop. Remind them that sheep are often white. When children get the paint on their hands, have them press a handprint or two on green construction paper. Turn the paper upside down and draw eyes and ears on the thumbs to create sheep grazing in a pasture."

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<b>Learning Goals</b>	Establishes secure relationships with primary caregivers( B.1.a.) - Begins to develop and demonstrate a positive sense of self ( B.2.e.) -Develops the inclination and ability to respond appropriately to others( B.3.f.)	Establishes secure relationships with primary caregivers( B.1.a.) - Begins to develop and demonstrate a positive sense of self ( B.2.e.) -Develops the inclination and ability to respond appropriately to others( B.3.f.)	Establishes secure relationships with primary caregivers( B.1.a.) - Begins to develop and demonstrate a positive sense of self ( B.2.e.) -Develops the inclination and ability to respond appropriately to others( B.3.f.)	Establishes secure relationships with primary caregivers( B.1.a.) - Begins to develop and demonstrate a positive sense of self ( B.2.e.) -Develops the inclination and ability to respond appropriately to others( B.3.f.)	Establishes secure relationships with primary caregivers( B.1.a.) - Begins to develop and demonstrate a positive sense of self ( B.2.e.) -Develops the inclination and ability to respond appropriately to others( B.3.f.)