



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Baby Signs	Date: May 20 - 24, 2019	Week: 38
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Using Sign Language for Communication	
English Vocabulary: <i>red, blue, green, yellow</i>	Spanish Vocabulary: <i>rojo, azul, verde, amarillo</i>	

American Sign Language (ASL): *red, blue, green, yellow*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la manana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la manana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i> , showing objects that match the color. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has.	•Read <i>A World of Colors</i> Say the names of the colors. Show different shades of <i>red</i> . ----- -----	•I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i> , showing objects that match the color. Say the names of the colors in a high voice. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has.	•Read <i>A World of Colors</i> Say the names of the colors. Show different shades of <i>green</i> . ----- -----	•I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i> , showing objects that match the color. Say the names of the colors in a low voice. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Seeing Colors (C8) Print and cut out the 'shades of yellow' squares (<i>Frog Street Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of yellow.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of red' squares (<i>Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of red.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 blue • azul red • rojo green • verde yellow • amarillo</p> <p>Review the ASL signs for <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i></p>	<p>•Seeing Colors (C8) Print and cut out the 'shades of green' squares (<i>Frog Street Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of green.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of blue' squares (<i>Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of blue.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 blue • azul red • rojo green • verde yellow • amarillo</p> <p>Review the ASL signs for <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i></p>	<p>•Seeing Colors (C8) Print and cut out the 'shades of blue' squares (<i>Frog Street Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of blue.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of green' squares (<i>Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of green.</p>
Social Emotional Development	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>yellow</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>red</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>blue</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>green</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>yellow</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>
Physical Development	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>blue</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>yellow</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>red</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>green</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>blue</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>



Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Baby Signs	Date: May 27 - 31, 2019	Week: 40
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Using Sign Language for Communication	
English Vocabulary: <i>ears, eyes, hands</i>		Spanish Vocabulary: <i>oidos, ojos, manos</i>	

American Sign Language (ASL): *oidos, eyes, hands*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.
Language Development	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers. <p>-----</p> <ul style="list-style-type: none"> •Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet. 	<ul style="list-style-type: none"> •Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Review the ASL signs for eyes • ojos hands • manos ears • oidos 	<ul style="list-style-type: none"> •Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers. <p>-----</p> <ul style="list-style-type: none"> •Tickle and Touch (C15) Play Toe to Ear Stretch (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Review the ASL signs for eyes • ojos hands • manos ears • oidos 	<ul style="list-style-type: none"> •Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers. <p>-----</p> <ul style="list-style-type: none"> •Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet.
Social Emotional Development	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby. <p>-----</p> <ul style="list-style-type: none"> •Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe." <p>-----</p> <ul style="list-style-type: none"> •Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>). 	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby. <p>-----</p> <ul style="list-style-type: none"> •Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe." <p>-----</p> <ul style="list-style-type: none"> •Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>). 	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby. <p>-----</p> <ul style="list-style-type: none"> •Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.
Physical Development	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed. <p>-----</p> <ul style="list-style-type: none"> •Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them. 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed. <p>-----</p> <ul style="list-style-type: none"> •Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them. 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed. <p>-----</p> <ul style="list-style-type: none"> •Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them. 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed. <p>-----</p> <ul style="list-style-type: none"> •Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them. 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed. <p>-----</p> <ul style="list-style-type: none"> •Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p>
	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>----- D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>



Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Baby Signs	Date: June 3 - 7, 2019	Week: 40
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Using Sign Language for Communication	
English Vocabulary: <i>hands, ears, mouth, nose, eyes</i>		Spanish Vocabulary: <i>manos, oidos, boca, nariz, ojos</i>	

American Sign Language (ASL): *hands, ears, mouth, nose, eyes*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Two and Three Dimensions (L26) Display Photo Activity Card 7. Talk about the top. Show the baby a real top and show them how to play with it. Tell babies we can feel with our hands.	• Read <i>My Five Senses</i> Make a pause and show the pictures to each baby.	•Two and Three Dimensions (L26) Display Photo Activity Card 11. Talk about the truck. Show the baby a toy truck and play with it.	• Read <i>My Five Senses</i> Make a pause and show the pictures to each baby.	•Two and Three Dimensions (L26) Display Photo Activity Card 11. Talk about the truck. Show the baby a toy truck and play with it.
Cognitive Development	•Rattle Retrieval (C22) Tie a rattle to one end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the chair and then retrieving it.	•Photo Activity Card 1, 2, 5 <i>face • cara</i> <i>hands • manos</i> <i>ears • oidos</i> •Review the ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>nose • nariz</i> <i>eyes • ojos</i>	•Rattle Retrieval (C22) Tie a rattle to one end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the chair and then retrieving it.	•Photo Activity Card 1, 2, 5 <i>face • cara</i> <i>hands • manos</i> <i>ears • oidos</i> •Review the ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>nose • nariz</i> <i>eyes • ojos</i>	•Rattle Retrieval (C22) Tie a rattle to one end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the chair and then retrieving it.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<p>•Peek-a-Boo- for Two (SE31) Face a little one and let him know you are going to play a game of Peek-a-Boo. Place a small blanket over his/her head and say "Where's (insert baby's name)?" Remove the blanket and say "Boo."</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Peek-a-Boo, I See You! (p 180). You can play this game hiding scarves behind you.</p>	<p>•Peek-a-Boo- for Two (SE31) Face a little one and let him know you are going to play a game of Peek-a-Boo. Place a small blanket over his/her head and say "Where's (insert baby's name)?" Remove the blanket and say "Boo."</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Peek-a-Boo, I See You! (p 180). You can play this game hiding scarves behind you.</p>	<p>•Peek-a-Boo- for Two (SE31) Face a little one and let him know you are going to play a game of Peek-a-Boo. Place a small blanket over his/her head and say "Where's (insert baby's name)?" Remove the blanket and say "Boo."</p>
Physical Development	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>
Objectives	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Be My Shadow, Be My Echo	Date: June 10-14, 2019	Week: 41
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Sticking with Routines	
English Vocabulary: <i>face, body, mouth</i>	Spanish Vocabulary: <i>cara, cuerpo, boca</i>	
American Sign Language (ASL): <i>face, body, mouth</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.H
Language Development	•I Know My Name (L4) Say babies' names often. Sing their names. Say their names in a high voice or a low voice. ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to the baby. Play Yes, Sir, That's My Baby (<i>Frog Street Baby Games CD</i>).	•Read <i>Faces • Caras</i> , Review the face parts. ----- •Read <i>Mirror, Mirror Me</i> Review the face parts. • <i>Frog Street Welcome Guide</i> (p 69) Sing "All By Myself."	•I Know My Name (L4) Say babies' names often. Sing their names. Some names are easy to use in rhymes, chants or songs. ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to the baby. Play Yes, Sir, That's My Baby (<i>Frog Street Baby Games CD</i>).	•Read <i>Faces • Caras</i> . Review the face parts. ----- •Read <i>Mirror, Mirror Me</i> Review the face parts. • <i>Frog Street Welcome Guide</i> (p 69) Sing "All By Myself."	•I Know My Name (L4) Say babies' names often. Sing their names. Some names are easy to use in rhymes, chants or songs. ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to the baby. Play Yes, Sir, That's My Baby (<i>Frog Street Baby Games CD</i>).

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Mirror Reflection • Reflejo en el espejo (C6) Place a baby on the floor on his tummy in front of the mirror. Talk to him about what he/she sees in the mirror.</p> <p>-----</p> <p>•My Name • Mi nombre (C11) Say the "Eye Color Rhymes" • "Rimas del color de ojos" (<i>Frog Street Welcome Guide p 72</i>) while substituting a baby's name in the rhyme.</p>	<p>•Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts, Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i></p>	<p>•Mirror Reflection • Reflejo en el espejo (C6) Place a baby on the floor on his tummy in front of the mirror. Talk to him about what he/she sees in the mirror.</p> <p>-----</p> <p>•My Name • Mi nombre (C11) Say the "Eye Color Rhymes" • "Rimas del color de ojos" (<i>Frog Street Welcome Guide p 72</i>) while substituting a baby's name in the rhyme.</p>	<p>•Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i></p>	<p>•Mirror Reflection • Reflejo en el espejo (C6) Place a baby on the floor on his tummy in front of the mirror. Talk to him about what he/she sees in the mirror.</p> <p>-----</p> <p>•My Name • Mi nombre (C11) Say the "Eye Color Rhymes" • "Rimas del color de ojos" (<i>Frog Street Welcome Guide p 72</i>) while substituting a baby's name in the rhyme.</p>
Social Emotional Development	<p>•Help Me Stay Calm (SE1) Touch gently baby's face and sing simple songs when holding the baby. Sway side to side and make a swooshing sound when a baby is upset.</p> <p>-----</p> <p>•Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror and play Yes, Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Repeat baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face (p 107) Sit in front of the baby and say the finger play. Make your facial expressions exaggerated and filled with delight.</p>	<p>•Help Me Stay Calm (SE1) Touch gently baby's face and sing simple songs when holding the baby. Sway side to side and make a swooshing sound when a baby is upset.</p> <p>-----</p> <p>•Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror and play Yes, Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Repeat baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face (p 107) Sit in front of the baby and say the finger play. Make your facial expressions exaggerated and filled with delight.</p>	<p>•Help Me Stay Calm (SE1) Touch gently baby's face and sing simple songs when holding the baby. Sway side to side and make a swooshing sound when a baby is upset.</p> <p>-----</p> <p>•Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror and play Yes, Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Repeat baby's name.</p>
Physical Development	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror.</p> <p>-----</p> <p>•That's My Baby (P17) While playing Yes, Sir, That's My Baby begin by clapping your hands gently and then clapping a baby's hands in the same manner. On "patty cake," turn the baby's palms out toward you and tap the baby's hands three times.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror.</p> <p>-----</p> <p>•That's My Baby (P17) While playing Yes, Sir, That's My Baby begin by clapping your hands gently and then clapping a baby's hands in the same manner. On "shake," hold both of the baby's hands and move them up and down as if shaking hands.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror.</p> <p>-----</p> <p>•That's My Baby (P17) While playing Yes, Sir, That's My Baby begin by clapping your hands gently and then clapping a baby's hands in the same manner. On "patty cake," turn the baby's palms out toward you and tap the baby's hands three times.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror.</p> <p>-----</p> <p>•That's My Baby (P17) While playing Yes, Sir, That's My Baby begin by clapping your hands gently and then clapping a baby's hands in the same manner. On "shake," hold both of the baby's hands and move them up and down as if shaking hands.</p>	<p>•Push Up (P5) Lay a baby on the floor on his/her tummy in front of the mirror. This will give the baby an opportunity to push up to look at him/herself in the mirror.</p> <p>-----</p> <p>•That's My Baby (P17) While playing Yes, Sir, That's My Baby begin by clapping your hands gently and then clapping a baby's hands in the same manner. On "patty cake," turn the baby's palms out toward you and tap the baby's hands three times.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.2.a. Raises head and body against gravity</p> <p>A.2.b. Moves body to achieve a goal</p> <p>-----</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.2.a. Raises head and body against gravity</p> <p>A.2.b. Moves body to achieve a goal</p> <p>-----</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.2.a. Raises head and body against gravity</p> <p>A.2.b. Moves body to achieve a goal</p> <p>-----</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.2.a. Raises head and body against gravity</p> <p>A.2.b. Moves body to achieve a goal</p> <p>-----</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.2.a. Raises head and body against gravity</p> <p>A.2.b. Moves body to achieve a goal</p> <p>-----</p>
	<p>C.1.1. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>C.1.1. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>C.1.1. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>C.1.1. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>C.1.1. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Be My Shadow, Be My Echo	Date: June 17-21, 2019	Week: 42
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Handling Tantrums	
English Vocabulary: rattle, book, sing	Spanish Vocabulary: sonaja, libro, cantar	

American Sign Language (ASL): rattle, book, sing

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing one of your favorite songs to a baby in front of the baby's face. Babies need to watch the movements of your mouth and tongue as you sing in order to learn to speak. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. 	<ul style="list-style-type: none"> •Read <i>Jack and Jill</i> Read the book and make pauses to show each page to the babies. Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>) ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby while singing with a soft voice. Notice if the baby turns to see the source of the sound. 	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing one of your favorite songs to a baby in front of the baby's face. Babies need to watch the movements of your mouth and tongue as you sing in order to learn to speak. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby while singing with a soft voice. Notice if the baby turns to see the source of the sound. 	<ul style="list-style-type: none"> •Read <i>Jack and Jill</i> Read the book and make pauses to show each page to the babies. Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>) ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby while singing with a soft voice. Notice if the baby turns to see the source of the sound. 	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing one of your favorite songs to a baby in front of the baby's face. Babies need to watch the movements of your mouth and tongue as you sing in order to learn to speak. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby while singing with a soft voice. Notice if the baby turns to see the source of the sound.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Jingle, Jingle (C7) Place a baby on the floor and put a scrunchie (cloth covered elastic pony tail holder and insert 3 jingle bells in it) around his/her ankle. Does the baby figure out that wiggling his/her leg makes the bells jingle?</p> <p>-----</p> <p>•Problem Solving (C18) Play some music and place a baby on his/her tummy at one end of a towel and place a colorful toy at the other end of the towel. observe if the baby can figure out that he/she can pull the towel to get the toy.</p>	<p>•Photo Activity Cards 5, 8 rattle • sonaja book • libro</p> <p>Teach the ASL signs for <i>rattle • sonaja</i> <i>book • libro</i> <i>sing • cantar</i></p>	<p>•Jingle, Jingle (C7) Place a baby on the floor and put a scrunchie (cloth covered elastic pony tail holder and insert 3 jingle bells in it) around his/her ankle. Does the baby figure out that wiggling his/her leg makes the bells jingle?</p> <p>-----</p> <p>•Problem Solving (C18) Play some music and place a baby on his/her tummy at one end of a towel and place a colorful toy at the other end of the towel. observe if the baby can figure out that he/she can pull the towel to get the toy.</p>	<p>•Photo Activity Cards 5, 8 rattle • sonaja book • libro</p> <p>Teach the ASL signs for <i>rattle • sonaja</i> <i>book • libro</i> <i>sing • cantar</i></p>	<p>•Jingle, Jingle (C7) Place a baby on the floor and put a scrunchie (cloth covered elastic pony tail holder and insert 3 jingle bells in it) around his/her ankle. Does the baby figure out that wiggling his/her leg makes the bells jingle?</p> <p>-----</p> <p>•Problem Solving (C18) Play some music and place a baby on his/her tummy at one end of a towel and place a colorful toy at the other end of the towel. observe if the baby can figure out that he/she can pull the towel to get the toy.</p>
Social Emotional Development	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>
Physical Development	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher ----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher ----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher ----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher ----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher ----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Be My Shadow, Be My Echo	Date: June 24-28, 2019	Week: 43
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Handling Tantrums	
English Vocabulary: <i>apple, eat, mouth, red</i>	Spanish Vocabulary: <i>manzana, comer, boca, rojo</i>	

American Sign Language (ASL): *apple, eat, mouth, red*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	• Babble and Coo (L10) <i>Frog Street Welcome Guide</i> Sing "Dry Diaper Chant." Infants demonstrate what we are saying by babbling and cooing in response of what we are saying. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to him/her.	•Funny Sounds (L9) Take turns making funny sounds. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). • <i>Frog Street Welcome Guide</i> (p 71) Say the rhyme "Little Red Apple" • "Manzanita roja".	• Babble and Coo (L10) When babies babble and coo, respond back by babbling and cooing or using a language response. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to him/her.	•Funny Sounds (L9) Copy the sounds the baby makes and encourage them to copy yours. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). • <i>Frog Street Welcome Guide</i> (p 71) Say the rhyme "Little Red Apple" • "Manzanita roja".	• Babble and Coo (L10) <i>Frog Street Welcome Guide</i> Sing "Dry Diaper Chant." Infants demonstrate what we are saying by babbling and cooing in response of what we are saying. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to him/her.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Colored Streamers (C10) Hang colored streamers over the diaper changing table and say the name of the colors. ----- •My Name (C11) While singing and playing Yes Sir, That's My Baby" incorporate the baby's name. 	<ul style="list-style-type: none"> •Photo Activity Card 17 apple • manzana Describe the apple and cut an apple in half and show babies the inside Teach the ASL signs for <i>apple • manzana</i> <i>eat • comer</i> <i>mouth • boca</i> <i>red • rojo</i> 	<ul style="list-style-type: none"> •Colored Streamers (C10) Hang red streamers for babies who are 6-7 weeks old and blue and green streamers for babies who are 8 weeks or older. ----- •My Name (C11) Call the baby's name as you approach him/her. 	<ul style="list-style-type: none"> •Photo Activity Card 17 apple • manzana Teach the ASL signs for <i>apple • manzana</i> <i>eat • comer</i> <i>mouth • boca</i> <i>red • rojo</i> 	<ul style="list-style-type: none"> •Colored Streamers (C10) Hang red, blue, green, and yellow streamers and lay the babies on the floor. Call attention to how the streamers move. ----- •My Name (C11) Call the baby's name as you approach him/her.
Social Emotional Development	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) Every time you change a baby's diaper make eye contact and using a soft voice say "Dry Diaper Chant (<i>Frog Street Welcome Guide</i>). •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Mirror, Mirror (SE11) Sit with the baby facing the mirror. Continue playing Yes Sir, That's My Baby. Point out his eyes and nose. Repeat baby's name. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) ----- •<i>I Love You Rituals</i> by Becky Bailey Say the nursery rhyme "Twinkle, Twinkle, Little Star" (p 63). •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) Each time you are with a baby, make eye contact and hold it as long as the baby is capable. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Mirror, Mirror (SE11) Sit with the baby facing the mirror. Continue playing Yes Sir, That's My Baby. Point out his eyes and nose. Repeat baby's name. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) ----- •<i>I Love You Rituals</i> by Becky Bailey Say the nursery rhyme "Twinkle, Twinkle, Little Star" (p 63). •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) Every time you change a baby's diaper make eye contact and using a soft voice say "Dry Diaper Chant (<i>Frog Street Welcome Guide</i>). •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Mirror, Mirror (SE11) Sit with the baby facing the mirror. Continue playing Yes Sir, That's My Baby. Point out his eyes and nose. Repeat baby's name.
Physical Development	<ul style="list-style-type: none"> •Bicycle (P9) While baby is lying on her back, bicycle his/her legs as you sing "Dry Diaper Chant." •Finger paint circles. ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Gently clap the baby's hands up and down. 	<ul style="list-style-type: none"> •Bicycle (P9) Hold on to both of baby's hands and lift gently to encourage him/her to stand in your lap. ----- •<i>Frog Street Baby Games CD</i> (Arm and leg exercise) "Baby's Hokey Pokey" 	<ul style="list-style-type: none"> •Bicycle (P9) While baby is lying on her back, bicycle his/her legs as you sing "Dry Diaper Chant." •Finger paint using red color. ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Begin by clapping your hands gently and then clapping the baby's hands in the same manner. 	<ul style="list-style-type: none"> •Bicycle (P9) Lay a baby on his/her back and bicycle his/her legs as you sing a chant. ----- •<i>Frog Street Baby Games CD</i> (Arm and leg exercise) "Baby's Hokey Pokey" 	<ul style="list-style-type: none"> •Bicycle (P9) Lay a baby on his/her back and bicycle his/her legs as you sing baby's favorite song. ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Gently clap the baby's hands up and down.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>A.2.b. Moves body to achieve a goal</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>A.2.b. Moves body to achieve a goal</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>A.2.b. Moves body to achieve a goal</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>A.2.b. Moves body to achieve a goal</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>A.2.b. Moves body to achieve a goal</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements adult's body language and sounds</p>



Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Stars and Stripes Forever	Date: July 1-5, 2019	Week: 44
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Keeping Peace in the Car	
English Vocabulary: big, little, red, white, blue, flag		Spanish Vocabulary: grande, pequeno, rojo, blanco, azul, bandera	

American Sign Language (ASL) red, white, blue,

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 		<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Read <i>The Colors of Our Flag- Los colores de nuestra bandera</i> Tell babies the colors of our flag. 	<ul style="list-style-type: none"> •Opposites Time (L1) Gather big and little flags and put them inside a box. Sit in front of the babies and show the flags one by one; describe the colors, shape, and size. ----- •What's This? (L16) Keep a box of big and little flags and sit in front of the babies, tell the colors, shape, and size of the flags. 	<ul style="list-style-type: none"> •Read <i>The Colors of Our Flag- Los colores de nuestra bandera</i> Tell babies the colors of our flag. 		<ul style="list-style-type: none"> •Opposites Time (L1) Gather big and little flags and put them inside a box. Sit in front of the babies and show the flags one by one; describe the colors, shape, and size. ----- •What's This? (L16) Keep a box of big and little flags and sit in front of the babies, tell the colors, shape, and size of the flags.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Photo Activity Library Cards 13 and 14 red • rojo blue • azul little • pequeno big • grande</p> <p>Teach the ASL for <i>red • rojo</i> <i>white • blanco</i> <i>blue • azul</i></p>	<p>•Do You See Blue, Red, and White (C9) Lay a baby on the floor. Show him/her a flag and talk about the colors of our flag. ----- •Paper Bag Flag (C19) Lay a baby on his/her tummy in the play area. Show him/her a flag made with a paper bag. Talk about the colors of our flag.</p>	<p>•Photo Activity Library Cards 13 and 14 red • rojo blue • azul little • pequeno big • grande</p> <p>Teach the ASL for <i>red • rojo</i> <i>white • blanco</i> <i>blue • azul</i></p>		<p>•Do You See Blue, Red, and White (C9) Lay a baby on the floor. Show him/her a flag and talk about the colors of our flag. ----- •Paper Bag Flag (C19) Lay a baby on his/her tummy in the play area. Show him/her a flag made with a paper bag. Talk about the colors of our flag.</p>
Social Emotional Development	<p>•<i>I Love You Rituals</i> by Becky Bailey Yes and No Games (150) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Follow That Flag (SE10) Lay a baby on his/her back. Slowly move a flag toward or across in front of the baby. ----- •So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and ask, "how big is baby?" Then answer, "so big." Tell baby his/her hands are soft. Encourage them to hold a flag.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Yes and No Games (150) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>		<p>•Follow That Flag (SE10) Lay a baby on his/her back. Slowly move a flag toward or across in front of the baby. ----- •So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and ask, "how big is baby?" Then answer, "so big." Tell baby his/her hands are soft. Encourage them to hold a flag.</p>
Physical Development	<p>•Arms High, Arms Low (P2) Sing "America the Beautiful" as you move a baby's arms and legs. ----- •Hand Movements (P11) Sit in front of the baby and sing "America the Beautiful" while moving your hands and baby's hands.</p>	<p>•Arms High, Arms Low (P2) Sing "America the Beautiful" as you move a baby's arms and legs. ----- •Hand Movements (P11) Sit in front of the baby and sing "America the Beautiful" while moving your hands and baby's hands.</p>	<p>•Arms High, Arms Low (P2) Sing "America the Beautiful" as you move a baby's arms and legs. ----- •Hand Movements (P11) Sit in front of the baby and sing "America the Beautiful" while moving your hands and baby's hands.</p>		<p>•Arms High, Arms Low (P2) Sing "America the Beautiful" as you move a baby's arms and legs. ----- •Hand Movements (P11) Sit in front of the baby and sing "America the Beautiful" while moving your hands and baby's hands.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>		<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Summer Fun • Diversion en el verano	Date: July 8-12, 2019	Week: 45
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Keeping Peace in the Car	
English Vocabulary: car, school bus, boat, truck	Spanish Vocabulary: carro, camion escolar, bote, troca	
American Sign Language (ASL): thank you, please, more		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	• Babble and Coo (L10) <i>Frog Street Welcome Guide</i> Sing "The Wheels on the Bus." When babies babble and coo, respond back by using a language response. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to him/her. Sing "The Wheels on the Bus."	•Read <i>Things That Go</i> . Explain babies the car, school bus, and truck have wheels. <i>Frog Street Baby's Songs CD</i> Sing "The Wheels on the Bus" • "Las ruedas del camion".	• Babble and Coo (L10) <i>Frog Street Welcome Guide</i> Sing "The Wheels on the Bus." When babies babble and coo, respond back by using a language response. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to him/her. Sing "The Wheels on the Bus."	•Read <i>Things That Go</i> . Explain babies the car, school bus, and truck have wheels. <i>Frog Street Baby's Songs CD</i> Sing "The Wheels on the Bus" • "Las ruedas del camion".	• Babble and Coo (L10) <i>Frog Street Welcome Guide</i> Sing "The Wheels on the Bus." When babies babble and coo, respond back by using a language response. •Read "Willy Wiggle and Wally Waggle" (<i>Frog Street Welcome Guide</i> p 76). ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to him/her. Sing "The Wheels on the Bus."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Cause and Effect (C1) Explain babies when the wheel on the bus move, the bus moves. Sing "The Wheels on the Bus." ----- •Problem Solving (C18) Show the baby some toys cars, explain the wheels move when you touch the car. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 43, 44, 46, and 47 car • carro school bus • camion escolar boat • bote truck • troca Teach the ASL signs for <i>thank you • gracias please • por favor more • mas</i> 	<ul style="list-style-type: none"> •Cause and Effect (C1) Explain babies when the wheel on the bus move, the bus moves. Sing "The Wheels on the Bus." ----- •Problem Solving (C18) Show the baby some toys cars, explain the wheels move when you touch the car. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 43, 44, 46, and 47 car • carro school bus • camion escolar boat • bote truck • troca Teach the ASL signs for <i>thank you • gracias please • por favor more • mas</i> 	<ul style="list-style-type: none"> •Cause and Effect (C1) Explain babies when the wheel on the bus move, the bus moves. Sing "The Wheels on the Bus." ----- •Problem Solving (C18) Show the baby some toys cars, explain the wheels move when you touch the car.
Social Emotional Development	<ul style="list-style-type: none"> •Baby Feet (SE9) Focus on a baby's feet. Point out the toes and the heels. Gently move the baby's legs and say "we are riding a bicycle." •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Row Your Boat (SE15) Sit on the floor with a baby in your lap. sing "Row, Row, Row Your Boat" while gently rocking from side to side. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Row, Row, Row Your Boat (190). •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Baby Feet (SE9) Focus on a baby's feet. Point out the toes and the heels. Gently move the baby's legs and say "we are riding a bicycle." •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Row Your Boat (SE15) Sit on the floor with a baby in your lap. sing "Row, Row, Row Your Boat" while gently rocking from side to side. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Row, Row, Row Your Boat (190). •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Baby Feet (SE9) Focus on a baby's feet. Point out the toes and the heels. Gently move the baby's legs and say "we are riding a bicycle." •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Row Your Boat (SE15) Sit on the floor with a baby in your lap. sing "Row, Row, Row Your Boat" while gently rocking from side to side.
Physical Development	<ul style="list-style-type: none"> •Bicycle (P9) While baby is lying on her back, bicycle his/her legs as you sing "Dry Diaper Chant." •Paint the sun with a feather ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Gently bicycle the baby's legs. 	<ul style="list-style-type: none"> •Bicycle (P9) Hold on to both of baby's hands and lift gently to encourage him/her to stand in your lap. ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Gently bicycle the baby's legs. 	<ul style="list-style-type: none"> •Bicycle (P9) While baby is lying on her back, bicycle his/her legs as you sing "Dry Diaper Chant." •Finger paint using red color. ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Gently bicycle the baby's legs. 	<ul style="list-style-type: none"> •Bicycle (P9) Lay a baby on his/her back and bicycle his/her legs as you sing a chant. ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Gently bicycle the baby's legs. 	<ul style="list-style-type: none"> •Bicycle (P9) Lay a baby on his/her back and bicycle his/her legs as you sing baby's favorite song. ----- •That's My Baby (P17) Play Yes Sir, That's My Baby (<i>Frog Street Baby Games CD</i>). Gently bicycle the baby's legs.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>B,2,b, Explores own hands and feet</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>B,2,b, Explores own hands and feet</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>B,2,b, Explores own hands and feet</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>B,2,b, Explores own hands and feet</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>A.1.a. Babbles and coos with teacher during diaper-changing time</p> <p>C.2.b. Takes turns with teacher who is talking to them</p> <p>A.2.a. Develops control of large muscles for movement</p> <p>B,2,b, Explores own hands and feet</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others</p> <p>C.3.c. Attends to language spoken around them</p> <p>B.4.a. Shows interest and awareness of others</p> <p>D.1.a. Turns head when new person enters the room</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.b. Coordinates eye and hand movements</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Zoo Animals • Animales del zoológico
Date: July 15-19, 2019 Week 46

Approaches Toward Learning: Communication, Curiosity, Attention , Persistence
 Parent Letter: Encouraging Exploration

English Vocabulary: *bear, tiger, giraffe, zebra*
Spanish Vocabulary: *oso, tigre, jirafa, cebra*

American Sign Language (ASL): *thank you, more, animal*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: Frog Street Baby Songs CD Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe..	Greet the babies by name. •UNITE: Frog Street Baby Songs CD Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: Frog Street Baby Songs CD Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: Frog Street Baby Songs CD Sing "Mary Had a Little Lamb" • "Maria tenia un corderito". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: Frog Street Baby Songs CD Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•Animals Talk • Los animales hablan (L3) Hold a baby comfortably in your lap and read <i>Animals Talk</i> . When you read the words that represent what each animal says, make your voice sound like that animal. ----- •Here Are My Feet (L17) Make up a rhyme about feet and talk with a baby about his/her feet.	•Lay the baby on the floor and read <i>Animals Talk</i> • <i>Los animales hablan</i> . •Frog Street Baby Games CD "Teddy Bear, Teddy Bear"	•Animals Talk • Los animales hablan (L3) Hold a baby comfortably in your lap and read <i>Animals Talk</i> . When you read the words that represent what each animal says, make your voice sound like that animal. ----- •Here Are My Feet (L17) Make up a rhyme about feet and talk with a baby about his/her feet.	•Lay the baby on the floor and read <i>Animals Talk</i> • <i>Los animales hablan</i> . •Frog Street Baby Games CD "Teddy Bear, Teddy Bear"	•Animals Talk • Los animales hablan (L3) Hold a baby comfortably in your lap and read <i>Animals Talk</i> . When you read the words that represent what each animal says, make your voice sound like that animal. ----- •Here Are My Feet (L17) Make up a rhyme about feet and talk with a baby about his/her feet.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cognitive Development</p>	<p>•Follow This! (C4) While reciting "Teddy Bear, Teddy Bear" show the pictures of the animals in the zoo. ----- •I See a Bear (C20) Play Teddy Bear, Teddy Bear (<i>Frog Street Baby Games CD</i>) and show pictures of zoo animals.</p>	<p>•Photo Activity Library Cards 24, 26, 27, and 28 bear • oso tiger • tigre giraffe • jirafa zebra • cebra Review the ASL for <i>thank you • gracias more • mas animal • animal</i></p>	<p>•Follow This! (C4) While reciting "Teddy Bear, Teddy Bear" show the pictures of the animals in the zoo. ----- •I See a Bear (C20) Play Teddy Bear, Teddy Bear (<i>Frog Street Baby Games CD</i>) and show pictures of zoo animals.</p>	<p>•Photo Activity Library Cards 24, 26, 27, and 28 bear • oso tiger • tigre giraffe • jirafa zebra • cebra Review the ASL for <i>thank you • gracias more • mas animal • animal</i></p>	<p>•Follow This! (C4) While reciting "Teddy Bear, Teddy Bear" show the pictures of the animals in the zoo. ----- •I See a Bear (C20) Play Teddy Bear, Teddy Bear (<i>Frog Street Baby Games CD</i>) and show pictures of zoo animals.</p>
<p>Social Emotional Development</p>	<p>•My Time (SE5) Talk to each baby, read to each baby, play with each baby making their time special. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) ----- •Hands and Feet (SE17) Place colorful scrunchies on baby's wrists and colorful socks on baby's feet. Call attention to the colors. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5)</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Bears (p 96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•My Time (SE5) Talk to each baby, read to each baby, play with each baby making their time special. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) ----- •Hands and Feet (SE17) Place colorful scrunchies on baby's wrists and colorful socks on baby's feet. Call attention to the colors. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5)</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Bears (p 96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•My Time (SE5) Talk to each baby, read to each baby, play with each baby making their time special. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5) ----- •Hands and Feet (SE17) Place colorful scrunchies on baby's wrists and colorful socks on baby's feet. Call attention to the colors. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5)</p>
<p>Physical Development</p>	<p>•Tracking (P3) With Lily the puppet recite "The Zoo." Move Lily from side to side to encourage the baby to follow the puppet with his/her eyes. ----- •Scrunchie Watch (P14) Place a red, blue or green scrunchie on a baby's wrist to encourage him/her to move his/her hands in front of his/her face to see the colorful bracelet. on hands and feet</p>	<p>•Tracking (P3) With Lily the puppet recite "The Zoo." Move Lily from side to side to encourage the baby to follow the puppet with his/her eyes. ----- •Scrunchie Watch (P14) Place a red, blue or green scrunchie on a baby's wrist to encourage him/her to move his/her hands in front of his/her face to see the colorful bracelet.</p>	<p>•Tracking (P3) Hold a rattle in front of the baby. Once you can see that the baby has the rattle in sight, move it slowly across his body from his left shoulder to his right. ----- •Scrunchie Watch (P14) Place a red, blue, green, and yellow scrunchie on baby's wrist to encourage him/her to move his/her hands in front of his/her face.</p>	<p>•Tracking (P3) Say the chant "Rattle to the right, keep it in sight. Rattle the other way, hip, hip, hooray!" ----- •Scrunchie Watch (P14) Place a red, blue or green scrunchie on a baby's wrist to encourage him/her to move his/her hands in front of his/her face to see the colorful bracelet.</p>	<p>•<i>Frog Street Baby Games CD</i> Play Walking My Baby Back Home laying a baby on his/her back and moving the baby legs to the music. ----- •Scrunchie Watch (P14) Place a red, blue, green, and yellow scrunchie on baby's wrist to encourage him/her to move his/her hands in front of his/her face.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Farm Animals	Date: July 29 - August 2, 2019	Week 48
Approaches Toward Learning: Communication, Curiosity, Attention , Persistence	Parent Letter: Being Fully Present	
English Vocabulary: animal, book, read, horse, sheep, cow, pig	Spanish Vocabulary: animal, libro, leer, caballo, oveja, vaca, cerdo	

American Sign Language (ASL): animal, book, read

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Mary Had a Little Lamb" • "Maria tenia un corderito". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•Animals Talk • Los animales hablan (L3) Lay the baby on the floor and read <i>Animals Talk • Los animales hablan.</i> • <i>Frog Street Baby Games CD</i> "Mary Had a Little Lamb"	•Teacher Made <i>Farm Animals</i> Book	•Animals Talk • Los animales hablan (L3) Lay the baby on the floor and read <i>Animals Talk • Los animales hablan.</i> • <i>Frog Street Baby Games CD</i> "Mary Had a Little Lamb"	•Teacher Made <i>Farm Animals</i> Book	•Animals Talk • Los animales hablan (L3) Lay the baby on the floor and read <i>Animals Talk • Los animales hablan.</i> • <i>Frog Street Baby Games CD</i> "Mary Had a Little Lamb"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Follow This! (C4) While reciting "Mary Had a Little Lamb" show the pictures of the animals in the farm. ----- •Animal Watch (C17) Show a baby a farm animal and watch the baby track the movements of the farm animal as you move it from side to side.</p>	<p>•Photo Activity Library Cards 38, 39, 40, and 41 horse • caballo sheep • oveja cow • vaca pig • cerdo Provide cloth and vinyl books for babies to explore Teach the ASL for <i>book • libro</i> <i>animal • animal</i> <i>read • leer</i></p> <p>•Frog Street Welcome Guide Sing "Eye Winker" • "Ojo intermitente". •Paint with edible finger paint</p>	<p>•Follow This! (C4) While reciting "Mary Had a Little Lamb" show the pictures of the animals in the farm. ----- •Animal Watch (C17) Show a baby a farm animal and watch the baby track the movements of the farm animal as you move it from side to side.</p>	<p>•Photo Activity Library Cards 38, 39, 40, and 41 horse • caballo sheep • oveja cow • vaca pig • cerdo Provide cloth and vinyl books for babies to explore Teach the ASL for <i>book • libro</i> <i>animal • animal</i> <i>read • leer</i></p> <p>•Frog Street Welcome Guide Sing "Eye Winker" • "Ojo intermitente". •Paint with edible finger paint</p>	<p>•Follow This! (C4) While reciting "Mary Had a Little Lamb" show the pictures of the animals in the farm. ----- •Animal Watch (C17) Show a baby a farm animal and watch the baby track the movements of the farm animal as you move it from side to side.</p>
Social Emotional Development	<p>•My Time (SE5) Rock and sing to each child. Make eye contact and tell each baby how special he/she is. •Frog Street Baby Songs CD Sing "Good Morning to You" (5) ----- •So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and move like a farm animal. Say "How big is the cow?"</p>	<p>•I Love You Rituals by Becky Bailey Positive Nursery Rhyme "Mary Had a Little Lamb" (72) •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•I Love You Rituals by Becky Bailey Interactive finger play Five Little Babies (p96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and move like a farm animal. Say "How big is the horse?"</p>	<p>•I Love You Rituals by Becky Bailey Positive Nursery Rhyme "Mary Had a Little Lamb" (72) •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•I Love You Rituals by Becky Bailey Interactive finger play Five Little Babies (p96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Frog Street Baby Songs CD Sing "Open, Shut Them" • "Abre, cierra". Open and close your hands and gently hold the baby's hand while singing.</p>
Physical Development	<p>•Follow the Animal (P7) With Lily the puppet recite "Mary Had a Little Lamb." Move Lily from side to side to encourage the baby to follow the puppet with his/her eyes. ----- •Hand Movements (P11) Place a baby on the floor. Sit in front of the baby and sing "Mary Had a Little Lamb." Encourage the baby to watch your hands.</p>	<p>•Follow the Animal (P7) With Lily the puppet recite "Mary Had a Little Lamb." Move Lily from side to side to encourage the baby to follow the puppet with his/her eyes. ----- •Hand Movements (P11) Place a baby on the floor. Sit in front of the baby and sing "Mary Had a Little Lamb." Encourage the baby to watch your hands.</p>	<p>•Follow the Animal (P7) With Lily the puppet recite "Mary Had a Little Lamb." Move Lily from side to side to encourage the baby to follow the puppet with his/her eyes. ----- •Hand Movements (P11) Place a baby on the floor. Sit in front of the baby and sing "Mary Had a Little Lamb." Encourage the baby to watch your hands.</p>	<p>•Follow the Animal (P7) With Lily the puppet recite "Mary Had a Little Lamb." Move Lily from side to side to encourage the baby to follow the puppet with his/her eyes. ----- •Hand Movements (P11) Place a baby on the floor. Sit in front of the baby and sing "Mary Had a Little Lamb." Encourage the baby to watch your hands.</p>	<p>•Follow the Animal (P7) With Lily the puppet recite "Mary Had a Little Lamb." Move Lily from side to side to encourage the baby to follow the puppet with his/her eyes. ----- •Hand Movements (P11) Place a baby on the floor. Sit in front of the baby and sing "Mary Had a Little Lamb." Encourage the baby to watch your hands.</p>

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Objectives	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>	<p>C.1.a. Turns toward teacher's voice C.3.a. Looks at pictures in a book B.1.a. Responds with smiles and cooing when picked up by the teacher A.3.a. Looks at and follows faces and objects with eyes B.1.a. Shows social interaction with a smile and mutual eye gaze ----- C.1.b. Smiles when spoken to C.1.b. Responds to teacher's body language and direction D.1.c. Notices size, shape, and color of objects B.2.b. Explores own hands and feet D.3.a. Looks intently at new faces or objects A.2.a. Shakes or wiggles arms and legs A.3.a. Looks at and follows faces and objects with eyes</p>



Crème de la Crème
Early Learning Centers of Excellence
frogstreet Infant Program



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Farm Animals	Date: August 5 - 9, 2019	Week 49
Approaches Toward Learning: Communication, Curiosity, Attention , Persistence	Parent Letter: Being Fully Present	
English Vocabulary: <i>animal, book, read, horse, sheep, cow, pig</i>	Spanish Vocabulary: <i>animal, libro, leer, caballo, oveja, vaca, cerdo</i>	

American Sign Language (ASL): *animal, book, read*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Mary Had a Little Lamb" • "Maria tenia un corderito". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•Animals Talk • Los animales hablan (L3) Lay the baby on the floor and read <i>Animals Talk • Los animales hablan</i> . • <i>Frog Street Baby Songs CD</i> "Old MacDonald Had a Farm"	•Teacher Made <i>Farm Animals</i> Book	•Animals Talk • Los animales hablan (L3) Lay the baby on the floor and read <i>Animals Talk • Los animales hablan</i> . • <i>Frog Street Baby Songs CD</i> "Old MacDonald Had a Farm"	•Teacher Made <i>Farm Animals</i> Book	•Animals Talk • Los animales hablan (L3) Lay the baby on the floor and read <i>Animals Talk • Los animales hablan</i> . • <i>Frog Street Baby Songs CD</i> "Old MacDonald Had a Farm"

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<p align="center">Social Emotional Development</p>	<p>•My Time (SE5) Rock and sing to each child. Make eye contact and tell each baby how special he/she is. •Frog Street Baby Songs CD Sing "Good Morning to You" (5) ----- •So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and move like a farm animal. Say "How big is the pig?"</p>	<p>•I Love You Rituals by Becky Bailey Positive Nursery Rhyme "Ba Ba, Black Sheep" (87) •Frog Street Baby Songs CD Sing "Old MacDonald Had a Farm."</p>	<p>•I Love You Rituals by Becky Bailey Interactive finger play Five Little Babies (p96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and move like a farm animal. Say "How big is the sheep?"</p>	<p>•I Love You Rituals by Becky Bailey Positive Nursery Rhyme "Ba Ba Black Sheep" (87) •Frog Street Baby Songs CD Sing "Old MacDonald Had a Farm."</p>	<p>•I Love You Rituals by Becky Bailey Interactive finger play Five Little Babies (p96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and move like a farm animal. Say "How big is the horse?"</p>
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