



<b>Class: Infant B (6-12 months) Focus: Baby Signs</b>		<b>Date: May 20-24, 2019</b>		<b>Week: 38</b>	
<b>Approaches Toward Learning: Communication, Curiosity, Attention, Persistence</b>			<b>Parent Letter: Using Sign Language for Communication</b>		
<b>English Vocabulary: <i>thank you, please, hands</i></b>			<b>Spanish Vocabulary: <i>gracias, por favor, manos</i></b>		
<b>American Sign Language (ASL): <i>thank you, please, hands</i></b>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos".</li> <li>•CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe..</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>•Baby Signs (L27) While teaching the babies the ASL signs <i>thank, you, please, hands</i> sing a song. Encourage the little ones to use their hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Hands</i>. Demonstrate how to turn the pages of the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Baby Signs (L27) While teaching the babies the ASL signs for the week sing a song. Encourage the little ones to use their hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Hands</i>. Demonstrate how to turn the pages of the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Baby Signs (L27) While teaching the babies the ASL signs for the week sing a song. Encourage the little ones to use their hands.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Putty in My Hands (C30) Give little ones edible play dough to explore. Show them how to pat it, roll it, and stretch it. Talk about the sense of touching.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 1 and 8 hands • manos book • libro</li> <li>•Review the ASL signs for <i>thank you • gracias please • por favor hands • manos</i></li> </ul>	<ul style="list-style-type: none"> <li>•Putty in My Hands (C30) Give little ones edible play dough to explore. Show them how to pat it, roll it, and stretch it. Talk about the sense of touching.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 1 and 8 hands • manos book • libro</li> <li>•Review the ASL signs for <i>thank you • gracias please • por favor hands • manos</i></li> </ul>	<ul style="list-style-type: none"> <li>•Putty in My Hands (C30) Give little ones edible play dough to explore. Show them how to pat it, roll it, and stretch it. Talk about the sense of touching.</li> </ul>

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



<b>Class: Infant B (6-12 months) Focus: Baby Signs</b>		<b>Date: May 27-31, 2019</b>		<b>Week: 39</b>	
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Using Sign Language for Communication			
English Vocabulary: <i>read, book, eyes</i>		Spanish Vocabulary: <i>leer, libro, ojos</i>			
American Sign Language (ASL): <i>read, book, love you</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	H	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
Language Development	O	• Read Nursery Rhymes Demonstrate how to turn the pages of the book.	•Book Etiquette (L40) Read your favorite Nursery Rhyme Book to little ones and discuss proper holding of the book.	• Read Nursery Rhymes Demonstrate how to turn the pages of the book.	•Book Etiquette (L40) Read your favorite Nursery Rhyme Book to little ones and discuss proper holding of the book.





<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Baby Signs	<b>Date:</b> June 3 - 7, 2019	<b>Week:</b> 40
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Using Sign Language for Communication	
<b>English Vocabulary:</b> <i>hands, ears, mouth, nose, eyes</i>	<b>Spanish Vocabulary:</b> <i>manos, oidos, boca, nariz, ojos</i>	

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

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	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.
<b>Language Development</b>	•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.
<b>Cognitive Development</b>	•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
<b>Social Emotional Development</b>	<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>
<b>Physical Development</b>	<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>
<b>Objectives</b>	<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>





<b>Class:</b> Infant B (6-12 months)	<b>Focus:</b> Be My Shadow, Be My Echo	<b>Date:</b> June 10-14, 2019	<b>Week:</b> 41
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence		<b>Parent Letter:</b> Sticking with Routines	
<b>English Vocabulary:</b> <i>face, body, mouth</i>		<b>Spanish Vocabulary:</b> <i>cara, cuerpo, boca</i>	
<b>American Sign Language (ASL):</b> <i>face, body, mouth</i>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>•CALM: Give a big smile to each baby and tell them you love them.</li> <li>•CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy".</li> <li>•COMMIT: Using a kind voice tell babies several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Morning Greeting • "Saludo de la mañana".</li> <li>•CALM: Smile to the babies and tell them you love them.</li> <li>•CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy".</li> <li>•COMMIT: Using a low voice remind babies several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>•CALM: Give a hug to each baby.</li> <li>•CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy".</li> <li>•COMMIT: Using loving hands remind babies several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Morning Greeting • "Saludo de la mañana".</li> <li>•CALM: Smile to the babies and tell them you love them.</li> <li>•CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy".</li> <li>•COMMIT: Using gentle hands remind babies several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>•CALM: Give a hug to each baby.</li> <li>•CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy".</li> <li>•COMMIT: Using loving hands remind babies several times a day that they are safe.H</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>•I Know My Name (L4) Say babies' names often. Sing their names. Say their names in a high voice or a low voice.</li> <li>-----</li> <li>•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>).</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Faces • Caras</i>, Review the face parts.</li> <li>-----</li> <li>•Read <i>Mirror, Mirror Me</i> Review the face parts.</li> <li>• <i>Frog Street Welcome Guide</i> (p 69) Sing "All By Myself."</li> </ul>	<ul style="list-style-type: none"> <li>•I Know My Name (L4) Say babies' names often. Sing their names. Some names are easy to use in rhymes, chants or songs.</li> <li>-----</li> <li>•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>).</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Faces • Caras</i>. Review the face parts.</li> <li>-----</li> <li>•Read <i>Mirror, Mirror Me</i> Review the face parts.</li> <li>• <i>Frog Street Welcome Guide</i> (p 69) Sing "All By Myself."</li> </ul>	<ul style="list-style-type: none"> <li>•I Know My Name (L4) Say babies' names often. Sing their names. Some names are easy to use in rhymes, chants or songs.</li> <li>-----</li> <li>•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>).</li> </ul>

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



<b>Class: Infant B (6-12 months)</b>		<b>FOCUS: Be My Shadow, Be My Echo</b>		<b>Date: June 17-21, 2019</b>		<b>Week: 42</b>	
<b>Approaches Toward Learning: Communication, Curiosity, Attention, Persistence</b>				<b>Parent Letter: Handling Tantrums</b>			
<b>English Vocabulary: read, eyes, book</b>				<b>Spanish Vocabulary: leer, ojos, libro</b>			
<b>American Sign Language (ASL): read, book, I love you</b>							
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday		
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.		
<b>Language Development</b>	•Sound Vibrations (L24) Read your favorite Nursery Rhyme Book to little ones using a soft and a normal voice.	• Read <i>Nursery Rhymes</i> Demonstrate how to turn the pages of the book. Play Be My Shadow, Be My Echo ( <i>Frog Street Baby Games CD</i> )	•Sound Vibrations (L24) Read your favorite Nursery Rhyme Book to little ones using a soft and a normal voice.	• Read <i>Nursery Rhymes</i> Demonstrate how to turn the pages of the book. Play Be My Shadow, Be My Echo ( <i>Frog Street Baby Games CD</i> )	•Sound Vibrations (L24) Read your favorite Nursery Rhyme Book to little ones using a soft and a normal voice.		
<b>Cognitive Development</b>	•Little Drummers (C21) Encourage little ones to bang their drums while singing the nursery rhyme "The Itsy Bitsy Spider" ( <i>Frog Street Baby Songs CD</i> ).	•Photo Activity Card 3 read • leer book • libro  Teach the ASL for read • leer book • libro I love you • te quiero •Sing "Happy Faces" • "Caritas felices".	•Little Drummers (C21) Encourage little ones to bang their drums while singing the nursery rhyme "The Itsy Bitsy Spider" ( <i>Frog Street Baby Songs CD</i> ).	•Photo Activity Card 3 read • leer book • libro  Teach the ASL for read • leer book • libro I love you • te quiero •Sing "Happy Faces" • "Caritas felices".	•Little Drummers (C21) Encourage little ones to bang their drums while singing the nursery rhyme "The Itsy Bitsy Spider" ( <i>Frog Street Baby Songs CD</i> ).		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Sing with Me (SE28) Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Nursery rhyme "Twinkle, Twinkle, Little Star" (63)</li> </ul>	<ul style="list-style-type: none"> <li>•Sing with Me (SE28) Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Nursery rhyme "Twinkle, Twinkle, Little Star" (63)</li> </ul>	<ul style="list-style-type: none"> <li>•Sing with Me (SE28) Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>
<b>Objectives</b>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>



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

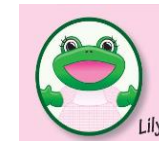


<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Be My Shadow, Be My Echo	<b>Date:</b> June 24-28, 2019	<b>Week:</b> 43
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Handling Tantrums	
<b>English Vocabulary:</b> <i>rattle, ear, eyes, body</i>	<b>Spanish Vocabulary:</b> <i>sonaja, oido, ojos, cuerpo</i>	

**American Sign Language (ASL):** *rattle, ear, eyes, body*

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "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 "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "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.
<b>Language Development</b>	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands. Encourage little ones to imitate you.	• Read <i>Tickle, Tickle, Peter</i> While reading the book use a low and a normal voice.	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands. Encourage little ones to imitate you.	• Read <i>Tickle, Tickle, Peter</i> While reading the book use a low and a normal voice.	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands. Encourage little ones to imitate you.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body</li> <li>•Teach the ASL signs for <i>rattle • sonaja</i> <i>ear • oreja</i> <i>eyes• ojos</i> <i>cuerpo • body</i></li> </ul>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body</li> <li>•Teach the ASL signs for <i>rattle • sonaja</i> <i>ear • oreja</i> <i>eyes• ojos</i> <i>cuerpo • body</i></li> </ul>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> <li>•Different shades of green</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Hands (p 93)</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>	<ul style="list-style-type: none"> <li>•I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93)</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>	<ul style="list-style-type: none"> <li>•Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes.</li> </ul>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>	<ul style="list-style-type: none"> <li>•Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes.</li> </ul>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>



Class: Infant B (6-12 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: <i>big, little, red, white, blue, flag</i>			Spanish Vocabulary: <i>grande, pequeno, rojo, blanco, azul, bandera</i>		
American Sign Language (ASL) <i>red, white, blue,</i>					
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"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "The More We Get Together" • "si estamos todos juntos".</li> <li>•CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe..</li> </ul>		<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>
	Language Development	<ul style="list-style-type: none"> <li>•Read the Book <i>Sing a Song of Opposites</i>.</li> <li>•Read <i>The Colors of Our Flag</i> • <i>Los colores de nuestra bandera</i></li> </ul>	<ul style="list-style-type: none"> <li>•Baggie Book (L29)</li> <li>Make a baggie book with small and big flags.</li> <li>Sit in front of the babies and show the flags one by one; describe the colors, shape, and size.</li> <li>Sing "Sing a Song of Opposites"</li> <li>• "Canta una cancion de opuestos". (<i>Frog Street Welcome Guide</i>) p 76.</li> </ul>	<ul style="list-style-type: none"> <li>•Read the Book <i>Sing a Song of Opposites</i>.</li> <li>•Read <i>The Colors of Our Flag</i> • <i>Los colores de nuestra bandera</i></li> </ul>	



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<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>•Up and Down (C41) Give a baby a flag and sing "America the Beautiful" while moving the flag up and down.</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>•Up and Down (C41) Give a baby a flag and sing "America the Beautiful" while moving the flag up and down.</p>
<b>Social Emotional Development</b>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play This Little Finger (119) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play This Little Finger (119) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>		<p>•Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).</p>
<b>Physical Development</b>	<p>•Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).</p>	<p>•Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).</p>	<p>•Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).</p>		<p>•Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).</p>
<b>Objectives</b>	<p>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. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books</p>	<p>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. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books</p>	<p>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. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books</p>		<p>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. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books</p>



<b>Class:</b> Infant B (6-12 months)	<b>FOCUS:</b> Summer Fun	<b>Date:</b> July 8-12, 2019	<b>Week:</b> 45		
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence		<b>Parent Letter:</b> Keeping Peace in the Car			
<b>English Vocabulary:</b> <i>read, eyes, book</i>		<b>Spanish Vocabulary:</b> <i>leer, ojos, libro</i>			
<b>American Sign Language (ASL):</b> <i>read, book, I love you</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "The More We Get Together" • "si estamos todos juntos".</li> <li>•CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe..</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>•Lily Conversations (L32)</li> <li>Read the <i>Little Miss Muffet</i> book to little ones and discuss proper holding of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Nursery Rhymes</i></li> <li>Demonstrate how to turn the pages of the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Lily Conversations (L32)</li> <li>Read the <i>Little Miss Muffet</i> book to little ones and discuss proper holding of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Nursery Rhymes</i></li> <li>Demonstrate how to turn the pages of the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Lily Conversations (L32)</li> <li>Read the <i>Little Miss Muffet</i> book to little ones and discuss proper holding of the book.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<p>•Where Is Lily? (C26) Let babies watch you hide Lily the puppet under one box and then ask them where Lily is. With Lily read <i>Little Miss Muffet to babies</i>.</p>	<p>•Photo Activity Card 3 read • leer book • libro</p> <p>Teach the ASL for read • leer book • libro <i>I love you</i> • te quiero</p> <p>•Sing "Happy Faces" • "Caritas felices".</p>	<p>•Where Is Lily? (C26) Let babies watch you hide Lily the puppet under one box and then ask them where Lily is. With Lily read <i>Little Miss Muffet to babies</i>.</p>	<p>•Photo Activity Card 3 read • leer book • libro</p> <p>Teach the ASL for read • leer book • libro <i>I love you</i> • te quiero</p> <p>•Sing "Happy Faces" • "Caritas felices".</p>	<p>•Where Is Lily? (C26) Let babies watch you hide Lily the puppet under one box and then ask them where Lily is. With Lily read <i>Little Miss Muffet to babies</i>.</p>
<b>Social Emotional Development</b>	<p>•Name That Emotion (SE37) Talk with little ones during the day about their emotions to help them identify how they feel. Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes p 71</i>). Give a baby a hug when you sing.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Silly Me (148).</p>	<p>•Name That Emotion (SE37) Talk with little ones during the day about their emotions to help them identify how they feel. Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes p 71</i>). Give a baby a hug when you sing.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Silly Me (148).</p>	<p>•Name That Emotion (SE37) Talk with little ones during the day about their emotions to help them identify how they feel. Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes p 71</i>). Give a baby a hug when you sing.</p>
<b>Physical Development</b>	<p>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</p>	<p>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</p>	<p>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</p>	<p>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</p>	<p>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</p>
<b>Objectives</b>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>	<p>B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects</p>



<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Zoo Animals	<b>Date:</b> July 15-19, 2019	<b>Week:</b> 46
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Encouraging Exploration	
<b>English Vocabulary:</b> <i>hand, book, fingers</i>	<b>Spanish Vocabulary:</b> <i>mano, libro, dedos</i>	

**American Sign Language (ASL):** *hand, book*

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
<b>Language Development</b>	• Copy Me (L22) Play copycat while singing "Five Little Monkeys." Invite babies to use their fingers to count the monkeys.	• Read <i>Five Little Monkeys</i> . Count the monkeys in the book	• Copy Me (L22) Play copycat games with babies. Use gestures such as waving good-bye and hello.	• Read <i>Five Little Monkeys</i> . Count the monkeys in the book	• Copy Me (L22) Play copycat while singing "Five Little Monkeys." Invite babies to use their fingers to count the monkeys.
<b>Cognitive Development</b>	•Little Monkeys (C35) Teach children the finger play. If children are able to act out the rhyme, choose three "monkeys" to jump. Discuss the meaning of the word <i>little</i> .	•Photo Activity Cards 1, 8 hand • mano book • libro •Teach the ASL signs for <i>hand • mano book • libro</i>	•Little Monkeys (C35) Teach children the finger play. If children are able to act out the rhyme, choose three "monkeys" to jump. Discuss the meaning of the word <i>little</i> .	•Photo Activity Cards 1, 8 hand • mano book • libro •Teach the ASL signs for <i>hand • mano book • libro</i>	•Little Monkeys (C35) Teach children the finger play. If children are able to act out the rhyme, choose three "monkeys" to jump. Discuss the meaning of the word <i>little</i> .

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•I Love You (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and unique. Hold the baby while singing "Five Little Monkeys."</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play One, Two, Three, Four, Five (p 109).</li> </ul>	<ul style="list-style-type: none"> <li>•I Love You (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and unique. Hold the baby while singing "Five Little Monkeys."</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play One, Two, Three, Four, Five (p 109).</li> </ul>	<ul style="list-style-type: none"> <li>•I Love You (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and unique. Hold the baby while singing "Five Little Monkeys."</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones small sponges to squeeze. Paint five brown monkeys.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones small sponges to squeeze.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones small sponges to squeeze. Paint with the sponges.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones small sponges to squeeze.</li> </ul>	<ul style="list-style-type: none"> <li>•Squeeze the Sponge (P22) Give little ones small sponges to squeeze.</li> </ul>
<b>Objectives</b>	<p>D.2.d. Uses words such as <i>big, little, more, and one, two, three</i></p> <p>C.2.c. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>B.3.a. Allows a trusted adult to help calm them with words and touch</p>	<p>D.2.d. Uses words such as <i>big, little, more, and one, two, three</i></p> <p>C.2.c. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>B.3.a. Allows a trusted adult to help calm them with words and touch</p>	<p>D.2.d. Uses words such as <i>big, little, more, and one, two, three</i></p> <p>C.2.c. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>B.3.a. Allows a trusted adult to help calm them with words and touch</p>	<p>D.2.d. Uses words such as <i>big, little, more, and one, two, three</i></p> <p>C.2.c. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>B.3.a. Allows a trusted adult to help calm them with words and touch</p>	<p>D.2.d. Uses words such as <i>big, little, more, and one, two, three</i></p> <p>C.2.c. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p> <p>B.3.a. Allows a trusted adult to help calm them with words and touch</p>



<b>Class: Infant B (6-12 Months) Focus: Zoo Animals</b>	<b>Date: July 22-26, 2019</b>	<b>Week: 47</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention, Persistence</b>	<b>Parent Letter: Encouraging Exploration</b>	
<b>English Vocabulary: bear, tiger, giraffe, zebra</b>	<b>Spanish Vocabulary: oso, tigre, jirafa, cebra</b>	

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "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.
<b>Language Development</b>	• Much to Say (L37) Say the chant "Teddy Bear, Teddy Bear" and encourage little ones to perform the actions. Talk about animals in the zoo.	•Read <i>Going to the Zoo</i> .	• Much to Say (L37) Say the chant "Teddy Bear, Teddy Bear" and encourage little ones to perform the actions. Talk about animals in the zoo.	•Read <i>Going to the Zoo</i> .	• Much to Say (L37) Say the chant "Teddy Bear, Teddy Bear" and encourage little ones to perform the actions. Talk about animals in the zoo.
<b>Cognitive Development</b>	•Take a Closer Look (C40) Encourage little ones to put the cups inside each other so that all fit into one cup while singing "Teddy Bear, Teddy Bear."	•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</i> <i>more • mas</i> <i>animal • animal</i>	•Take a Closer Look (C40) Encourage little ones to put the cups inside each other so that all fit into one cup while singing "Teddy Bear, Teddy Bear."	•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</i> <i>more • mas</i> <i>animal • animal</i>	•Take a Closer Look (C40) Encourage little ones to put the cups inside each other so that all fit into one cup while singing "Teddy Bear, Teddy Bear."



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Photo Cubes (SE32) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals.</li> </ul>	<ul style="list-style-type: none"> <li>•<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.</li> <li>•<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Cubes (SE32) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals.</li> </ul>	<ul style="list-style-type: none"> <li>•<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.</li> <li>•<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Cubes (SE32) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>D.2.b. Attempts to nest 3-4 cups of different sizes</li> <li>C.3.d. Looks at photos as an adult describes</li> <li>D.4.a. Uses imitation in pretend play to express creativity and imagination</li> <li>B.4.a. Shows interest and awareness of others</li> <li>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</li> <li>A.2.b. Moves from one position to another while coordinating body movements</li> <li>A.2.b. Moves body to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>D.2.b. Attempts to nest 3-4 cups of different sizes</li> <li>C.3.d. Looks at photos as an adult describes</li> <li>D.4.a. Uses imitation in pretend play to express creativity and imagination</li> <li>B.4.a. Shows interest and awareness of others</li> <li>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</li> <li>A.2.b. Moves from one position to another while coordinating body movements</li> <li>A.2.b. Moves body to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>D.2.b. Attempts to nest 3-4 cups of different sizes</li> <li>C.3.d. Looks at photos as an adult describes</li> <li>D.4.a. Uses imitation in pretend play to express creativity and imagination</li> <li>B.4.a. Shows interest and awareness of others</li> <li>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</li> <li>A.2.b. Moves from one position to another while coordinating body movements</li> <li>A.2.b. Moves body to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>D.2.b. Attempts to nest 3-4 cups of different sizes</li> <li>C.3.d. Looks at photos as an adult describes</li> <li>D.4.a. Uses imitation in pretend play to express creativity and imagination</li> <li>B.4.a. Shows interest and awareness of others</li> <li>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</li> <li>A.2.b. Moves from one position to another while coordinating body movements</li> <li>A.2.b. Moves body to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>D.2.b. Attempts to nest 3-4 cups of different sizes</li> <li>C.3.d. Looks at photos as an adult describes</li> <li>D.4.a. Uses imitation in pretend play to express creativity and imagination</li> <li>B.4.a. Shows interest and awareness of others</li> <li>C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes</li> <li>A.2.b. Moves from one position to another while coordinating body movements</li> <li>A.2.b. Moves body to achieve a goal</li> </ul>



<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Farm Animals	<b>Date:</b> July 29-August 2, 2019	<b>Week:</b> 48
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Being Fully Present	
<b>English Vocabulary:</b> <i>farm, animal, cow, milk, drink</i>	<b>Spanish Vocabulary:</b> <i>granja, animal, vaca, leche, beber</i>	

**American Sign Language (ASL):** *farm, animal, cow, milk, drink*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: Frog Street Baby Songs CD Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (Frog Street Welcome Guide p 72) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (Frog Street Welcome Guide p 72) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Old MacDonald Had a Farm" • "El viejo MacDonald tenia una granja". •CALM: Teach the children "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: Frog Street Baby Songs CD 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.
<b>Language Development</b>	•Old MacDonald (L35) Frog Street Baby Songs CD Sing "Old MacDonald Had a Farm" • "El viejo MacDonald tenia una granja". •Teach ASL signs for animal • animal <i>cow • vaca farm • granja drink • beber</i>	•Read <i>Animals on the Farm.</i>	•Old MacDonald (L35) Frog Street Baby Songs CD Sing "Old MacDonald Had a Farm" • "El viejo MacDonald tenia una granja". •Teach ASL signs for animal • animal <i>cow • vaca farm • granja drink • beber</i>	•Read <i>Animals on the Farm.</i>	•Old MacDonald (L35) Frog Street Baby Songs CD Sing "Old MacDonald Had a Farm" • "El viejo MacDonald tenia una granja". •Teach ASL signs for animal • animal <i>cow • vaca farm • granja drink • beber</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Mimicking Games (C24)</li> <li>Listen to animal's sounds and imitate the sounds. Encourage the baby to imitate the sounds.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 38, 40, and 41 (Photo Activity Library)</li> <li>horse • caballo</li> <li>cow • vaca</li> <li>pig • cerdo</li> <li>•Teach ASL signs for <i>animal • animal</i></li> <li><i>cow • vaca</i></li> <li><i>farm • granja</i></li> <li><i>drink • beber</i></li> </ul>	<ul style="list-style-type: none"> <li>•Mimicking Games (C24)</li> <li><i>Frog Street Baby Songs CD</i></li> <li>Sing "Old MacDonald Had a Farm" • "El viejo MacDonald tenia una granja". Imitate the animal's sounds and invite the babies to copy you.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 38, 40, and 41 (Photo Activity Library)</li> <li>horse • caballo</li> <li>cow • vaca</li> <li>pig • cerdo</li> <li>•Teach ASL signs for <i>animal • animal</i></li> <li><i>cow • vaca</i></li> <li><i>farm • granja</i></li> <li><i>drink • beber</i></li> </ul>	<ul style="list-style-type: none"> <li>•Mimicking Games (C24)</li> <li>Listen to animal's sounds and imitate the sounds. Encourage the baby to imitate the sounds.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Eyes, Ears, Nose, and Mouth (SE 36)</li> <li>Sing "Eyes, Ears, Nose, and Mouth," explain babies the animal on the farm also have eyes, ears, nose, and mouth.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey (p 72)</li> <li>Play the game Mary Had a Little Lamb introducing yourself as Mary before you begin the rhyme by waving and saying hello.</li> </ul>	<ul style="list-style-type: none"> <li>•Eyes, Ears, Nose, and Mouth (SE 36)</li> <li>Sing "Eyes, Ears, Nose, and Mouth," explain babies the animal on the farm also have eyes, ears, nose, and mouth.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey (p 72)</li> <li>Play the game Mary Had a Little Lamb introducing yourself as Mary before you begin the rhyme by waving and saying hello.</li> </ul>	<ul style="list-style-type: none"> <li>•Eyes, Ears, Nose, and Mouth (SE 36)</li> <li>Sing "Eyes, Ears, Nose, and Mouth," explain babies the animal on the farm also have eyes, ears, nose, and mouth.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Tunnels (P 25)</li> <li>Encourage little ones to crawl through the tunnels like a "cow."</li> </ul>	<ul style="list-style-type: none"> <li>•Tunnels (P 25)</li> <li>Encourage little ones to crawl through the tunnels like a "horse."</li> </ul>	<ul style="list-style-type: none"> <li>•Tunnels (P 25)</li> <li>Encourage little ones to crawl through the tunnels like a "horse."</li> </ul>	<ul style="list-style-type: none"> <li>•Tunnels (P 25)</li> <li>Encourage little ones to crawl through the tunnels like a "pig."</li> </ul>	<ul style="list-style-type: none"> <li>•Tunnels (P 25)</li> <li>Encourage little ones to crawl through the tunnels like a "cow."</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes</li> <li>C.3.c. Imitates body language/sounds during familiar songs, finger plays, rhymes</li> <li>D.4.a. Coos, giggles, laughs when the teacher plays games with them</li> <li>B..1.c. Engages in positive relationship and interaction with adults</li> <li>B.4.a. Watches others and tracks their behaviors</li> <li>A.2.b. Crawls on hands and knees</li> </ul>	<ul style="list-style-type: none"> <li>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes</li> <li>C.3.c. Imitates body language/sounds during familiar songs, finger plays, rhymes</li> <li>D.4.a. Coos, giggles, laughs when the teacher plays games with them</li> <li>B..1.c. Engages in positive relationship and interaction with adults</li> <li>B.4.a. Watches others and tracks their behaviors</li> <li>A.2.b. Crawls on hands and knees</li> </ul>	<ul style="list-style-type: none"> <li>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes</li> <li>C.3.c. Imitates body language/sounds during familiar songs, finger plays, rhymes</li> <li>D.4.a. Coos, giggles, laughs when the teacher plays games with them</li> <li>B..1.c. Engages in positive relationship and interaction with adults</li> <li>B.4.a. Watches others and tracks their behaviors</li> <li>A.2.b. Crawls on hands and knees</li> </ul>	<ul style="list-style-type: none"> <li>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes</li> <li>C.3.c. Imitates body language/sounds during familiar songs, finger plays, rhymes</li> <li>D.4.a. Coos, giggles, laughs when the teacher plays games with them</li> <li>B..1.c. Engages in positive relationship and interaction with adults</li> <li>B.4.a. Watches others and tracks their behaviors</li> <li>A.2.b. Crawls on hands and knees</li> </ul>	<ul style="list-style-type: none"> <li>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes</li> <li>C.3.c. Imitates body language/sounds during familiar songs, finger plays, rhymes</li> <li>D.4.a. Coos, giggles, laughs when the teacher plays games with them</li> <li>B..1.c. Engages in positive relationship and interaction with adults</li> <li>B.4.a. Watches others and tracks their behaviors</li> <li>A.2.b. Crawls on hands and knees</li> </ul>



<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Farm Animals	<b>Date:</b> August 5-9, 2019	<b>Week:</b> 49
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Being Fully Present	
<b>English Vocabulary:</b> <i>horse, cow, pig</i>	<b>Spanish Vocabulary:</b> <i>caballo, vaca, cerdo</i>	

**American Sign Language (ASL):** *horse, cow, pig*

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
<b>Language Development</b>	•Old MacDonald (L35) Sing "Old MacDonald Had a Farm" with babies. Sing along with the version on the <i>Frog Street Baby Songs CD</i> .	• Read <i>Old Mac Donald Had a Farm</i> Say the name of the animals in the book	•Old MacDonald (L35) Sing "Old MacDonald Had a Farm" with babies. Sing along with the version on the <i>Frog Street Baby Songs CD</i> .	• Read <i>Old MacDonald Had a Farm</i> Say the name of the animals in the book	•Old MacDonald (L35) Sing "Old MacDonald Had a Farm" with babies. Sing along with the version on the <i>Frog Street Baby Songs CD</i> .
<b>Cognitive Development</b>	•Bubbles Up (C28) Blow bubbles and then demonstrate how to gently blow on them again to keep them from floating to the ground. Sing "Old Mac Donald Had a Farm."	•Photo Activity Library Cards 38, 40, and 41 horse • caballo cow • vaca pig • cerdo •Teach the ASL signs for <i>horse • caballo</i> <i>cow • vaca</i> <i>pig • cerdo</i>	•Bubbles Up (C28) Blow bubbles and then demonstrate how to gently blow on them again to keep them from floating to the ground. Sing "Old Mac Donald Had a Farm."	•Photo Activity Library Cards 38, 40, and 41 horse • caballo cow • vaca pig • cerdo •Teach the ASL signs for <i>horse • caballo</i> <i>cow • vaca</i> <i>pig • cerdo</i>	•Bubbles Up (C28) Blow bubbles and then demonstrate how to gently blow on them again to keep them from floating to the ground. Sing "Old Mac Donald Had a Farm."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<p>•Skidamarink (SE23) Sing "Skidamarink" (<i>Frog Street Baby Songs CD</i>). You can sing along with the song but make sure to also sing without the CD.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Mary Had a Little Lamb (p 72).</p>	<p>•Skidamarink (SE23) Sing "Skidamarink" (<i>Frog Street Baby Songs CD</i>). You can sing along with the song but make sure to also sing without the CD..</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Mary Had a Little Lamb (p 72).</p>	<p>•Skidamarink (SE23) Sing "Skidamarink" (<i>Frog Street Baby Songs CD</i>). You can sing along with the song but make sure to also sing without the CD.</p>
<b>Physical Development</b>	<p>•Twinkle Fingers (P39) Show children how to pen and close their hands to represent twinkling stars. Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street baby Songs CD</i>).</p>	<p>•Twinkle Fingers (P39) Show children how to pen and close their hands to represent twinkling stars. Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Twinkle Fingers (P39) Show children how to pen and close their hands to represent twinkling stars. Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street baby Songs CD</i>).</p>	<p>•Twinkle Fingers (P39) Show children how to pen and close their hands to represent twinkling stars. Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street baby Songs CD</i>).</p>	<p>•Twinkle Fingers (P39) Show children how to pen and close their hands to represent twinkling stars. Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street baby Songs CD</i>).</p>
<b>Objectives</b>	<p>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> A.3.a. Sits and uses hands D.4.a. Imitates adults actions B.3.a. Allows a trusted adult to help calm them with words or touch</p>	<p>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems storytelling, and reenacting D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> A.3.a. Sits and uses hands D.4.a. Imitates adults actions B.3.a. Allows a trusted adult to help calm them with words or touch</p>	<p>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems storytelling, and reenacting D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> A.3.a. Sits and uses hands D.4.a. Imitates adults actions B.3.a. Allows a trusted adult to help calm them with words or touch</p>	<p>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems storytelling, and reenacting D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> A.3.a. Sits and uses hands D.4.a. Imitates adults actions B.3.a. Allows a trusted adult to help calm them with words or touch</p>	<p>C.3.c. Moves body or makes sounds during familiar songs, finger plays, rhymes D.2.b. Shows imagination, creativity, and uses a variety of strategies to solve problems D.2.d. Uses words such as <i>big, little, more, and one, two, three</i> A.3.a. Sits and uses hands D.4.a. Imitates adults actions B.3.a. Allows a trusted adult to help calm them with words or touch</p>