



Class: Infant C (12-18 months) Focus: Baby Signs		Date: May 20-24, 2019		Week: 38	
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Using Sign Language to Communicate			
English Vocabulary: <i>face, eyes, nose, mouth</i>		Spanish Vocabulary: <i>cara, ojos, nariz, boca</i>			
American Sign Language (ASL): <i>face, fingers, hands</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Sing "Five Little Ducks" • "Cinco patitos".</li> <li>CALM: Invite children to follow you lead.</li> <li>CONNECT: With Lily name the children that are absent and send them well wishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Sing "Five Little Ducks" • "Cinco patitos".</li> <li>CALM: Invite children to follow you lead.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>Read <i>Dora's Duck</i> (L43)</li> <li>Show the children the book cover and read the title.</li> </ul>	<ul style="list-style-type: none"> <li>Read the book <i>Hands</i>.</li> <li>Explain babies we can use our hands to communicate.</li> </ul>	<ul style="list-style-type: none"> <li><i>Dora's Duck</i> (L43)</li> <li>Read the story to the babies. Point out that the ducks start their day and end their day at Dora's gate. Invite the children to quack like a duck.</li> </ul>	<ul style="list-style-type: none"> <li>Read the book <i>Hands</i>.</li> <li>Explain babies we can use our hands to communicate.</li> </ul>	<ul style="list-style-type: none"> <li><i>Dora's Duck</i> (L43)</li> <li>Reread the story to the babies. Invite the children to quack like a duck.</li> <li>Sing "Five Little Ducks."</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>Drop It (C42)</li> <li>Demonstrate dropping the ducks into the "pond." Discuss the sound that makes each time we drop a duck into the water.</li> </ul>	<ul style="list-style-type: none"> <li>Photo Activity Cards 3 and 4</li> <li>Point to the major body parts. Ask children to point to their body parts.</li> <li>Teach the ASL signs <i>face • cara</i> <i>fingers • dedos</i> <i>hands • manos</i></li> </ul>	<ul style="list-style-type: none"> <li>Shadow Match (C45)</li> <li>Challenge children to match the objects to their same shape shadow.</li> </ul>	<ul style="list-style-type: none"> <li>Photo Activity Cards 3 and 4</li> <li>Point to the major body parts. Ask children to point to their body parts.</li> <li>Teach the ASL signs <i>face • cara</i> <i>fingers • dedos</i> <i>hands • manos</i></li> </ul>	<ul style="list-style-type: none"> <li>Sandbox Treasure (C44)</li> <li>Bury small ducks in the sandbox. Challenge little ones to use strainers to find buried ducks. Count the ducks.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>• You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor.</li> </ul>	<ul style="list-style-type: none"> <li>• I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. Attach odds and ends to a large sun hat and wear it.</li> </ul>	<ul style="list-style-type: none"> <li>• I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps. Sing "This Is the Way We Wash Our Hands" (<i>Welcome Guide p 73</i>)</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Finger paint a duck</li> <li>• Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air."</li> </ul>	<ul style="list-style-type: none"> <li>• Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Shaker Art (P49) Invite each child to shake sand from the shakers onto a coloring sheet of a duck.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air."</li> </ul>
<b>Objectives</b>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>



<b>Class: Infant C (12-18 months)    Focus: Baby Signs</b>	<b>Date: May 27-31, 2019                      Week: 39</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention, Persistence</b>	<b>Parent Letter: Using Sign Language for Communication</b>
<b>English Vocabulary: read, book, eyes</b>	<b>Spanish Vocabulary: leer, libro, ojos</b>

**American Sign Language (ASL): read, book, love you**

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	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.
<b>Language Development</b>	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.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	L	<ul style="list-style-type: none"> <li>•Photo Activity Card 3 read • leer book • libro</li> <li>Teach the ASL for read • leer book • libro I love you • te quiero</li> <li>•Sing "Happy Faces" • "Caritas felices".</li> </ul>	<ul style="list-style-type: none"> <li>•One, Two, Three (C34) Use the counting sequence "one, two, three" often. Say one, two, three, up you come. One, two, three, take a bite. Say and perform this rhyme with little ones.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Card 3 read • leer book • libro</li> <li>Teach the ASL for read • leer book • libro I love you • te quiero</li> <li>•Sing "Happy Faces" • "Caritas felices".</li> </ul>	<ul style="list-style-type: none"> <li>•One, Two, Three (C34) Use the counting sequence "one, two, three" often. Say one, two, three, up you come. One, two, three, take a bite. Say and perform this rhyme with little ones.</li> </ul>
<b>Social Emotional Development</b>	I	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play Silly Me (148).</li> </ul>	<ul style="list-style-type: none"> <li>•Skidamarink (SE23) Sing "Skidamarink" (<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 Play Silly Me (148).</li> </ul>	<ul style="list-style-type: none"> <li>•Skidamarink (SE23) Sing "Skidamarink" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>
<b>Physical Development</b>	D	<ul style="list-style-type: none"> <li>•Sticky Ball (P33) Make balls with different colors of masking tape. Hand the sticky balls to the baby to see what he/she does when the ball sticks to his/her hands.</li> </ul>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme</li> </ul>	<ul style="list-style-type: none"> <li>•Sticky Ball (P33) Make balls with different colors of masking tape. Hand the sticky balls to the baby to see what he/she does when the ball sticks to his/her hands.</li> </ul>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme</li> </ul>
<b>Objectives</b>	A          Y	<p>B.3.a. Allows a trusted adult to help calm them with words and touch</p> <p>C.1.a. Enjoys an adult's singing</p> <p>D.2.d. Uses words such as big, little, one, two, three</p> <p>D.4.a. Imitates adult actions</p> <p>C.3.d. Turns pages of a book</p> <p>C.3.d. Makes sounds when looking at pictures in a book</p> <p>A.2.b. Moves body to achieve a goal</p> <p>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</p> <p>C.1.a. Enjoys an adult's singing</p> <p>D.2.d. Uses words such as big, little, one, two, three</p> <p>D.4.a. Imitates adult actions</p> <p>C.3.d. Turns pages of a book</p> <p>C.3.d. Makes sounds when looking at pictures in a book</p> <p>A.2.b. Moves body to achieve a goal</p> <p>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</p> <p>C.1.a. Enjoys an adult's singing</p> <p>D.2.d. Uses words such as big, little, one, two, three</p> <p>D.4.a. Imitates adult actions</p> <p>C.3.d. Turns pages of a book</p> <p>C.3.d. Makes sounds when looking at pictures in a book</p> <p>A.2.b. Moves body to achieve a goal</p> <p>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</p> <p>C.1.a. Enjoys an adult's singing</p> <p>D.2.d. Uses words such as big, little, one, two, three</p> <p>D.4.a. Imitates adult actions</p> <p>C.3.d. Turns pages of a book</p> <p>C.3.d. Makes sounds when looking at pictures in a book</p> <p>A.2.b. Moves body to achieve a goal</p> <p>A.3.b. Picks up and releases objects</p>



<b>Class: Infant C (12-18 months) Focus: Baby Signs</b>	<b>Date: June 3-7, 2019</b>	<b>Week: 40</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention</b>	<b>Parent Letter: Using Sign Language for Communication</b>	
<b>English Vocabulary: ball, book, block</b>	<b>Spanish Vocabulary: pelota, libro, bloque</b>	
<b>American Sign Language (ASL): please, thank you, block</b>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "The More We Get Together" • "Si estamos todos juntos".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: with Lily name the children that are absent and send them well wishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "The More We Get Together" • "Si estamos todos juntos".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "The More We Get Together" • "Si estamos todos juntos".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Shine a Spotlight (L66)</li> <li>Darken the room a little bit to allow a flashlight beam to the be easily seen. Sit with little ones close by. Shine the flashlight at furniture in the room. Ask little ones to name the furniture.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Let's Count</i>.</li> <li>Practice counting one to five.</li> </ul>	<ul style="list-style-type: none"> <li>• Shine a Spotlight (L66)</li> <li>Darken the room a little bit to allow a flashlight beam to the be easily seen. Sit with little ones close by. Shine the flashlight at furniture in the room. Ask little ones to name the furniture.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Let's Count</i>.</li> <li>Practice counting one to five.</li> </ul>	<ul style="list-style-type: none"> <li>• Shine a Spotlight (L66)</li> <li>Darken the room a little bit to allow a flashlight beam to the be easily seen. Sit with little ones close by. Shine the flashlight at furniture in the room. Ask little ones to name the furniture.</li> </ul>

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





<b>Class: Infant C (12-18 months)</b>	<b>Focus: Be My Shadow, Be My Echo</b>	<b>Date: June 10-14, 2019</b>	<b>Week: 41</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention, Persistence</b>		<b>Parent Letter: Sticking with Routines</b>	
<b>English Vocabulary: face, body, mouth</b>		<b>Spanish Vocabulary: cara, cuerpo, boca</b>	
<b>American Sign Language (ASL): face, body, mouth</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: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.H
<b>Language Development</b>	•I Know My Name (L4) Say babies' names often. Sing their names. Say their names in a high voice or a low voice. ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to the baby. Play Yes, Sir, That's My Baby ( <i>Frog Street Baby Games CD</i> ).	•Read <i>Faces • Caras</i> , Review the face parts. ----- •Read <i>Mirror, Mirror Me</i> Review the face parts. • <i>Frog Street Welcome Guide</i> (p 69) Sing "All By Myself."	•I Know My Name (L4) Say babies' names often. Sing their names. Some names are easy to use in rhymes, chants or songs. ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to the baby. Play Yes, Sir, That's My Baby ( <i>Frog Street Baby Games CD</i> ).	•Read <i>Faces • Caras</i> . Review the face parts. ----- •Read <i>Mirror, Mirror Me</i> Review the face parts. • <i>Frog Street Welcome Guide</i> (p 69) Sing "All By Myself."	•I Know My Name (L4) Say babies' names often. Sing their names. Some names are easy to use in rhymes, chants or songs. ----- •Is That Me? (L15) Record a baby's babbling and cooing and then play the recording back to the baby. Play Yes, Sir, That's My Baby ( <i>Frog Street Baby Games CD</i> ).

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<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>



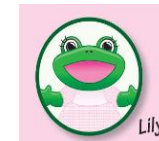
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases  C.1.b. Responds to different tones of voice  B.2.d. Looks at or smiles at themselves in the mirror  A.2.a. Raises head and body against gravity  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 C (12-18 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</b>		<b>Parent Letter: Handling Tantrums</b>	
<b>English Vocabulary: ears, hands, feet, body</b>		<b>Spanish Vocabulary: oídos, manos, pies, cuerpo</b>	
<b>American Sign Language (ASL): ears, hands, feet, body</b>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: Sing "Five Little Ducks" • "Cinco patitos".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: With Lily name the children that are absent and send them well wishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: Sing "Five Little Ducks" • "Cinco patitos".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Voice Vibrations (L62) Change the tone and sound quality of your voice by talking into a paper cup. The changes in your voice will help little ones refine their ear for sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Merry-Go-Round</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice Vibrations (L62) Change the tone and sound quality of your voice by talking into a paper cup. The changes in your voice will help little ones refine their ear for sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Merry-Go-Round</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice Vibrations (L62) Change the tone and sound quality of your voice by talking into a paper cup. The changes in your voice will help little ones refine their ear for sound.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Ring That Bell (C52) Challenge little ones to toss a beanbag at a service bell with the goal of making the bell ring.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo</li> <li>•Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ring That Bell (C52) Challenge little ones to toss a beanbag at a service bell with the goal of making the bell ring. Challenge little ones to think of other items they can safely toss to ring the bell.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Cards 1, 2, 3, and 4 ears • oidos hands • manos feet • pies body • cuerpo</li> <li>•Teach the ASL signs <i>ears • oidos</i> <i>hands • manos</i> <i>feet • pies</i> <i>body • cuerpo</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ring That Bell (C52) Challenge little ones to toss a beanbag at a service bell with the goal of making the bell ring. Challenge little ones to think of other items they can safely toss to ring the bell.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>• Here Are My Ears (SE65) Encourage little ones to point to their body parts as you say the rhyme. Tell little ones we hear the different sounds around us with our ears.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love Your Rituals</i> by Becky Bailey Interactive finger play Round and Round the Garden (111) Talk about the different sounds in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>• You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. Attach odds and ends to a large sun hat and wear it.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love Your Rituals</i> by Becky Bailey Interactive finger play Round and Round the Garden (111) Talk about the different sounds in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>• Here Are My Ears (SE65) Encourage little ones to point to their body parts as you say the rhyme. Tell little ones we hear the different sounds around us with our ears.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you.</li> </ul>	<ul style="list-style-type: none"> <li>• Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you.</li> </ul>	<ul style="list-style-type: none"> <li>• Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you.</li> </ul>	<ul style="list-style-type: none"> <li>• Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you.</li> </ul>	<ul style="list-style-type: none"> <li>• Marching (P63) Play a "Walk in the Park" (<i>Frog Street Baby Songs CD</i>) and invite children to march with you.</li> </ul>
<b>Objectives</b>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.c. Watches when others speak and then makes sounds themselves. C.3.c. Hears and distinguishes the sounds and rhythms of language B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>



<b>Class: Infant C (12-18 Months) Focus: Stars and Stripes Forever</b>	<b>Date: July 1-5, 2019</b>	<b>Week: 44</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention</b>	<b>Parent Letter: Keeping Peace in the Car</b>	
<b>English Vocabulary: big, little, red, white, blue, flag</b>	<b>Spanish Vocabulary: grande, pequeno, rojo, blanco, azul, bandera</b>	

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>		<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<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>Opposites (L44) Introduce the concept of opposites. Gather big and little flags and put them inside a box. Sit in front of the babies and show the flags one by one; describe the colors, shape, and size. Sing "Sing a Song of Opposites" • "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>		<ul style="list-style-type: none"> <li>Opposites (L44) Introduce the concept of opposites. Gather big and little flags and put them inside a box. Sit in front of the babies and show the flags one by one; describe the colors, shape, and size. Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos". (<i>Frog Street Baby Songs CD</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 Sit with the babies on your lap and do the finger play "Five Little Babies" p 96.</p>	<p>•Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps: turn the water on, wet hands, apply soap, rub hands together, move soap between fingers, rinse off the soap, dry hands on a paper towel and toss the paper towel into the trash.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Sit with the babies on your lap and do the finger play "Five Little Babies" p 96.</p>		<p>•Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps: turn the water on, wet hands, apply soap, rub hands together, move soap between fingers, rinse off the soap, dry hands on a paper towel and toss the paper towel into the trash.</p>
<b>Physical Development</b>	<p>•Run to the Sun P46) Use a yellow ball or a yellow circle to represent the sun. place the "sun" in a grassy area and encourage little ones to begin at a start line and run to the sun and back.</p>	<p>•Dumping Game Allow little ones to dump a box and after clean-up their mess. Make clean-up time fun by singing a song (<i>Frog Street Welcome Guide p 52</i>).</p>	<p>•Run to the Sun P46) Use a yellow ball or a yellow circle to represent the sun. place the "sun" in a grassy area and encourage little ones to begin at a start line and run to the sun and back.</p>		<p>•Run to the Sun P46) Use a yellow ball or a yellow circle to represent the sun. place the "sun" in a grassy area and encourage little ones to begin at a start line and run to the sun and back.</p>
<b>Objectives</b>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>		<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>



Class: Infant C (12-18 months)    Focus: Summer Fun			Date: July 8-12, 2019		Week: 45
Approaches Toward Learning: Communication, Curiosity, Attention			Parent Letter: Keeping Peace in the Car		
English Vocabulary: <i>face, eyes, nose, mouth, ears, hands</i>			Spanish Vocabulary: <i>cara, ojos, nariz, boca, oidos, manos</i>		
American Sign Language (ASL): <i>face, eyes, nose, mouth</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to follow you lead.</li> <li>CONNECT: With Lily name the children that are absent and send them well wishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to follow you lead.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE:( <i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
	Language Development	<ul style="list-style-type: none"> <li>Read <i>What Are Clouds Made Of?</i></li> <li>Show the children the book cover and talk about our senses.</li> </ul>	<ul style="list-style-type: none"> <li>Color Me Happy (L54)</li> <li>Using chunky crayons encourage the little ones to move a crayon on a paper to create marks.</li> <li><i>We use our hands to color.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read <i>What Are Clouds Made Of?</i></li> <li>Show the children the book cover and talk about our senses.</li> </ul>	<ul style="list-style-type: none"> <li>Finger Paint (L56)</li> <li>Invite children to make designs and marks with their hands in finger paint placed directly on butcher paper.</li> <li><i>We use our hands to color.</i></li> </ul>



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Drop It (C42) Demonstrate dropping the ducks into the "pond." Discuss the sound that makes each time we drop a duck into the water. <i>We hear with our ears.</i></li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Card 1, 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>nose • nariz</i> <i>eyes • ojos</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shadow Match (C45) Challenge children to match the objects to their same shape shadow.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Card 1, 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>eyes • ojos</i></li> </ul>	<ul style="list-style-type: none"> <li>•Sandbox Treasure (C44) Bury small ducks in the sandbox. Challenge little ones to use strainers to find buried ducks. Count the ducks. <i>We touch with our hands.</i></li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>• You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor.</li> </ul>	<ul style="list-style-type: none"> <li>•I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. Attach odds and ends to a large sun hat and wear it.</li> </ul>	<ul style="list-style-type: none"> <li>•I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps. Sing "This Is the Way We Wash Our Hands" (<i>Welcome Guide p 73</i>)</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Finger paint a duck</li> <li>•Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air." <i>We see with our eyes.</i></li> </ul>	<ul style="list-style-type: none"> <li>•Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Shaker Art (P49) Invite each child to shake sand from the shakers onto a coloring sheet. <i>We shake our hands.</i></li> </ul>	<ul style="list-style-type: none"> <li>•Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air." <i>We see with our eyes.</i></li> </ul>
<b>Objectives</b>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>



<b>Class: Infant C (12-18 months) Focus: Zoo Animals</b>	<b>Date: July 15-19, 2019</b>	<b>Week: 46</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**

<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>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: Photo Activity Library Card 35</li> <li>Say "Little Polly Parakeet."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: Name the children that are absent and send them well wishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: Photo Activity Library Card 35</li> <li>Say "Little Polly Parakeet."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Hand It to Me (L58) Sit on the floor with a baby and ask him/her to hand you a zoo animal toy from a collection you have gathered.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Going to the Zoo</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand It to Me (L58) Sit on the floor with a baby and ask him/her to hand you a zoo animal toy from a collection you have gathered</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Going to the Zoo</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand It to Me (L58) Sit on the floor with a baby and ask him/her to hand you a zoo animal toy from a collection you have gathered</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<p>•Downhill Run (C49) Create an inclined plane. Invite little ones to roll small cars up and down the "hill." Demosnbrate how some zoo animals can walk up and down the "hill."</p>	<p>•Photo Activity Library Cards 24, 26, 27, and 28 bear • oso tiger • tigre giraffe • jirafa zebra • cebra</p> <p>Review the ASL for <i>thank you • gracias</i> <i>more • mas</i> <i>animal • animal</i></p>	<p>•Downhill Run (C49) Create an inclined plane. Invite little ones to roll small cars up and down the "hill." Demosnbrate how some zoo animals can walk up and down the "hill."</p>	<p>•Photo Activity Library Cards 24, 26, 27, and 28 bear • oso tiger • tigre giraffe • jirafa zebra • cebra</p> <p>Review the ASL for <i>thank you • gracias</i> <i>more • mas</i> <i>animal • animal</i></p>	<p>•Downhill Run (C49) Create an inclined plane. Invite little ones to roll small cars up and down the "hill." Demosnbrate how some zoo animals can walk up and down the "hill."</p>
<b>Social Emotional Development</b>	<p>•Animal Photos (SE48) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals. Talk about each animal's characteristics.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Bears (p 96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•Animal Photos (SE48) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals. Talk about each animal's characteristics.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Bears (p 96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•Animal Photos (SE48) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals. Talk about each animal's characteristics.</p>
<b>Physical Development</b>	<p>•Move and Learn (P65) Play "Head, Shoulders, Knees,m and Toes" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Move and Learn (P65) Play "Head, Shoulders, Knees,m and Toes" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Move and Learn (P65) Play "Head, Shoulders, Knees,m and Toes" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Move and Learn (P65) Play "Head, Shoulders, Knees,m and Toes" (<i>Frog Street Baby Songs CD</i>).</p>	<p>•Move and Learn (P65) Play "Head, Shoulders, Knees,m and Toes" (<i>Frog Street Baby Songs CD</i>).</p>
<b>Objectives</b>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another whiule coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another whiule coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another whiule coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another whiule coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another whiule coordinating body movements A.2.b. Moves body to achieve a goal</p>



<b>Class: Infant C (12-18 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>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Photo Activity Library Card 35</li> <li>Say "Little Polly Parakeet."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: Name the children that are absent and send them well wishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Frog Street Baby Songs CD</li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Photo Activity Library Card 35</li> <li>Say "Little Polly Parakeet."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Frog Street Baby Songs CD</li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Frog Street Baby Songs CD</li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>Teddy Bear Chant (L53)</li> <li>Say the chant and encourage little ones to perform the actions.</li> <li>Talk about animals in the zoo.</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>Going to the Zoo</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Teddy Bear Chant (L53)</li> <li>Say the chant and encourage little ones to perform the actions. Talk about animals in the zoo.</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>Going to the Zoo</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Teddy Bear Chant (L53)</li> <li>Say the chant and encourage little ones to perform the actions. Talk about animals in the zoo.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<p>Nesting Cups (C47) Encourage little ones to put the cups inside each other so that all fit into one cup while singing "Teddy Bear, Teddy Bear."</p>	<p>•Photo Activity Library Cards 24, 26, 27, and 28 bear • oso tiger • tigre giraffe • jirafa zebra • cebra</p> <p>Review the ASL for <i>thank you • gracias</i> <i>more • mas</i> <i>animal • animal</i></p>	<p>Nesting Cups (C47) Encourage little ones to put the cups inside each other so that all fit into one cup while singing "Teddy Bear, Teddy Bear."</p>	<p>•Photo Activity Library Cards 24, 26, 27, and 28 bear • oso tiger • tigre giraffe • jirafa zebra • cebra</p> <p>Review the ASL for <i>thank you • gracias</i> <i>more • mas</i> <i>animal • animal</i></p>	<p>Nesting Cups (C47) Encourage little ones to put the cups inside each other so that all fit into one cup while singing "Teddy Bear, Teddy Bear."</p>
<b>Social Emotional Development</b>	<p>•Animal Photos (SE48) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Bears (p 96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•Animal Photos (SE48) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Five Little Bears (p 96) Sit with the baby on your lap facing you, Select one of the baby's hand and have the baby extend his/her fingers. •<i>Frog Street Baby Songs CD</i> Sing "You Are My Sunshine" • "Eres mi lucecita".</p>	<p>•Animal Photos (SE48) Place zoo animals photos in the pocket cube, roll the cube and encourage little ones to say the name of the animals.</p>
<b>Physical Development</b>	<p>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</p>	<p>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</p>	<p>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</p>	<p>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</p>	<p>•Teddy Bear, Teddy Bear (P54) Play "Teddy Bear, Teddy Bear" (<i>Frog Street Baby Games CD</i>).</p>
<b>Objectives</b>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another while coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another while coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another while coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another while coordinating body movements A.2.b. Moves body to achieve a goal</p>	<p>D.2.b. Attempts to nest 3-4 cups of different sizes C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others C.3.c. Imitates body language/sounds during familiar songs, fingerplays, rhymes A.2.b. Moves from one position to another while coordinating body movements A.2.b. Moves body to achieve a goal</p>



<b>Class: Infant C (12-18 months) Focus: Farm Animals</b>	<b>Date: July 29-August 2, 2019</b>	<b>Week: 48</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention, Persistence</b>	<b>Parent Letter: Being Fully Present</b>	
<b>English Vocabulary: animal, book, read, horse, sheep, cow, pig</b>	<b>Spanish Vocabulary: animal, libro, leer, caballo, oveja, vaca, cerdo</b>	

**American Sign Language (ASL): dog, cat, rabbit, fish, bird**

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: Photo Activity Library Card 35</li> <li>Say "Little Polly Parakeet."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: Name the children that are absent and send them well wishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: Photo Activity Library Card 35</li> <li>Say "Little Polly Parakeet."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Read <i>Pets • Mascotas</i></li> <li>Show the cover and say the name of the animals in the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Gallery (L46)</li> <li>Show little ones the Photo Activity Cards (Library) 33, 34, and 36. Describe the animal in each picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Pets • Mascotas</i></li> <li>Show the cover and say the name of the animals in the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Gallery (L46)</li> <li>Show little ones the Photo Activity Cards (Library) 35 and 37. Describe the animal in each picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Pets • Mascotas</i></li> <li>Read the book again and explain the differences between the animals.</li> </ul>



LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<p>•Imagination in a Box (C66) Give children a card box to play with, Observe what they do. Pretend they are in a farm</p>	<p>•Photo Activity Library Cards 33, 34, 35, 36,38 horse • caballo sheep • oveja cow • vaca pig • cerdo dog • perro cat • gato rabbit • conejo •Teach the ASL signs <i>animal • animal</i> <i>book • libro</i> <i>read • leer</i></p>	<p>•Imagination in a Box (C66) Give children a card box to play with, Observe what they do. Pretend they are in a farm</p>	<p>•Photo Activity Library Cards 33, 34, 35, 36,38 horse • caballo sheep • oveja cow • vaca pig • cerdo dog • perro cat • gato rabbit • conejo •Teach the ASL signs <i>animal • animal</i> <i>book • libro</i> <i>read • leer</i></p>	<p>•Imagination in a Box (C66) Give children a card box to play with, Observe what they do. Pretend they are in a farm</p>
<b>Social Emotional Development</b>	<p>•Be My Shadow (SE42) Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>). Invite a group of little ones to follow your lead as you imitate animal's movements.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Finger play Here's the Bunny p 103 Help the little ones hold up two fingers to be the "bunny."</p>	<p>•Be My Shadow (SE42) Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>). Invite a group of little ones to follow your lead as you imitate animal's movements.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Finger play Here's the Bunny p 103 Help the little ones hold up two fingers to be the "bunny."</p>	<p>•Be My Shadow (SE42) Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>). Invite a group of little ones to follow your lead as you imitate animal's movements.</p>
<b>Physical Development</b>	<p>•Washing Pets (P44) Invite little ones to use sponges to was their pets.</p>	<p>•Soap Play (P45) Invite little ones to play with bars of soap in a tub of water. Describe the way the soap is used for washing their hands as they play.</p>	<p>•Washing Pets (P44) Invite little ones to use sponges to was their pets.</p>	<p>•Soap Play (P45) Invite little ones to play with bars of soap in a tub of water. Describe the way the soap is used for washing their hands as they play.</p>	<p>•Washing Pets (P44) Invite little ones to use sponges to was their pets.</p>
<b>Objectives</b>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>



<b>Class: Infant C (12-18 months) Focus: Farm Animals</b>	<b>Date: August 5-9, 2019</b>	<b>Week: 49</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention</b>	<b>Parent Letter: Being Fully Present</b>	
<b>English Vocabulary: animal, book, read, horse, sheep, cow, pig</b>	<b>Spanish Vocabulary: animal, libro, leer, caballo, oveja, vaca, cerdo</b>	
<b>American Sign Language (ASL): book, read, animal</b>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Sing "Five Little Ducks" • "Cinco patitos".</li> <li>CALM: Invite children to follow you lead.</li> <li>CONNECT: With Lily name the children that are absent and send them well wishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: Sing "Five Little Ducks" • "Cinco patitos".</li> <li>CALM: Invite children to follow you lead.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>Greet every child by name.</li> <li>UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días".</li> <li>CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>Read <i>Dora's Duck</i> (L43)</li> <li>Show the children the book cover and read the title.</li> </ul>	<ul style="list-style-type: none"> <li>Color Me Happy (L54)</li> <li>Using chunky crayons encourage the little ones to move a crayon on a paper to create marks.</li> <li><i>What color is it?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Dora's Duck</i> (L43)</li> <li>Read the story to the babies. Point out that the ducks start their day and end their day at Dora's gate. Invite the children to quack like a duck.</li> </ul>	<ul style="list-style-type: none"> <li>Finger Paint (L56)</li> <li>Invite children to make designs and marks with their hands in finger paint placed directly on butcher paper.</li> </ul>	<ul style="list-style-type: none"> <li><i>Dora's Duck</i> (L43)</li> <li>Reread the story to the babies. Invite the children to quack like a duck.</li> <li>Sing "Five Little Ducks."</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Drop It (C42) Demonstrate dropping the ducks into the "pond." Discuss the sound that makes each time we drop a duck into the water.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 33, 34, 35, 36,38 horse • caballo sheep • oveja cow • vaca pig • cerdo dog • perro cat • gato rabbit • conejo</li> <li>•Teach the ASL signs <i>animal • animal</i> <i>book • libro</i> <i>read • leer</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shadow Match (C45) Challenge children to match the farm animals to their same shadow.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 33, 34, 35, 36,38 horse • caballo sheep • oveja cow • vaca pig • cerdo dog • perro cat • gato rabbit • conejo</li> <li>•Teach the ASL signs <i>animal • animal</i> <i>book • libro</i> <i>read • leer</i></li> </ul>	<ul style="list-style-type: none"> <li>•Sandbox Treasure (C44) Bury small ducks in the sandbox. Challenge little ones to use strainers to find buried ducks. Count the ducks.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>• You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor.</li> </ul>	<ul style="list-style-type: none"> <li>•I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. Attach odds and ends to a large sun hat and wear it.</li> </ul>	<ul style="list-style-type: none"> <li>•I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps. Sing "This Is the Way We Wash Our Hands" (<i>Welcome Guide p 73</i>)</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Finger paint a duck</li> <li>•Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air."</li> </ul>	<ul style="list-style-type: none"> <li>•Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Shaker Art (P49) Invite each child to shake sand from the shakers onto a coloring sheet of a duck.</li> </ul>	<ul style="list-style-type: none"> <li>•Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air."</li> </ul>
<b>Objectives</b>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books C.3.c. Participates in activities or songs that require listening C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration D.1.b. Categorizes, matches, orders some objects D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects</p>