



Class: Infant A (0-3 months)- - - (3-6 months)	Focus: My Senses	Date: October 28 - November 1, 2019	Week: 9
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Helping Your Baby Make Transitions	
English Vocabulary: face, eyes, hands		Spanish Vocabulary: cara, ojos, manos	

American Sign Language (ASL): eyes, hands

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Stroll with Baby (L5) Hold a baby in your arms and take a stroll around the room. Discuss the things you see along the way. ----- •What's This? (L18) Talk to babies about things that are interesting to them. 	<ul style="list-style-type: none"> •Read <i>My Five Senses</i> Read the book and make pauses to show each page to the babies. •Sing "Star Light, Star Bright" • "Estrella brillante, estrella de luz" (<i>Frog Street Welcome Guide</i> p 72). 	<ul style="list-style-type: none"> •Stroll with Baby (L5) Hold a baby in your arms and take a stroll around the room. Discuss the things you see along the way. ----- •What's This? (L18) Keep a box of small toys next to the changing table. Hand one to baby while changing the diaper. Talk to baby about the toy. 	<ul style="list-style-type: none"> •Read <i>My Five Senses</i> Read the book and make pauses to show each page to the babies. •Sing "Star Light, Star Bright" • "Estrella brillante, estrella de luz" (<i>Frog Street Welcome Guide</i> p 72). 	<ul style="list-style-type: none"> •Stroll with Baby (L5) Hold a baby in your arms and take a stroll around the room. Discuss the things you see along the way. ----- Keep a box of small toys next to the changing table. Hand one to baby while changing the diaper. Talk to baby about the toy.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Follow This! (C4) Hold a small toy close to a baby's face and move it slowly from right to left in front of the baby. Sing "Can You See Me?" • "Puedes verme?"</p> <p>-----</p> <p>•A Change of View (C12) Change the position in which you feed a baby, if you usually hold the baby with his/her head resting on your right arm, change position so that the baby's head rests on your left arm.</p>	<p>•Photo Library Activity Cards 4 and 6 eyes • ojos hands • manos</p> <p>Teach the ASL signs for eyes • ojos hands • manos</p>	<p>•Follow This! (C4) Hold a small toy close to a baby's face and move it slowly from right to left in front of the baby. Sing "Can You See Me?" • "Puedes verme?"</p> <p>-----</p> <p>•A Change of View (C12) Change the position in which the baby lays in his crib. Change the direction you place him/her during floor time.</p>	<p>•Photo Library Activity Cards 4 and 6 eyes • ojos hands • manos</p> <p>Teach the ASL signs for eyes • ojos hands • manos</p>	<p>•Follow This! (C4) Hold a small toy close to a baby's face and move it slowly from right to left in front of the baby. Sing "Can You See Me?" • "Puedes verme?"</p> <p>-----</p> <p>•A Change of View (C12) Change the position in which you feed a baby, if you usually hold the baby with his/her head resting on your right arm, change position so that the baby's head rests on your left arm.</p>
Social Emotional Development	<p>•Peek-a-Boo (SE7) Play "Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on her back or sitting.</p> <p>-----</p> <p>•So Big (SE19) Place baby in your lap. Ask baby "How big is baby?" Then answer, "So big!" as you spread the baby's hands out to the side.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Play Peek-a-Boo, I See You! (p 180) You may play this game by covering your face or the baby's face.</p>	<p>•Peek-a-Boo (SE7) Play "Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on her back or sitting.</p> <p>-----</p> <p>•So Big (SE19) Place baby in your lap. Ask baby "How big is baby?" Then answer, "So big!" as you spread the baby's hands out to the side.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Play Peek-a-Boo, I See You! (p 180) You may play this game by covering your face or the baby's face.</p>	<p>•Peek-a-Boo (SE7) Play "Baby Face (<i>Frog Street Baby Games CD</i>). Play this game with a baby laying on her back or sitting.</p> <p>-----</p> <p>•So Big (SE19) Place baby in your lap. Ask baby "How big is baby?" Then answer, "So big!" as you spread the baby's hands out to the side.</p>
Physical Development	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby an roll a small ball in front of the baby. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Scooting (P19(Place a baby on his/her tummy. Place a colorful toy in front of him/her and encourage the baby to get it.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby an roll a small ball in front of the baby. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Scooting (P19(Place a baby on his/her tummy. Place a colorful toy in front of him/her and encourage the baby to get it.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby an roll a small ball in front of the baby. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Scooting (P19(Place a baby on his/her tummy. Place a colorful toy in front of him/her and encourage the baby to get it.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby an roll a small ball in front of the baby. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Scooting (P19(Place a baby on his/her tummy. Place a colorful toy in front of him/her and encourage the baby to get it.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby an roll a small ball in front of the baby. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Scooting (P19(Place a baby on his/her tummy. Place a colorful toy in front of him/her and encourage the baby to get it.</p>

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<p align="center">Objectives</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>	<p>C.1.a. Turns toward teacher's voice D.1.b. Holds, looks at, touches, throws, drops objects B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.3.a. Looks at and follows faces and objects with eyes ----- C.2.a. Responds to teacher's talk by babbling D.1.b. Uses senses to investigate environment to discover what objects and people do, how things, work, and how they can make things happen B.2.a. Expresses several clearly different emotions (happiness, sadness, surprise) A.2.b. Scoots forward or backward</p>



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Class: Infant A (0-3 months)- - -(3-6 months) Focus: Colors Date: November 4-8, 2019 Week: 10

Approaches Toward Learning: Communication, Curiosity, Attention, Persistence Parent Letter: Respecting Your Baby's Acute Senses

English Vocabulary: red, blue, green, yellow Spanish Vocabulary: rojo, azul, verde, amarillo

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la manana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la manana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i>, showing objects that match the color. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has. 	<ul style="list-style-type: none"> •Read <i>A World of Colors</i> Say the names of the colors. Show different shades of <i>red</i>. 	<ul style="list-style-type: none"> •I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i>, showing objects that match the color. Say the names of the colors in a high voice. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has. 	<ul style="list-style-type: none"> •Read <i>A World of Colors</i> Say the names of the colors. Show different shades of <i>green</i>. 	<ul style="list-style-type: none"> •I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i>, showing objects that match the color. Say the names of the colors in a low voice. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has.

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

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



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Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Colors	Date: November 11-15, 2019	Week
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Singing Is Joyful and More	
English Vocabulary: red, blue, green, yellow		Spanish Vocabulary: rojo, azul, verde, amarillo	
American Sign Language (ASL): red, blue, green, yellow			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
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Language Development	<ul style="list-style-type: none"> •Stroll with Baby (L5) While strolling with baby in your arms point out things you see along the way. ----- •What's This (L18) Keep a box with different small, soft balls and while changing the diaper give one ball to the baby and talk about the attributes of the ball. 	<ul style="list-style-type: none"> •Read <i>My First Book of Shapes Mi primer libro de figuras geometricas</i>. Show different shades of yellow. 	<ul style="list-style-type: none"> •Stroll with Baby (L5) While strolling with baby in your arms point out things you see along the way. ----- •What's This (L18) Keep a box with different small, soft balls and while changing the diaper give one ball to the baby and talk about the attributes of the ball. 	<ul style="list-style-type: none"> •Read <i>My First Book of Shapes Mi primer libro de figuras geometricas</i> Say the names of the colors. Show different shades of blue. 	<ul style="list-style-type: none"> •Stroll with Baby (L5) While strolling with baby point out things you see ----- •What's This (L18) Keep a box with different balls and while changing the diaper give one ball to the baby and talk about the attributes of the ball.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cognitive Development</p>	<p>•Seeing Colors (C8) Print and cut out the 'shades of red' squares (Patterns CD) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of red.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of red' squares (Patterns CD) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of red.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 blue • azul red • rojo green • verde yellow • amarillo Teach the ASL signs for blue • azul red • rojo green • verde yellow • amarillo</p>	<p>•Seeing Colors (C8) Print and cut out the 'shades of blue' squares (Patterns CD) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of blue.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of blue' squares (Patterns CD) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of blue.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 blue • azul red • rojo green • verde yellow • amarillo Teach the ASL signs for blue • azul red • rojo green • verde yellow • amarillo</p>	<p>•Seeing Colors (C8) Print and cut out the 'shades of green' squares (Patterns CD) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of green.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of green' squares (Patterns CD) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of green.</p>
<p>Social Emotional Development</p>	<p>•I'm Coming (SE3) When a baby is crying pick him/her up gently. Say "I am here, I'm going to pick you up now;" then show baby around the room and in a soft voice begin to comfort baby and talk about the different colors you see in the room.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (Frog Street Baby Songs CD). Sing along with the Cd and tell babies the sun is yellow.</p>	<p>•I'm Coming (SE3) When a baby is crying pick him/her up gently. Say "I am here, I'm going to pick you up now;" then show baby around the room and in a soft voice begin to comfort baby and talk about the different colors you see in the room.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (Frog Street Baby Songs CD). Sing along with the Cd and tell babies the sun is yellow.</p>	<p>•I'm Coming (SE3) When a baby is crying pick him/her up gently. Say "I am here, I'm going to pick you up now;" then show baby around the room and in a soft voice begin to comfort baby and talk about the different colors you see in the room.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (Frog Street Baby Songs CD). Sing along with the Cd and tell babies the sun is yellow.</p>	<p>•I'm Coming (SE3) When a baby is crying pick him/her up gently. Say "I am here, I'm going to pick you up now;" then show baby around the room and in a soft voice begin to comfort baby and talk about the different colors you see in the room.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (Frog Street Baby Songs CD). Sing along with the Cd and tell babies the sun is yellow.</p>	<p>•I'm Coming (SE3) When a baby is crying pick him/her up gently. Say "I am here, I'm going to pick you up now;" then show baby around the room and in a soft voice begin to comfort baby and talk about the different colors you see in the room.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (Frog Street Baby Songs CD). Sing along with the Cd and tell babies the sun is yellow.</p>
<p>Physical Development</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in Frog Street Welcome Guide). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite song while shaking the shakers.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in Frog Street Welcome Guide). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a yellow, a green, and a blue cereal shakers and sing your favorite song while shaking the shakers.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in Frog Street Welcome Guide). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite song while shaking the shakers.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in Frog Street Welcome Guide). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a yellow, a green, and a blue cereal shakers and sing your favorite song while shaking the shakers.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in Frog Street Welcome Guide). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite song while shaking the shakers.</p>

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

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Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Colors	Date: November 18-22, 2019	Week: 12
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Singing Is Joyful and More	
English Vocabulary: red, blue, green, yellow		Spanish Vocabulary: rojo, azul, verde, amarillo	
American Sign Language (ASL): red, blue, green, yellow			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing the "Colors Song" to babies while showing different colors to them. ----- •Textured Colors (L19) Show different items with different textures and colors. Describe the texture and color of the item to baby. 	<ul style="list-style-type: none"> •Read <i>Red Apple, Green Pear</i>. Say the names of the colors of the animals in the book ----- •Textured Colors (L19) Show different items with different textures and colors. Describe the texture and color of the item to baby. 	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing the "Colors Song" to babies while showing different colors to them. ----- •Textured Colors (L19) Show different items with different textures and colors. Describe the texture and color of the item to baby. 	<ul style="list-style-type: none"> •Read <i>Red Apple, Green Pear</i> Say the names of the colors of the animals in the book ----- •Textured Colors (L19) Show different items with different textures and colors. Describe the texture and color of the item to baby. 	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing the "Colors Song" to babies while showing different colors to them. ----- •Textured Colors (L19) Show different items with different textures and colors. Describe the texture and color of the item to baby.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Cognitive Development</p>	<p>•Colored Streamers (C10) Hang crepe paper streamers over the changing table. Talk about the colors of the streamers.</p> <p>-----</p> <p>•This Is Lily? (C14) Review the name of the colors <i>green, yellow, red, and blue</i> using Lily the puppet. Show different items that match the colors.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i> Teach the ASL signs for <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i></p>	<p>•Colored Streamers (C10) Hang crepe paper streamers over the changing table. Talk about the colors of the streamers.</p> <p>-----</p> <p>•This Is Lily? (C14) Review the name of the colors <i>green, yellow, red, and blue</i> using Lily the puppet. Show different items that match the colors.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i> Teach the ASL signs for <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i></p>	<p>•Colored Streamers (C10) Hang crepe paper streamers over the changing table. Talk about the colors of the streamers.</p> <p>-----</p> <p>•This Is Lily? (C14) Review the name of the colors <i>green, yellow, red, and blue</i> using Lily the puppet. Show different items that match the colors.</p>
<p align="center">Social Emotional Development</p>	<p>•Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby.</p> <p>-----</p> <p>•Hands and Feet (SE17) Place colorful socks on a baby's feet. Call attention to the colors. If there is a design or pattern, describe it.</p>	<p>•Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby.</p> <p>-----</p> <p>•Hands and Feet (SE17) Place colorful scrunchies on a baby's wrists. Call attention to the colors. If there is a design or pattern, describe it.</p>	<p>•Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby.</p> <p>-----</p> <p>•Hands and Feet (SE17) Place colorful socks on a baby's feet. Call attention to the colors. If there is a design or pattern, describe it.</p>	<p>•Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby.</p> <p>-----</p> <p>•Hands and Feet (SE17) Place colorful scrunchies on a baby's wrists. Call attention to the colors. If there is a design or pattern, describe it.</p>	<p>•Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby.</p> <p>-----</p> <p>•Hands and Feet (SE17) Place colorful socks on a baby's feet. Call attention to the colors. If there is a design or pattern, describe it.</p>
<p align="center">Physical Development</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in <i>Frog Street Welcome Guide</i>). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Tracking (P3) Hold a <i>green</i> rattle in front of a baby. Once you can see that he/she has the rattle in sight, move it slowly across his/her body from his/her left shoulder to the right.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in <i>Frog Street Welcome Guide</i>). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Tracking (P3) Hold a <i>blue</i> rattle in front of a baby. Once you can see that he/she has the rattle in sight, move it slowly across his/her body from his/her left shoulder to the right.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in <i>Frog Street Welcome Guide</i>). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Tracking (P3) Hold a <i>yellow</i> rattle in front of a baby. Once you can see that he/she has the rattle in sight, move it slowly across his/her body from his/her left shoulder to the right.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in <i>Frog Street Welcome Guide</i>). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Tracking (P3) Hold a <i>yellow</i> rattle in front of a baby. Once you can see that he/she has the rattle in sight, move it slowly across his/her body from his/her left shoulder to the right.</p>	<p>•Finger Squeeze (P8) Wear a blue sensory glove (instructions in <i>Frog Street Welcome Guide</i>). Encourage the baby to touch each finger by tapping the glove finger on a baby's palm.</p> <p>-----</p> <p>•Tracking (P3) Hold a <i>green</i> rattle in front of a baby. Once you can see that he/she has the rattle in sight, move it slowly across his/her body from his/her left shoulder to the right.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C,1.a. Enjoys adults singing C.1.b. Smiles when spoken to D.3.b. Enjoys learning the colors D.1.a. Reaches out to touch objects C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures ----- C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C,1.a. Enjoys adults singing C.1.b. Smiles when spoken to D.3.b. Enjoys learning the colors D.1.a. Reaches out to touch objects C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures ----- C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C,1.a. Enjoys adults singing C.1.b. Smiles when spoken to D.3.b. Enjoys learning the colors D.1.a. Reaches out to touch objects C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures ----- C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C,1.a. Enjoys adults singing C.1.b. Smiles when spoken to D.3.b. Enjoys learning the colors D.1.a. Reaches out to touch objects C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures ----- C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C,1.a. Enjoys adults singing C.1.b. Smiles when spoken to D.3.b. Enjoys learning the colors D.1.a. Reaches out to touch objects C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures ----- C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>



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Class: Infant A (0-3 months)- - -(3-6 months) Focus: Harvest Week • Semana de la cosecha **Date: November 25-29, 2018**

Approaches Toward Learning: Communication, Curiosity, Attention **Parent Letter: Giving Your Baby a Smart Start**

English Vocabulary: I love you **Spanish Vocabulary: te amo**

American Sign Language (ASL): I love you

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Lo mas que estemos juntos". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	H	H
Language Development	<ul style="list-style-type: none"> •Begin with a Whisper (L8) Sing "I Love You, You Love Me," in a whisper and gradually sing a little louder each time. Say often to babies how special they are for you. ----- •Ba-Ba-Ba-Ba (L20) Play the song "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>). Bicycle baby's legs while singing. Point to the body parts. 	<ul style="list-style-type: none"> •Read <i>How Do I Love You</i> Tell babies you have a family and everyone has a family. "Mom and dad love you." 	<ul style="list-style-type: none"> •Begin with a Whisper (L8) Sing "I Love You, You Love Me," in a whisper and gradually sing a little louder each time. Say often to babies how special they are for you. ----- •Ba-Ba-Ba-Ba (L20) Play the song "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>). Bicycle baby's legs while singing. Point to the body parts. 	O	O

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Follow This! (C4) Dance the Peeper Puppet slowly in front of a baby while playing "Jeepers Peepers" (<i>Frog Street Baby Songs CD</i>). <i>Point to his/her legs and arms.</i></p> <p>-----</p> <p>•Look at My Face C13 Hold baby in front of you. Bring him close to you, let him look at your face while singing "Ram Sam Sam."</p>	<p>•Photo Activity Cards 2 and 4 feet • pies body • cuerpo Tell babies we move our feet and body when we dance. Teach the ASL signs for <i>I love you • te amo</i></p>	<p>•Follow This! (C4) Place a Peeper Puppet on your fingers. Move your hand slowly from left to right in front of a baby and sing "Can You See Me." Point to his/her face and eyes.</p> <p>-----</p> <p>•Look at My Face C13 Hold baby in front of you. Bring him close to you, let him look at your face while singing "I Love You, You Love Me."</p>	L	L
Social Emotional Development	<p>•Rock-a-Bye-Baby (SE8) Move a Peeper Puppet slowly back and forth in front of baby •<i>Frog Street Baby Songs CD</i> Sing "Rock-a-Bye-Baby" • "Duermete mi bebe".</p> <p>-----</p> <p>•<i>I Love You Rituals</i> by Becky Bailey Say the rhyme "Ba Ba Black Sheep" (p 87) •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5).</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Hands Teach the babies how to "blow a raspberry." •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5).</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My Sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the CD and then sing the song again without the CD.</p>	<p>•Rock-a-Bye-Baby (SE8) Move a Peeper Puppet slowly back and forth in front of baby while singing "Peepers Goodnight." •<i>Frog Street Baby Songs CD</i> Sing "Rock-a-Bye-Baby" • "Duermete mi bebe".</p> <p>-----</p> <p>•<i>I Love You Rituals</i> by Becky Bailey Say the rhyme "Ba Ba Black Sheep" (p 87) •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5).</p>	I	I
Physical Development	<p>•Tracking P3 Hold the Peeper Puppet in front of baby. Say the chant "Mr. Peeper to the right, keep him in sight. Mr. Peeper the other way, hip, hip, hooray!"</p> <p>-----</p> <p>•Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Follow the directions in the lyrics to help babies move along with the music.</p>	<p>•Play Ring Around the Rosie (<i>Frog Street Baby Games CD</i>). -----</p> <p>•Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Follow the directions in the lyrics to help babies move along with the music.</p>	<p>•Tracking P3 Hold the Peeper Puppet in front of baby. Say the chant "Mr. Peeper to the right, keep him in sight. Mr. Peeper the other way, hip, hip, hooray!"</p> <p>-----</p> <p>•Baby's Hokey Pokey (P16) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Follow the directions in the lyrics to help babies move along with the music.</p>	D	D

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.3.c. Moves body or makes sounds during familiar songs D.1.a. Pays attention and exhibits curiosity in people D1.b. Holds, looks at, touches, throws, drops objects B.1.a. Shows interest in familiar faces by staring at them B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them A.1.d. Begins to demonstrate healthy and safe habits B.1.b. Shows social interaction with a smile and mutual eye gaze C.1.a. Enjoys an adult singing A.2.a. Develops control of large muscles for movement</p>	<p>C.3.c. Moves body or makes sounds during familiar songs D.1.a. Pays attention and exhibits curiosity in people D1.b. Holds, looks at, touches, throws, drops objects B.1.a. Shows interest in familiar faces by staring at them B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them A.1.d. Begins to demonstrate healthy and safe habits B.1.b. Shows social interaction with a smile and mutual eye gaze C.1.a. Enjoys an adult singing A.2.a. Develops control of large muscles for movement</p>	<p>C.3.c. Moves body or makes sounds during familiar songs D.1.a. Pays attention and exhibits curiosity in people D1.b. Holds, looks at, touches, throws, drops objects B.1.a. Shows interest in familiar faces by staring at them B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>-----</p> <p>D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them A.1.d. Begins to demonstrate healthy and safe habits B.1.b. Shows social interaction with a smile and mutual eye gaze C.1.a. Enjoys an adult singing A.2.a. Develops control of large muscles for movement</p>	<p>A</p> <p>Y</p>	<p>A</p> <p>Y</p>