



<b>Infant Class: Infant A</b>	<b>Date: Oct. 28-Nov. 1</b>
<b>Approach Towards Learning: Communication and Attention</b>	<b>Parents as Partners: Respecting your babies' senses</b>
<b>English Vocabulary: feet</b>	<b>Spanish Vocabulary: pies (feet)</b>
<b>American Sign Language (ASL): feet</b>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Unite: Sing "Row, Row, Row Your Boat" Calm: Play classical music and talk quietly with baby's Connect: Read "Little Boy Blue Book"	Unite: Sing "The More We Get Together" Calm: Blow bubbles while playing soft music Connect: Read "Jack and Jill"	Unite: Sing "Good morning to You" Calm: Play soft music and talk in the soothing voice Connect: Greet each child by name using Lilly the Puppet	Unite: Sing "If Your Happy and You Know It" Calm: Wisper lullabies in baby's ear; "Twinkle, Twinkle Little Star" Connect: Read a book with different lullabies	Unite: Sing "The More We Get Together" Calm: Massage babies feet while playing soft music Connect: Read a book about farm animals and let each baby explore
<b>Language Development</b>	0-3: Babble and Coo L10 When baby babbles and coos, respond back to the baby with a smile 3-6: Ba-Ba-Ba-Ba L20 Sing ""Twinkle, Twinkle Little Star" substituting "ba-ba-ba-ba" for the lyrics.	0-3: Sing to Baby L2 Sing one of your favorite songs to a baby 3-6: Shake, Shake, Rattle, Rattle Shake a rattle behind the baby, and watch if the baby turns their head to see the source of the sound	0-3 Music, Music, Music L7 Play music in variety of styles for babies during floor time 3-6 Squeak, Squeak L13 Repeat the sounds back to the baby that makes verbal sounds or with toys.	0-3: Babble and Coo L10 When baby babbles and coos, respond back to the baby with a smile 3-6: Ba-Ba-Ba-Ba L20 Sing ""Twinkle, Twinkle Little Star" substituting "ba-ba-ba-ba" for the lyrics.	0-3: Sing to Baby L2 Sing one of your favorite songs to a baby 3-6: Shake, Shake, Rattle, Rattle Shake a rattle behind the baby, and watch if the baby turns their head to see the source of the sound
<b>Cognitive Development</b>	0-3: Smile C2 Smile often at the little ones 3-6: Look at My Face C13 Hold a baby in front of you and engage in back and forth conversation	0-3: Cause and Effect C1 Sit with the little one and demonstrate cause and effect, such as shaking a rattle 3-6: A Change of View C12 Change the baby's position often so they can explore another view	0-3: Follow This! C4 Place a toy close to babies face and move it from one side to the other 3-6: This is Lilly C14 Introduce Lily the puppet	0-3: Smile C2 Smile often at the little ones 3-6: Look at My Face C13 Hold a baby in front of you and engage in back and forth conversation	0-3: Cause and Effect C1 Sit with the little one and demonstrate cause and effect, such as shaking a rattle 3-6: A Change of View C12 Change the baby's position often so they can explore another view
<b>Social Emotional Development</b>	0-3: Eye-to-Eye Connection SE2 Make eye contact and hold it as long as baby is capable 3-6: You Are My Sunshine SE16 Show social interaction by signings songs and mural eye gaze	0-3: Peek-a-Boo SE7 Play peek-a-boo game with the baby laying on her back or sitting 3-6: Baby Massage SE13 Use lotion to massage infant's hands and feet	0-3: Hug Me SE4 Hug and cuddle the baby throughout the day 3-6: Greetings SE12 Greet each child with their arrival and throughout the day	0-3: Eye-to-Eye Connection SE2 Make eye contact and hold it as long as baby is capable 3-6: You Are My Sunshine SE16 Show social interaction by singing songs and mutual eye gaze	0-3: Peek-a-Boo SE7 Play peek-a-boo game with the baby laying on back or sitting 3-6: Baby Massage SE13 Use lotion to massage infant's hands and feet
<b>Physical Development</b>	0-3: Hold My Finger P1 Place your finger in a baby's palm and encourage baby to grasp your finger 3-6: Hand Movements P11 Place a baby on the activity mat and let him/her explore/follow toys above him/her	0-3: Push Up P5 Lay a baby on the floor on tummy 3-6: Reach for It P15 Place toys in front of the baby and let baby reach for them	0-3: Roll Over P6 Place a baby on the floor and help baby roll from tummy to back 3-6: Scooting P19 Place an older baby on the floor on tummy with a toy out of reach	0-3: Hold My Finger P1 Place your finger in a baby's palm and encourage baby to grasp your finger 3-6: Hand Movements P11 Place a baby on the activity matt and letbaby explore/follow toys above.	0-3: Push Up P5 Lay a baby on the floor on tummy 3-6: Reach for It P15 Place toys in front of the baby and let baby reach for them

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Objectives</b>	<p>A.1.a.babbles and coos with caregiver during diaper- change time.</p> <p>C.2.a.Imitates sounds like "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>D.1.b Moves towaed or away from objects or people</p> <p>B.1.b. Shows interest in familiar faces by stering at them</p> <p>A.1.d. Begins demonstrate healthy habits</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.a. Looks and follows faces objects with eyes</p>	<p>C.3.c. Moves body or makes sounds during familiar songs, fingerplays, rhymes</p> <p>D.1.a. Reaches out to touch objects</p> <p>D.3.b. Enjoys playing peek-a-boo</p> <p>B.1.a. Responds with smiles and cooing when picked up by a familiar caregiver</p> <p>B.2.b. Turns and looks at caregiver when their nameis called</p> <p>A.2.a. Develops control of large musckes for movements, navigation and balance</p> <p>A.2.b. Scoots forward or backward</p>	<p>A.1.a. babbles and coos with caregiver during diaper-changing time</p> <p>C.2.a. Imitates sounds like "da" when caregiver says "da"</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>D.1.b. MOves toward or away from objects or people</p> <p>B.1.a. Shows interest in familiar faces by staring at them</p> <p>A.1.d. Begins to demonstrate healthy and safe habits</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>A.3.a. Looks and follows faces and objects with eyes</p>	<p>C.1.a. enjoys adult singing</p> <p>C.1.a. Turns toward sounds or voice of caregiver</p> <p>D.2.a. Experiments with different uses for objects</p> <p>D.1.a. pays attention and exhibits curiosity in people and objects</p> <p>B.2.a.Expresses several crearly different emotions (happiness, sadness, anger)</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>A.2.a. Raises head and body against gravity</p> <p>a.3.a. Grabs at things with a purpose</p>	<p>C.1.a. enjoys adult singing</p> <p>C.1.a. Turns toward sounds or voice of caregiver</p> <p>D.2.a. Experiments with different uses for objects</p> <p>D.1.a. pays attention and exhibits curiosity in people and objects</p> <p>B.2.a.Expresses several crearly different emotions (happiness, sadness, anger)</p> <p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>A.2.a. Raises head and body against gravity</p> <p>a.3.a. Grabs at things with a purpose</p>



<b>Infant Class: Infant B</b>	<b>Date: Oct 28-Nov 1</b>
<b>Approach Towards Learning: Communication, Attention, Persistence</b>	<b>Parents as Partners: Developing Trust</b>
<b>English Vocabulary: down, open, closed</b>	<b>Spanish Vocabulary: abajo, abierto, cerrado</b>
<b>American Sign Language (ASL): down, open, closed</b>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Unite: Sing "Peepers Goodnight" Calm: Take a deep breath in and out Connect: Send well wishes to absent friends Commit: Put photo in safe keeper box	Unite: Sing "Good morning to you" Calm: Calm down our bodies with a breathing exercise Connect: Welcome back friends who were absent. Commit: Hold and place our photo in the safe keeper box	Unite: Sing "Peepers Goodnight" Calm: Take a deep breath in and out Connect: Send well wishes to absent friends Commit: Put photo in safe keeper box	Unite: Sing "Good morning to you" Calm: Calm down our bodies with a breathing exercise Connect: Welcome back friends who were absent. Commit: Hold and place our photo in the safe keeper box	Unite: Sing "Itsy bitsy spider" Calm: Calm our bodies by holding a special toy Connect: Send well wishes to friends who are absent. Commit: Put our picture in the safe keeper box
<b>Language Development</b>	L38 Feet Use an enthusiastic voice to read the feet board book to children. Ask little ones to point to specific photos.	L33 Point of View Get down on the floor and crawl with little ones. Name the things you see on your journey.	L38 Feet Use an enthusiastic voice to read the feet board book to children. Ask little ones to point to specific photos.	L33 Point of View Get down on the floor and crawl with little ones. Name the things you see on your journey.	L31 Look at Me Sit in front of a mirror with a baby and point to and name her facial features. Show her photo activity card #3 (Face)
<b>Cognitive Development</b>	C30 Putty in My Hands Give little ones play-dough to explore. Show them how to pat it, roll it, and stretch it.	C35 Little monkeys Teach children the fingerplay, while acting out with our hands and body being little monkeys.	C30 Putty in My Hands Give little ones play-dough to explore. Show them how to pat it, roll it, and stretch it.	C35 Little monkeys Teach children the fingerplay, while acting out with our hands and body being little monkeys.	C40 Take a closer look Show a baby how to use a magnifying glass to get a closer look at interesting objects (leaf, rock, shell, pinecone, orange peel etc..)
<b>Social Emotional Development</b>	SE23 Skidamarink Sing "Skidamarink". You can sing along with the song but make sure you also sing without the cd.	SE24 Nose Rubs Teach a baby how to rub noses with you. Older infants may also be able to copy "Butterfly Kisses"	SE23 Skidamarink Sing "Skidamarink". You can sing along with the song but make sure you also sing without the cd.	SE24 Nose Rubs Teach a baby how to rub noses with you. Older infants may also be able to copy "Butterfly Kisses"	SE25 I love you Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different.
<b>Physical Development</b>	P39 Twinkle Fingers Show children how to open and close their hands to represent twinkling stars.	P22 Squeeze the sponge Give little ones small 2" sponges to squeeze. Babies will enjoy feeling the texture and squeezing the sponges will help children develop muscles.	P39 Twinkle Fingers Show children how to open and close their hands to represent twinkling stars.	P22 Squeeze the sponge Give little ones small 2" sponges to squeeze. Babies will enjoy feeling the texture and squeezing the sponges will help children develop muscles.	P40 Bubble Stomp Lay bubble wrap on the floor and tape it securely in place. Show little ones how to stomp on it with their feet to pop the bubbles.
<b>Objectives</b>	C.3.a Enjoys being read to and exploring books. 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.3.a Allows a trusted adult to help calm them with words and touch. A.3.a Sits and uses hands	C.2.a responds to caregiver's talk by babbling A.2.b Moves body to achieve a goal A.3.a Develops control of small muscles for manipulation and exploration.	C.3.a Recognizes a favorite book by its cover. 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. C.1.a Enjoys an adult singing. D.4.a Imitates adult actions	C.2.a Tries to name familiar objects D.2.d Uses words such as big, little, more, and one, two, three B.1.c Engages in positive relationships and interactions with adults. B.1.c Engages in positive relationships and interactions with adults.	C.1.c Watches when others speak and then makes sounds themselves. D.1.b Looks closely at small objects B.1.c Engages in positive relationships and interactions with adults. A.2.b Moves body to achieve a goal



<b>Infant Class: Infant C, 12-15 months</b>	<b>Date: October 28th- November 1st</b>
<b>Approach Towards Learning: attention, communication</b>	<b>Parents as Partners: Reading to Your Baby</b>
<b>English Vocabulary: big, little</b>	<b>Spanish Vocabulary: grande (big)</b>
<b>American Sign Language (ASL): more</b>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Unite: Chant Morning Greeting Calm: Practice a calming exercise Connect: Encourage the children to engage each other during the morning Commit: Place photos in the safekeeper box	Unite: Sing "Itsy Bitsy Spider" with hand motions Calm: Take deep butterfly breaths Connect: Send well wishes to friends who are absent Commit: Place little ones photos in the safekeeper box	Unite: Play "Baby Face" (peek-a-boo) (FS baby games CD) Calm: Practice deep breaths by blowing bubbles Connect: Read FS "Hands" book Commit: Place each child's photo in the safekeeper box	Unite: Chant Morning Greeting Calm: Practice a calming exercise Connect: Encourage the children to engage each other during the morning Commit: Place photos in the safekeeper box	Unite: Sing "Itsy Bitsy Spider" with hand motions Calm: Take deep butterfly breaths Connect: Send well wishes to friends who are absent Commit: Place little ones photos in the safekeeper box
<b>Language Development</b>	Photo Gallery L46 Show little ones two photos from the Photo Activity Cards. Describe the object in each photo, and find the toy in the room that is the same.	Hands L48 Talk with little ones about things hands can do. Read the FS "Hands" board book.	Action Words Game L51 Play a game of action words with a baby. Name an action, demonstrate it, and encourage baby to copy your action. Actions include, clapping, and waving.	Photo Gallery L46 Show little ones two photos from the Photo Activity Cards. Describe the object in each photo, and find the toy in the room that is the same.	Hands L48 Talk with little ones about things hands can do. Read the FS "Hands" board book.
<b>Cognitive Development</b>	Color Diffusion C59 Demonstrate how to use an eyedropper to drop various colors of colored water onto a coffee filter. Invite little ones to try. Talk about the colors and point out how they run and mix together.	Magic Movers C55 Make paper fans for children out of construction paper. Demonstrate using a fan to move lightweight materials (cotton balls). Place the materials on a table and invite little ones to try.	More or Less? C58 Display a set of four blocks and a set of two blocks. Point out that the bigger pile has more blocks than the smaller pile.	Color Diffusion C59 Demonstrate how to use an eyedropper to drop various colors of colored water onto a coffee filter. Invite little ones to try. Talk about the colors and point out how they run and mix together.	Magic Movers C55 Make paper fans for children out of construction paper. Demonstrate using a fan to move lightweight materials (cotton balls). Place the materials on a table and invite little ones to try.
<b>Social Emotional Development</b>	It Takes Two SE53 Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball to roll back and forth.	Smooth Transitions SE58 Always let little ones know when you are picking them up for a diaper change by making eye contact, stating your intention, and letting them know you will return them to their spot.	I Can, Can You? SE54 Invite children to mimic your actions in "I Can, Can You?" (FS baby songs CD)	It Takes Two SE53 Sit two children across from one another and have children spread their legs. Move them close enough together so their feet are almost touching. Give them a ball to roll back and forth.	Smooth Transitions SE58 Always let little ones know when you are picking them up for a diaper change by making eye contact, stating your intention, and letting them know you will return them to their spot.
<b>Physical Development</b>	Pass the Beanbag P47 Have babies sit in a circle. Play "Puppy Dance" (FS baby songs CD) while little ones pass a beanbag around the circle.	Ball Holder P52 Give little ones a muffin tin and exactly enough balls to fit inside each cup. Demonstrate placing one ball into a muffin cup and challenge babies to copy.	Giant Steps P57 Arrange masking tape strips parallel to one another to create a pathway. Challenge little ones to step from line to line taking giant steps.	Pass the Beanbag P47 Have babies sit in a circle. Play "Puppy Dance" (FS baby songs CD) while little ones pass a beanbag around the circle.	Ball Holder P52 Give little ones a muffin tin and exactly enough balls to fit inside each cup. Demonstrate placing one ball into a muffin cup and challenge babies to copy.
<b>Objectives</b>	Look at photos as an adult describes (C.3.d.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Plays side-by-side with others (B.4.c.) Coordinates hand and body movements (A.3.a.)	Participates in activities or songs that require listening (C.3.c.) Begins to repeat actions to get an effect (D.2.c.) Begins to learn and internalize rules, routines, and directions (B.3.c.) Learns and begins to use math concepts during daily routines and experiences (D.2.d.)	Uses one or two words to communicate (C.2.b.) Uses words such as big, little, more and one, two, three (D.2.d.) Shows interest and awareness of others (B.4.a.) Moves body to achieve a goal (A.2.b.)	Look at photos as an adult describes (C.3.d.) Shows interest in colors, shapes, patterns, and pictures (D.1.c.) Plays side-by-side with others (B.4.c.) Coordinates hand and body movements (A.3.a.)	Participates in activities or songs that require listening (C.3.c.) Begins to repeat actions to get an effect (D.2.c.) Begins to learn and internalize rules, routines, and directions (B.3.c.) Learns and begins to use math concepts during daily routines and experiences (D.2.d.)