



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Shapes	Date: October 28-November 1, 2019	Week: 9
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Respecting Your Baby's Acute Senses	
English Vocabulary: <i>circle, square, triangle</i>	Spanish Vocabulary: <i>circulo, cuadrado, triangulo</i>	
American Sign Language (ASL): <i>circle, square, triangle</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a 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 "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •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 "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•I Know My Shapes (L4) Show a square and a triangle to babies and sing a "Shape Song." ----- •What's This? (L18) Have a small box with different shapes in it. Pull them out one at a time and tell the baby what shape it is.	•Read <i>Touch and Feel Shapes Toca las Figuras Geometricas.</i> ----- •Read <i>Touch and Feel Shapes Toca las Figuras Geometricas.</i>	•I Know My Shapes (L4) Show a square and a triangle to babies and sing a "Shape Song." ----- •What's This? (L18) Have a small box with different shapes in it. Pull them out one at a time and tell the baby what shape it is.	•Read <i>Touch and Feel Shapes Toca las Figuras Geometricas.</i> ----- •Read <i>Touch and Feel Shapes Toca las Figuras Geometricas.</i>	•I Know My Shapes (L4) Show a square and a triangle to babies and sing a "Shape Song." ----- •What's This? (L18) Have a small box with different shapes in it. Pull them out one at a time and tell the baby what shape it is.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Bubbles (C5) Take the baby outdoors and blow bubbles. Tell babies the bubbles are round like a circle. ----- •Look at My Shape C13 Sit with a baby and show him/her a triangle, a square, and a circle. Repeat the name of the shapes. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 20, 21, and 23 circle • circulo square • cuadrado triangle• triangulo Tell babies the name of the shapes. Teach the ASL signs for <i>circle • circulo</i> <i>square • cuadrado</i> <i>triangle• triangulo</i> 	<ul style="list-style-type: none"> •Bubbles (C5) Take the baby outdoors and blow bubbles. Tell babies the bubbles are round like a circle. ----- •Look at My Shape C13 Sit with a baby and show him/her a triangle, a square, and a circle. Repeat the name of the shapes. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 20, 21, and 23 circle • circulo square • cuadrado triangle• triangulo Tell babies the name of the shapes. Teach the ASL signs for <i>circle • circulo</i> <i>square • cuadrado</i> <i>triangle• triangulo</i> 	<ul style="list-style-type: none"> •Bubbles (C5) Take the baby outdoors and blow bubbles. Tell babies the bubbles are round like a circle. ----- •Look at My Shape C13 Sit with a baby and show him/her a triangle, a square, and a circle. Repeat the name of the shapes.
Social Emotional Development	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the name of the shapes, give the shapes to the babies to touch and feel. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Give him/her a shape, point to the shape's name. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5). 	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the name of the shapes, give the shapes to the babies to touch and feel. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Give him/her a shape, point to the shape's name. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5). 	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the name of the shapes, give the shapes to the babies to touch and feel. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Give him/her a shape, point to the shape's name. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>).
Physical Development	<ul style="list-style-type: none"> •Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Reach for It (P15) Hold different shapes in front of the baby to entice him/her to reach for and grab the shape. 	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Reach for It (P15) Hold different shapes in front of the baby to entice him/her to reach for and grab the shape. 	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Reach for It (P15) Hold different shapes in front of the baby to entice him/her to reach for and grab the shape.

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Objectives	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling</p> <p>C.1.a. Listens with interest to language of others</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling</p> <p>C.1.a. Listens with interest to language of others</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling</p> <p>C.1.a. Listens with interest to language of others</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling</p> <p>C.1.a. Listens with interest to language of others</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Uses hand motions and body movements in response to familiar words and phrases</p> <p>C.1.b. Responds to different tones of voice</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling</p> <p>C.1.a. Listens with interest to language of others</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>B.2.d. Looks at or smiles at themselves in the mirror</p> <p>B.1.c. Engages in positive relationships and interactions with adults</p>

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<p>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 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 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 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 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>•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>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>

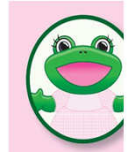


Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Colors	Date: November 11-15, 2019	Week: 11
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Singing Is Joyful and More	
English Vocabulary: red, blue, green, yellow		Spanish Vocabulary: rojo, azul, verde,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

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

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Cognitive Development	<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 <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 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 <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 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>
Social Emotional Development	<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" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</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" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</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" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</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" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</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" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>
Physical Development	<p>•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>•Cereal Shake (P13) Make a <i>blue</i>, a <i>green</i>, and a <i>red</i> cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</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>•Cereal Shake (P13) Make a <i>yellow</i>, a <i>green</i>, and a <i>blue</i> cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</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>•Cereal Shake (P13) Make a <i>blue</i>, a <i>green</i>, and a <i>red</i> cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</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>•Cereal Shake (P13) Make a <i>yellow</i>, a <i>green</i>, and a <i>blue</i> cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</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>•Cereal Shake (P13) Make a <i>blue</i>, a <i>green</i>, and a <i>red</i> cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>

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



Class: Infant A (0-3 months)- - -(3-6 months)	Focus: 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> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •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> <p>Sing "Morning Greeting • "Saludo de la mañana".</p> <ul style="list-style-type: none"> •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> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •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> <p>Sing "Morning Greeting • "Saludo de la mañana".</p> <ul style="list-style-type: none"> •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> <p>Sing "Good Morning to You" • "Buenos días."</p> <ul style="list-style-type: none"> •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) <p>Sing the "Colors Song" to babies while showing different colors to them.</p> <p>-----</p> <ul style="list-style-type: none"> •Textured Colors (L19) <p>Show different items with different textures and colors. Describe the texture and color of the item to baby.</p>	<ul style="list-style-type: none"> •Read <i>Polar Bear, Polar Bear, What Do You See?</i> <p>Say the names of the colors of the animals in the book</p> <p>-----</p>	<ul style="list-style-type: none"> •Sing to Baby (L2) <p>Sing the "Colors Song" to babies while showing different colors to them.</p> <p>-----</p> <ul style="list-style-type: none"> •Textured Colors (L19) <p>Show different items with different textures and colors. Describe the texture and color of the item to baby.</p>	<ul style="list-style-type: none"> •Read <i>Polar Bear, Polar Bear, What Do You See?</i> <p>Say the names of the colors of the animals in the book</p> <p>-----</p>	<ul style="list-style-type: none"> •Sing to Baby (L2) <p>Sing the "Colors Song" to babies while showing different colors to them.</p> <p>-----</p> <ul style="list-style-type: none"> •Textured Colors (L19) <p>Show different items with different textures and colors. Describe the texture and color of the item to baby.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Colored Streamers (C10) Hang crepe paper streamers over the changing table. Talk about the colors of the streamers. ----- •This Is Lily? (C14) Review the name of the colors <i>green, yellow, red,</i> and <i>blue</i> using Lily the puppet. Show different items that match the colors. 	<ul style="list-style-type: none"> •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> 	<ul style="list-style-type: none"> •Colored Streamers (C10) Hang crepe paper streamers over the changing table. Talk about the colors of the streamers. ----- •This Is Lily? (C14) Review the name of the colors <i>green, yellow, red,</i> and <i>blue</i> using Lily the puppet. Show different items that match the colors. 	<ul style="list-style-type: none"> •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> 	<ul style="list-style-type: none"> •Colored Streamers (C10) Hang crepe paper streamers over the changing table. Talk about the colors of the streamers. ----- •This Is Lily? (C14) Review the name of the colors <i>green, yellow, red,</i> and <i>blue</i> using Lily the puppet. Show different items that match the colors.
Social Emotional Development	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby. ----- •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. 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby. ----- •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. 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby. ----- •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. 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby. ----- •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. 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Play music softly only during floor time. Sing simple songs when holding a baby. ----- •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.
Physical Development	<ul style="list-style-type: none"> •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. ----- •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. 	<ul style="list-style-type: none"> •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. ----- •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. 	<ul style="list-style-type: none"> •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. ----- •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. 	<ul style="list-style-type: none"> •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. ----- •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. 	<ul style="list-style-type: none"> •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. ----- •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.

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 sing C.1.b. Smiles when spok D.3.b. Enjoys learning th D.1.a. Reaches out to tou C.1.a. Turns toward teac D.1.c. Shows interest in shapes, pattern, and pic ----- C.2.a. Responds to teac babbling D.1.c. Notices size, shap of objects B.1.b. Enjoys an adult's : A.3.a. Grabs things with</p>



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Theme: Harvest Week

Class: Infant A

Week: November 25-29, 2019

I: *The Comprehensive Infant Curriculum*
CRI: *The Complete Resource Book for Infants*
ITA: *Infant and Toddler Activities*
ALI: *Active Learning for Infants*

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
Monday I can feel different textures.	Pumpkin Texture	Knock on the pumpkin	Sign Language of the week: Fruit and vegetable Introduce the theme. Words of the week: fruit and vegetable	<u>Cock-A-Doodle-Moo!</u>	“I Love to Eat Apples and Bananas”	Teacher-made Plant and Seed Book I 197	Dance with Me Baby
Tuesday Pumpkin is a fruit.	Feel the Pumpkin	Roll the pumpkin	Talk about the color of the pumpkin Pictures of different food	<u>Cock-A-Doodle-Moo!</u>	“I Love to Eat Apples and Bananas”	Peek-a-Boo	Wrist Rattles
Wednesday Apple is a fruit.	Make a handprint turkey	Leg Massage	Innovations flash cards Talk about the colors of some fruits. Happy Thanksgiving Day!	<u>Cock-A-Doodle-Moo!</u>	“I Love to Eat Apples and Bananas”	Where’s the Turkey?	Harvest the fruits/veggies (put in container)
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Infant Program

frogstreet Infant Program

Class: Infant B (6-12 months) Focus: Shapes	Date: October 28-November 1, 2019	Week: 9
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Respecting Your Baby's Acute Senses	
English Vocabulary: <i>square, triangle, circle</i>	Spanish Vocabulary: <i>cuadrado, triangulo, circulo</i>	

American Sign Language (ASL): *square, triangle, circle*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Find the Shapes (L21) Hide a square under a blanket. Encourage little ones to look for the shape. Prompt them by saying: <i>Where is the square?</i>	• Read <i>Let's Find Shapes</i> Make a pause and show the pictures to each baby.	•Find the Shapes (L21) Hide a circle under a blanket. Encourage little ones to look for the shape. Prompt them by saying: <i>Where is the circle?</i>	• Read <i>Let's Find Shapes</i> Make a pause and show the pictures to each baby.	•Find the Shapes (L21) Hide a triangle under a blanket. Encourage little ones to look for the shape. Prompt them by saying: <i>Where is the triangle?</i>
Cognitive Development	•Eye on the Ball (C37) Sit in front of the baby and roll a ball. Tell baby the ball is round. Ask the baby to watch the ball as it rolls.	•Photo Activity Cards 20, 21, and 23 square • cuadrado circle • circulo triangle • triangulo •Teach the ASL signs for <i>square • cuadrado circle • circulo triangle • triangulo</i>	•Eye on the Ball (C37) Sit in front of the baby and roll a ball. Tell baby the ball is round. Ask the baby to watch the ball as it rolls.	•Photo Activity Cards 20, 21, and 23 square • cuadrado circle • circulo triangle • triangulo toes • dedos de los pies •Teach the ASL signs for <i>square • cuadrado circle • circulo triangle • triangulo</i>	•Eye on the Ball (C37) Sit in front of the baby and roll a ball. Tell baby the ball is round. Ask the baby to watch the ball as it rolls.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Walking My Baby (SE29) Make a shape pattern on the floor and play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Peek-a-Boo, I See You! (p 180). You can play this game hiding shapes behind you. 	<ul style="list-style-type: none"> •Walking My Baby (SE29) Make a shape pattern on the floor and play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Peek-a-Boo, I See You! (p 180). You can play this game hiding shapes behind you. 	<ul style="list-style-type: none"> •Walking My Baby (SE29) Make a shape pattern on the floor and play "Walking My Baby Back Home" (<i>Frog Street Baby Games CD</i>).
Physical Development	<ul style="list-style-type: none"> •Drop Slot Container (P30) Make a drop slot container. Show little ones how to slip the shapes through the opening. Empty the container and encourage the baby to repeat the activity. 	<ul style="list-style-type: none"> •Drop Slot Container (P30) Make a drop slot container. Show little ones how to slip the shapes through the opening. Empty the container and encourage the baby to repeat the activity. 	<ul style="list-style-type: none"> •Drop Slot Container (P30) Make a drop slot container. Show little ones how to slip the shapes through the opening. Empty the container and encourage the baby to repeat the activity. 	<ul style="list-style-type: none"> •Drop Slot Container (P30) Make a drop slot container. Show little ones how to slip the shapes through the opening. Empty the container and encourage the baby to repeat the activity. 	<ul style="list-style-type: none"> •Drop Slot Container (P30) Make a drop slot container. Show little ones how to slip the shapes through the opening. Empty the container and encourage the baby to repeat the activity.
Objectives	<ul style="list-style-type: none"> D.3.b. Looks for hidden shapes C.1.b. Follows simple requests D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.b. Moves from one position to another while coordinating body movements A.3.b. Picks up and releases objects 	<ul style="list-style-type: none"> D.3.b. Looks for hidden shapes C.1.b. Follows simple requests D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.b. Moves from one position to another while coordinating body movements A.3.b. Picks up and releases objects 	<ul style="list-style-type: none"> D.3.b. Looks for hidden shapes C.1.b. Follows simple requests D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.b. Moves from one position to another while coordinating body movements A.3.b. Picks up and releases objects 	<ul style="list-style-type: none"> D.3.b. Looks for hidden shapes C.1.b. Follows simple requests D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.b. Moves from one position to another while coordinating body movements A.3.b. Picks up and releases objects 	<ul style="list-style-type: none"> D.3.b. Looks for hidden shapes C.1.b. Follows simple requests D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.b. Moves from one position to another while coordinating body movements A.3.b. Picks up and releases objects



Infant Program

frogstreet Infant Program

Class: Infant B (6-12 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: <i>green, blue, yellow, red</i>		Spanish Vocabulary: <i>verde, azul, amarillo, rojo</i>			
American Sign Language (ASL): <i>green, blue, yellow, red</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>). •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: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Book Etiquette (L40) Make a Color Book and sit with the little one. Discuss holding the book in the correct position.	• Read <i>My Turn to Learn Colors</i> Make a pause and show the pictures to each baby.	•Book Etiquette (L40) Make a Color Book and sit with the little one. Discuss holding the book in the correct position. Point out that we must treat books gently.	• Read <i>Merry-Go-Round</i> . Make a pause and show the pictures to each baby.	•Book Etiquette (L40) Make a Color Book and sit with the little one. Discuss holding the book in the correct position. When you are finished, take the baby with you to the place where the books are stored and demonstrate putting the book where it belongs.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Things That Go Together (C33) Make a "Colors That Go Together" cards. Sit with little ones as they match the cards.</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>•Things That Go Together (C33) Make a "Colors That Go Together" cards. Sit with little ones as they match the cards</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>•Things That Go Together (C33) Make a "Colors That Go Together" cards. Sit with little ones as they match the cards</p>
Social Emotional Development	<p>•Photo Cards (SE32) Place Photo Activity Card 24 (hat) and place it beside an actual hat. Ask <i>what color is the hat?</i></p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Round and Round the Garden (111).</p>	<p>•Photo Cards (SE32) Place photo of the little one next to his/her shoes and ask the baby what color are his/her shoes.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Round and Round the Garden (111).</p>	<p>•Photo Cards (SE32) Place photo of the little one next to his/her outfit and ask the baby what color is his/her outfit.</p>
Physical Development	<p>•Bubble Stomp (P40) 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. Sing the "Colors Song" as little ones pop bubbles.</p>	<p>•Bubble Stomp (P40) 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. Sing the "Colors Song" as little ones pop bubbles.</p>	<p>•Bubble Stomp (P40) 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. Sing the "Colors Song" as little ones pop bubbles.</p>	<p>•Bubble Stomp (P40) 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. Sing the "Colors Song" as little ones pop bubbles.</p>	<p>•Bubble Stomp (P40) 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. Sing the "Colors Song" as little ones pop bubbles.</p>
Objectives	<p>C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book D.1.b. Categorizes, matches, orders some objects D.1.c. Notices size, shape, and color of objects A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>



Infant Program

frogstreet Infant Program

Class: Infant B (6-12 months)	Focus: Colors	Date: November 11-15, 2019	Week: 11
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Singing is Joyful and More	
English Vocabulary: <i>green, blue, yellow, red</i>		Spanish Vocabulary: <i>verde, azul, amarillo, rojo</i>	

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	•Find the Colors (L21) Hide a toy under the blanket. Encourage little ones to look for the toy. When they find them ask them <i>what color is the toy?</i> Shades of yellow	• Read <i>Butterfly Book of Colors</i> . Make a pause and show the pictures to each baby.	•Find the Colors (L21) Hide a toy under the blanket. Encourage little ones to look for the toy. When they find them ask them <i>what color is the toy?</i> Shades of blue	• Read <i>Butterfly Book of Colors</i> . Make a pause and show the pictures to each baby.	•Find the Colors (L21) Hide a toy under the blanket. Encourage little ones to look for the toy. When they find them ask them <i>what color is the toy?</i> Shades of yellow

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Ball Track Designs (C38) Place a sheet of construction paper inside a box. Dip a golf ball in blue tempera paint and then place it inside the box. Show the baby how to move the box to roll the ball around.</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>•Ball Track Designs (C38) Place a sheet of construction paper inside a box. Dip a golf ball in green tempera paint and then place it inside the box. Show the baby how to move the box to roll the ball around.</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>•Ball Track Designs (C38) Place a sheet of construction paper inside a box. Dip a golf ball in yellow tempera paint and then place it inside the box. Show the baby how to move the box to roll the ball around.</p>
Social Emotional Development	<p>•I Love You! (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different.</p>	<p>•I Love You! (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different</p>	<p>•I Love You! (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different</p>	<p>•I Love You! (SE25) <i>Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different</i></p>	<p>•I Love You! (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different</p>
Physical Development	<p>•Scarf Pull (P29) Stuff a scarf into an empty can and poke the end of the top of the scarf through the slit in the can li. Place the lid on the can. Demonstrate how to pull the scarf from the can. Say the color of the scarf.</p>	<p>•Scarf Pull (P29) Stuff a scarf into an empty can and poke the end of the top of the scarf through the slit in the can li. Place the lid on the can. Demonstrate how to pull the scarf from the can. Say the color of the scarf.</p>	<p>•Scarf Pull (P29) Stuff a scarf into an empty can and poke the end of the top of the scarf through the slit in the can li. Place the lid on the can. Demonstrate how to pull the scarf from the can. Say the color of the scarf.</p>	<p>•Scarf Pull (P29) Stuff a scarf into an empty can and poke the end of the top of the scarf through the slit in the can li. Place the lid on the can. Demonstrate how to pull the scarf from the can. Say the color of the scarf.</p>	<p>•Scarf Pull (P29) Stuff a scarf into an empty can and poke the end of the top of the scarf through the slit in the can li. Place the lid on the can. Demonstrate how to pull the scarf from the can. Say the color of the scarf.</p>
Objectives	<p>C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book C.1.b. Follow simple requests D.1.c. Notices size, shape, and color of objects A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests B.1.c. Engages in positive relationships and interactions with adults A.3.a. Grabs at things with a purpose</p>	<p>C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book C.1.b. Follow simple requests D.1.c. Notices size, shape, and color of objects A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests B.1.c. Engages in positive relationships and interactions with adults A.3.a. Grabs at things with a purpose</p>	<p>C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book C.1.b. Follow simple requests D.1.c. Notices size, shape, and color of objects A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests B.1.c. Engages in positive relationships and interactions with adults A.3.a. Grabs at things with a purpose</p>	<p>C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book C.1.b. Follow simple requests D.1.c. Notices size, shape, and color of objects A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests B.1.c. Engages in positive relationships and interactions with adults A.3.a. Grabs at things with a purpose</p>	<p>C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book C.1.b. Follow simple requests D.1.c. Notices size, shape, and color of objects A.2.b. Moves body to achieve a goal C.1.b. Follows simple requests B.1.c. Engages in positive relationships and interactions with adults A.3.a. Grabs at things with a purpose</p>



Infant Program

frogstreet Infant Program

Class: Infant B (6-12 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: <i>green, blue, yellow, red</i>		Spanish Vocabulary: <i>verde, azul, amarillo, rojo</i>	

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

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: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •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. 	<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" • "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. 	<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: 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.. 	<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" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
Language Development	<ul style="list-style-type: none"> •Photos (L30) Show some Photo Activity Cards to babies and talk about the colors on each card. Shades of green 	<ul style="list-style-type: none"> • Read <i>Macy's Colors</i>. Make a pause and show the pictures to each baby. 	<ul style="list-style-type: none"> •Photos (L30) Show some Photo Activity Cards to babies and talk about the colors on each card. Shades of red 	<ul style="list-style-type: none"> • Read <i>Macy's Colors</i>. Make a pause and show the pictures to each baby. 	<ul style="list-style-type: none"> •Photos (L30) Show some Photo Activity Cards to babies and talk about the colors on each card. Shades of blue

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Textured Finger Paint (C39) Place textured finger paint on butcher paper. Invite little ones to paint on it. Talk about the paint as they work. Say the name of each color.</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>•Textured Finger Paint (C39) Place textured finger paint on butcher paper. Invite little ones to paint on it. Talk about the paint as they work. Say the name of each color.</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>•Textured Finger Paint (C39) Place textured finger paint on butcher paper. Invite little ones to paint on it. Talk about the paint as they work. Say the name of each color.</p>
Social Emotional Development	<p>•Name Game (SE27) Show cards of different colors to the little ones and say the name of the colors. Encourage little ones to point to the color.</p>	<p>•I Love You! (SE25) Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different</p>	<p>•Name Game (SE27) Show cards of different colors to the little ones and say the name of the colors. Encourage little ones to point to the color.</p>	<p>•I Love You! (SE25) <i>Throughout the day, tell babies how much you love them. Tell them about the things that make them special and uniquely different</i></p>	<p>•Name Game (SE27) Show cards of different colors to the little ones and say the name of the colors. Encourage little ones to point to the color.</p>
Physical Development	<p>•Squeeze the Sponge (P22) Give little ones colorful sponges to squeeze. Babies will enjoy feeling the texture and squeezing the sponges.</p>	<p>•Squeeze the Sponge (P22) Give little ones colorful sponges to squeeze. Babies will enjoy feeling the texture and squeezing the sponges.</p>	<p>•Squeeze the Sponge (P22) Give little ones colorful sponges to squeeze. Babies will enjoy feeling the texture and squeezing the sponges.</p>	<p>•Squeeze the Sponge (P22) Give little ones colorful sponges to squeeze. Babies will enjoy feeling the texture and squeezing the sponges.</p>	<p>•Squeeze the Sponge (P22) Give little ones colorful sponges to squeeze. Babies will enjoy feeling the texture and squeezing the sponges.</p>
Objectives	<p>C.3.b. Understands that photos can represent real things in an environment C.3.a. Points to pictures and colors when named by an adult B.2.b. Turns and look at teacher when a color is named C.1.a. Listens with interest to the language of others D.1.b. Uses senses to investigate environment to discover what objects and people do</p>	<p>C.3.b. Understands that photos can represent real things in an environment C.3.a. Points to pictures and colors when named by an adult B.2.b. Turns and look at teacher when a color is named C.1.a. Listens with interest to the language of others D.1.b. Uses senses to investigate environment to discover what objects and people do</p>	<p>C.3.b. Understands that photos can represent real things in an environment C.3.a. Points to pictures and colors when named by an adult B.2.b. Turns and look at teacher when a color is named C.1.a. Listens with interest to the language of others D.1.b. Uses senses to investigate environment to discover what objects and people do</p>	<p>C.3.b. Understands that photos can represent real things in an environment C.3.a. Points to pictures and colors when named by an adult B.2.b. Turns and look at teacher when a color is named C.1.a. Listens with interest to the language of others D.1.b. Uses senses to investigate environment to discover what objects and people do</p>	<p>C.3.b. Understands that photos can represent real things in an environment C.3.a. Points to pictures and colors when named by an adult B.2.b. Turns and look at teacher when a color is named C.1.a. Listens with interest to the language of others D.1.b. Uses senses to investigate environment to discover what objects and people do</p>



Theme: Harvest Week

Class: Infant B

Week: November 25-29, 2019

I: The Comprehensive Infant Curriculum
CRI: The Complete Resource Book for Infants
ITA: Infant and Toddler Activities
ALI: Active Learning for Infants

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
Monday I can feel the texture of the pumpkin.	Texture of the Pumpkin	Squish, Squash CRI.125	Sign Language of the week: fruit and vegetable Introduce the theme	<i>Leaves, Leaves!</i>	“Pumpkin, Pumpkin on the Ground”	What’s inside?	Let’s have a picnic!
Tuesday Pumpkins can be different sizes.	Art: Finger paint a pumpkin	Up and Down the Pumpkin	Talk about the color of the pumpkin and the sizes	<i>Leaves, Leaves!</i>	“Pumpkin, Pumpkin on the Ground”	Count the pumpkins.	Going Bye-bye
Wednesday I can learn about different vegetables.	Sensory: Texture of different kinds of vegetables	Reach the Fruit	Explain to the babies the vegetable are very healthy to eat	<i>Leaves, Leaves!</i>	“Pumpkin, Pumpkin on the Ground”	Count the leaves	Dress up a baby doll
Thursday	H		L		D		Y
Friday		O		I		A	



Class: Infant C (12-18 months)	Focus: Shapes	Date: October 28-November 1, 2019	Week: 9		
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Respecting Your Baby's Acute Senses			
English Vocabulary: circle, square, rectangle, triangle		Spanish Vocabulary: círculo, cuadrado, rectangulo, triangulo			
American Sign Language (ASL): circle, square, rectangle, triangle					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Tiny Star (L42) Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Open and close your hands to simulate twinkling stars. Show babies the shape of the star. 	<ul style="list-style-type: none"> • Read <i>Shapes</i>. Say the names of the shapes pointing to objects the same shape. • Naming Name (L45) Play a Shape Naming Game. 	<ul style="list-style-type: none"> • Tiny Star (L42) Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Open and close your hands to simulate twinkling stars. Show babies the shape of the star. 	<ul style="list-style-type: none"> • Read <i>Shapes</i>. Say the names of the shapes pointing to objects the same shape. • Naming Name (L45) Play a Shape Naming Game. Walk around the room and ask the babies "what shape it is?" 	<ul style="list-style-type: none"> • Tiny Star (L42) Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Open and close your hands to simulate twinkling stars. Show babies the shape of the star.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Sandbox Treasures (C44) Bury small shapes in the sandbox. Challenge the little ones to use strainers to find the "buried treasures." 	<ul style="list-style-type: none"> •Photo Activity Library Cards 20, 21, 22, and 23 circle • círculo square • cuadrado rectangle • rectángulo triangle • triángulo •Teach the ASL signs for <i>circle • círculo</i> <i>square • cuadrado</i> <i>rectangle • rectángulo</i> <i>triangle • triángulo</i> 	<ul style="list-style-type: none"> •Sandbox Treasures (C44) Bury small shapes in the sandbox. Challenge the little ones to use strainers to find the "buried treasures." 	<ul style="list-style-type: none"> •Photo Activity Library Cards 20, 21, 22, and 23 circle • círculo square • cuadrado rectangle • rectángulo triangle • triángulo •Teach the ASL signs for <i>circle • círculo</i> <i>square • cuadrado</i> <i>rectangle • rectángulo</i> <i>triangle • triángulo</i> 	<ul style="list-style-type: none"> •Sandbox Treasures (C44) Bury small shapes in the sandbox. Challenge the little ones to use strainers to find the "buried treasures."
Social Emotional Development	<ul style="list-style-type: none"> •Shape Puzzles (SE51) Make shape puzzles and encourage the little ones to put the puzzles together. 	<ul style="list-style-type: none"> •<i>I Love Rituals</i> by Becky Bailey Play the relaxing game Move what I Touch (p165). 	<ul style="list-style-type: none"> •Shape Puzzles (SE51) Make shape puzzles and encourage the little ones to put the puzzles together. 	<ul style="list-style-type: none"> •<i>I Love Rituals</i> by Becky Bailey Play the relaxing game Move what I Touch (p165). 	<ul style="list-style-type: none"> •Shape Puzzles (SE51) Make shape puzzles and encourage the little ones to put the puzzles together.
Physical Development	<ul style="list-style-type: none"> •Fill and Dump (P42) During play time invite babies to fill the container with different shapes and then dump and refill them. 	<ul style="list-style-type: none"> •Fill and Dump (P42) During play time invite babies to fill the container with different shapes and then dump and refill them. Say the names of the shapes. 	<ul style="list-style-type: none"> •Fill and Dump (P42) During play time invite babies to fill the container with different shapes and then dump and refill them. 	<ul style="list-style-type: none"> •Fill and Dump (P42) During play time invite babies to fill the container with different shapes and then dump and refill them. Say the names of the shapes. 	<ul style="list-style-type: none"> •Fill and Dump (P42) During play time invite babies to fill the container with different shapes and then dump and refill them.
Objectives	<ul style="list-style-type: none"> C.2.a. Tries to name familiar objects C.2.c. Begins to repeat words in simple songs and rhymes D.1.b. Uses tools to solve problems B.2.b. Points and names shapes A.2.b. Moves from one position to another while coordinating body movement A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.2.a. Tries to name familiar objects C.2.c. Begins to repeat words in simple songs and rhymes D.1.b. Uses tools to solve problems B.2.b. Points and names shapes A.2.b. Moves from one position to another while coordinating body movement A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.2.a. Tries to name familiar objects C.2.c. Begins to repeat words in simple songs and rhymes D.1.b. Uses tools to solve problems B.2.b. Points and names shapes A.2.b. Moves from one position to another while coordinating body movement A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.2.a. Tries to name familiar objects C.2.c. Begins to repeat words in simple songs and rhymes D.1.b. Uses tools to solve problems B.2.b. Points and names shapes A.2.b. Moves from one position to another while coordinating body movement A.3.a. Coordinates hand and body movements 	<ul style="list-style-type: none"> C.2.a. Tries to name familiar objects C.2.c. Begins to repeat words in simple songs and rhymes D.1.b. Uses tools to solve problems B.2.b. Points and names shapes A.2.b. Moves from one position to another while coordinating body movement A.3.a. Coordinates hand and body movements



Class: Infant C (12-18 months)	Focus: Colors	Date: November 4-8, 2019	Week: 10
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Respecting Your Baby's Acute Senses	
English Vocabulary: crayon, green, yellow, blue, red		Spanish Vocabulary: crayon, verde, amarillo, azul, rojo	
American Sign Language (ASL): crayon, green, yellow, blue, red			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> •Finger Paint (L56) Invite children to make designs and marks with their hands in finger paint placed directly on a sheet of paper. 	<ul style="list-style-type: none"> •Read <i>The Color Bear</i>. Say the names of the colors pointing to objects the same color. 	<ul style="list-style-type: none"> •Finger Paint (L56) Invite children to make designs and marks with their hands in finger paint placed directly on a sheet of paper. 	<ul style="list-style-type: none"> •Read <i>The Color Bear</i>. Say the names of the colors pointing to objects the same color. 	<ul style="list-style-type: none"> •Finger Paint (L56) Invite children to make designs and marks with their hands in finger paint placed directly on a sheet of paper.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Making Green (C54) Place a small amount of blue finger paint on one of a child's hands and yellow finger paint on the other hand. Show the child how to rub his/her hands together to create a new color. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 14, 15, 16, and 30 crayon • crayon green • green yellow • amarillo blue • azul red • rojo •Teach the ASL signs for crayon • crayon green • green yellow • amarillo blue • azul red • rojo 	<ul style="list-style-type: none"> •Making Green (C54) Place a small amount of blue finger paint on one of a child's hands and yellow finger paint on the other hand. Show the child how to rub his/her hands together to create a new color. Provide paper and encourage the child to make a green picture. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 14, 15, 16, and 30 crayon • crayon green • green yellow • amarillo blue • azul red • rojo •Teach the ASL signs for crayon • crayon green • green yellow • amarillo blue • azul red • rojo 	<ul style="list-style-type: none"> •Making Green (C54) Place a small amount of blue finger paint on one of a child's hands and yellow finger paint on the other hand. Show the child how to rub his/her hands together to create a new color. Shades of green
Social Emotional Development	<ul style="list-style-type: none"> •Color Puzzles (SE51) Make a color puzzle. Help little ones work with the puzzle. Ask about the color of the puzzle. Shades of red 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Finger play "One, Two, Three, Four, Five" (p 109) 	<ul style="list-style-type: none"> •Color Puzzles (SE51) Make a color puzzle. Help little ones work with the puzzle. Ask about the color of the puzzle. Shades of yellow 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Finger play "One, Two, Three, Four, Five" (p 109) 	<ul style="list-style-type: none"> •Color Puzzles (SE51) Make a color puzzle. Help little ones work with the puzzle. Ask about the color of the puzzle. Shades of blue
Physical Development	<ul style="list-style-type: none"> •Shaker Art (P49) Fill salt shakers with yellow. Invite each child to shake sand from the shakers onto a sheet of construction paper that has been brushed with glue. 	<ul style="list-style-type: none"> •Shaker Art (P49) Fill salt shakers with blue. Invite each child to shake sand from the shakers onto a sheet of construction paper that has been brushed with glue. 	<ul style="list-style-type: none"> •Shaker Art (P49) Fill salt shakers with yellow. Invite each child to shake sand from the shakers onto a sheet of construction paper that has been brushed with glue. 	<ul style="list-style-type: none"> •Shaker Art (P49) Fill salt shakers with blue. Invite each child to shake sand from the shakers onto a sheet of construction paper that has been brushed with glue. 	<ul style="list-style-type: none"> •Shaker Art (P49) Fill salt shakers with green. Invite each child to shake sand from the shakers onto a sheet of construction paper that has been brushed with glue.
Objectives	<ul style="list-style-type: none"> D.1.c. Shows interest in colors and pictures C.3.d. Makes or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects B.2.b. Points to and names colors 	<ul style="list-style-type: none"> D.1.c. Shows interest in colors and pictures C.3.d. Makes or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects B.2.b. Points to and names colors 	<ul style="list-style-type: none"> D.1.c. Shows interest in colors and pictures C.3.d. Makes or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects B.2.b. Points to and names colors 	<ul style="list-style-type: none"> D.1.c. Shows interest in colors and pictures C.3.d. Makes or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects B.2.b. Points to and names colors 	<ul style="list-style-type: none"> D.1.c. Shows interest in colors and pictures C.3.d. Makes or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration A.2.a. Shakes or wiggles arms and legs A.3.a. Shakes objects B.2.b. Points to and names colors



Class: Infant C (12-18 months)	Focus: Colors	Date: November 11-15, 2019	Week: 11		
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Singing is Joyful and More			
English Vocabulary: crayon, red, yellow, blue		Spanish Vocabulary: crayon, rojo, amarillo, azul			
American Sign Language (ASL): crayon, red, yellow, blue					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Color Me Happy (L54) Give little ones chunky crayons and drawing paper. Encourage them to move a crayon on the paper to create marks. 	<ul style="list-style-type: none"> • Read <i>The Color Bear</i>. Say the names of the colors pointing to objects that color. 	<ul style="list-style-type: none"> • Color Me Happy (L54) Give little ones chunky crayons and drawing paper. Encourage them to move a crayon on the paper to create marks. 	<ul style="list-style-type: none"> • Read <i>The Color Bear</i>. Say the names of the colors pointing to objects that color. 	<ul style="list-style-type: none"> • Color Me Happy (L54) Give little ones chunky crayons and drawing paper. Encourage them to move a crayon on the paper to create marks.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Color Day (C43) Have a "Color Day" for each of the primary colors: red Look for objects that are red. Shades of red 	<ul style="list-style-type: none"> •Photo Activity Library Cards 30, 13, 14, and 16 crayon • crayon red • rojo yellow • amarillo blue • azul •Teach the ASL signs for <i>crayon • crayon</i> <i>red • rojo</i> <i>yellow • amarillo</i> <i>blue • azul</i> 	<ul style="list-style-type: none"> •Color Day (C43) Have a "Color Day" for each of the primary colors: yellow Look for objects that are yellow. Shades of yellow 	<ul style="list-style-type: none"> •Photo Activity Library Cards 30, 13, 14, and 16 crayon • crayon red • rojo yellow • amarillo blue • azul •Teach the ASL signs for <i>crayon • crayon</i> <i>red • rojo</i> <i>yellow • amarillo</i> <i>blue • azul</i> 	<ul style="list-style-type: none"> •Color Day (C43) Have a "Color Day" for each of the primary colors: blue Look for objects that are blue. Shades of blue
Social Emotional Development	<ul style="list-style-type: none"> •Stop and Go (SE66) Play Stop and Go, Say "go, go, go, go" and then suddenly say "stop!" Explain that they can move freely when you say "go" and stop when you say "stop." The color red is for stop and the green for go. 	<ul style="list-style-type: none"> •Stop and Go (SE66) Play Stop and Go, Say "go, go, go, go" and then suddenly say "stop!" Explain that they can move freely when you say "go" and stop when you say "stop." The color red is for stop and the green for go. 	<ul style="list-style-type: none"> •Stop and Go (SE66) Play Stop and Go, Say "go, go, go, go" and then suddenly say "stop!" Explain that they can move freely when you say "go" and stop when you say "stop." The color red is for stop and the green for go. 	<ul style="list-style-type: none"> •<i>Stop and Go (SE66)</i> <i>Play Stop and Go, Say "go, go, go, go" and then suddenly say "stop!" Explain that they can move freely when you say "go" and stop when you say "stop."</i> <i>The color red is for stop and the green for go.</i> 	<ul style="list-style-type: none"> •Stop and Go (SE66) Play Stop and Go, Say "go, go, go, go" and then suddenly say "stop!" Explain that they can move freely when you say "go" and stop when you say "stop." The color red is for stop and the green for go.
Physical Development	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves of different colors while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to waive their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves of different colors while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to waive their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves of different colors while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to waive their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves of different colors while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to waive their scarves and turn around. 	<ul style="list-style-type: none"> • Streamer Dancing (P58) Have children hold and wave scarves of different colors while they dance to "Puppy Dance" (<i>Frog Street Baby Songs CD</i>). Encourage them to waive their scarves and turn around.
Objectives	<p>C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper D.1.c. Shows interest in colors E.4.a. Learns and uses words to describe what they are doing B.3.b. Begins to develop and demonstrate control over some of their feelings and behaviors A.2.a. Develops control of large muscles for movement, navigation, and balance</p>	<p>C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper D.1.c. Shows interest in colors E.4.a. Learns and uses words to describe what they are doing B.3.b. Begins to develop and demonstrate control over some of their feelings and behaviors A.2.a. Develops control of large muscles for movement, navigation, and balance</p>	<p>C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper D.1.c. Shows interest in colors E.4.a. Learns and uses words to describe what they are doing B.3.b. Begins to develop and demonstrate control over some of their feelings and behaviors A.2.a. Develops control of large muscles for movement, navigation, and balance</p>	<p>C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper D.1.c. Shows interest in colors E.4.a. Learns and uses words to describe what they are doing B.3.b. Begins to develop and demonstrate control over some of their feelings and behaviors A.2.a. Develops control of large muscles for movement, navigation, and balance</p>	<p>C.3.d. Reaches for and holds writing tools C.3.d. Marks or scribbles on paper D.1.c. Shows interest in colors E.4.a. Learns and uses words to describe what they are doing B.3.b. Begins to develop and demonstrate control over some of their feelings and behaviors A.2.a. Develops control of large muscles for movement, navigation, and balance</p>



Class: Infant C (12-18 months)	Focus: Colors	Date: November 27-28, 2019	Week: 12
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Singing Is Joyful and More	
English Vocabulary: crayon, green, yellow, blue, red		Spanish Vocabulary: crayon, verde, amarillo, azul, rojo	
American Sign Language (ASL): crayon, green, yellow, blue, red			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Naming Name (L45) Play a naming game. Take a stroll around the room and ask what color is the object you are pointing. 	<ul style="list-style-type: none"> • Read <i>A World of Colors</i> Say the names of the colors pointing to objects the same color. 	<ul style="list-style-type: none"> • Naming Name (L45) Play a naming game. Take a stroll around the room and ask what color is the object you are pointing 	<ul style="list-style-type: none"> • Read <i>A World of Colors</i> Say the names of the colors pointing to objects the same color. 	<ul style="list-style-type: none"> • Naming Name (L45) Play a naming game. Take a stroll around the room and ask what color is the object you are pointing

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Bowling (C53) Use lightweight blocks as bowling pins. Approach this game as a problem solving game. Use a blue ball to knock down the "bowling pins." 	<ul style="list-style-type: none"> •Photo Activity Library Cards 14, 15, 16, and 30 crayon • crayon green • green yellow • amarillo blue • azul red • rojo •Teach the ASL signs for <i>crayon</i> • <i>crayon green</i> • <i>green yellow</i> • <i>amarillo blue</i> • <i>azul red</i> • <i>rojo</i> 	<ul style="list-style-type: none"> •Bowling (C53) Use lightweight blocks as bowling pins. Approach this game as a problem solving game. Use a blue ball to knock down the "bowling pins." 	<ul style="list-style-type: none"> •Photo Activity Library Cards 14, 15, 16, and 30 crayon • crayon green • green yellow • amarillo blue • azul red • rojo •Teach the ASL signs for <i>crayon</i> • <i>crayon green</i> • <i>green yellow</i> • <i>amarillo blue</i> • <i>azul red</i> • <i>rojo</i> 	<ul style="list-style-type: none"> •Bowling (C53) Use lightweight blocks as bowling pins. Approach this game as a problem solving game. Use a blue ball to knock down the "bowling pins."
Social Emotional Development	<ul style="list-style-type: none"> •Celebrating Me (SE44) Teach little ones ways to celebrate their successes. Using green, blue, and yellow painting make designs on a piece of paper. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Finger play "Mr. Sun" (p105) <i>What color is the sun?</i> 	<ul style="list-style-type: none"> •Celebrating Me (SE44) Teach little ones ways to celebrate their successes. Using green, blue, and yellow painting make designs on a piece of paper. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Finger play "Mr. Sun" (p105) <i>What color is the sun?</i> 	<ul style="list-style-type: none"> •Celebrating Me (SE44) Teach little ones ways to celebrate their successes. Using green, blue, and yellow painting make designs on a piece of paper.
Physical Development	<ul style="list-style-type: none"> •Walk the Line (P55) Place a blue line on the floor. Challenge little ones to walk the line. 	<ul style="list-style-type: none"> •Walk the Line (P55) Place a yellow line on the floor. Challenge little ones to walk the line. 	<ul style="list-style-type: none"> •Walk the Line (P55) Place a green line on the floor. Challenge little ones to walk the line. 	<ul style="list-style-type: none"> •Walk the Line (P55) Place a blue line on the floor. Challenge little ones to walk the line. 	<ul style="list-style-type: none"> •Walk the Line (P55) Place a green line on the floor. Challenge little ones to walk the line.
Objectives	<ul style="list-style-type: none"> D.1.b. Uses tools to solve problems D.1.b. Holds, looks at, touches, throws, drops objects C.2.c. Begins to repeat in simple songs and rhymes A.2.a. Develops control of large muscles for movements A.2.b. Moves body to achieve a goal B.1.c. Claps and smiles back and forth with familiar adult B.2.c. Enjoys praise and clapping to celebrate accomplishments 	<ul style="list-style-type: none"> D.1.b. Uses tools to solve problems D.1.b. Holds, looks at, touches, throws, drops objects C.2.c. Begins to repeat in simple songs and rhymes A.2.a. Develops control of large muscles for movements A.2.b. Moves body to achieve a goal B.1.c. Claps and smiles back and forth with familiar adult B.2.c. Enjoys praise and clapping to celebrate accomplishments 	<ul style="list-style-type: none"> D.1.b. Uses tools to solve problems D.1.b. Holds, looks at, touches, throws, drops objects C.2.c. Begins to repeat in simple songs and rhymes A.2.a. Develops control of large muscles for movements A.2.b. Moves body to achieve a goal B.1.c. Claps and smiles back and forth with familiar adult B.2.c. Enjoys praise and clapping to celebrate accomplishments 	<ul style="list-style-type: none"> D.1.b. Uses tools to solve problems D.1.b. Holds, looks at, touches, throws, drops objects C.2.c. Begins to repeat in simple songs and rhymes A.2.a. Develops control of large muscles for movements A.2.b. Moves body to achieve a goal B.1.c. Claps and smiles back and forth with familiar adult B.2.c. Enjoys praise and clapping to celebrate accomplishments 	<ul style="list-style-type: none"> D.1.b. Uses tools to solve problems D.1.b. Holds, looks at, touches, throws, drops objects C.2.c. Begins to repeat in simple songs and rhymes A.2.a. Develops control of large muscles for movements A.2.b. Moves body to achieve a goal B.1.c. Claps and smiles back and forth with familiar adult B.2.c. Enjoys praise and clapping to celebrate accomplishments



Theme: Harvest Week

Class: Infant C

Week: November 25-29, 2019

I: *The Comprehensive Infant Curriculum*
CRI: *The Complete Resource Book for Infants*
ITA: *Infant and Toddler Activities*
ALO: *Active Learning for Ones*

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
Monday I can paint.	Paint a Basket	Pumpkin Carry I 338	Sign language of the week: Fruit and vegetable Innovations flash cards of fruits and vegetables Introduce the theme.	<u>Little Pumpkins</u>	“I Like to Eat Apples and Bananas”	Jack –in-the-Box	Let’s Celebrate Harvest
Tuesday I can make a salad.	Glue fruits in the basket	Rhythm Instruments for Infants I 291	Explain to the babies during harvest we get ripe fruits and vegetables. Innovations flash cards of fruits and vegetables	<u>Happy Harvest Week</u>	“Clap Your Hands”	Puzzles	Make a fruit salad
Wednesday I can paint and glue.	Paint and glue vegetables in the basket	Scott Toys I 216	Explain to the babies we have different celebrations during fall. Innovations flash cards of fruits and vegetables	<u>Happy Harvest Week</u>	“I Like to Eat Apples and Bananas”	Sound Toy I 212	Count Steps ALO 183
Thursday	H		L		D		Y
Friday		O		I		A	