



Toddler Club Program

Lesson Plan for Friends • Amigos -Everyday Friends • Amigos de Todos los Dias (Theme 3 Week 1)	Date: October 28 - November 1, 2019
Objective: Children will explore friends and friendships with a focus on their caregiver and school friends.	Parents as Partners: Send home Parents as Partners Card #9. Encourage parents to spend quality time with their child. Also, ask parents to bring old toothbrushes to class for next week's art project.
English Vocabulary: <i>friend, teacher, caregiver, playmate, school, classmate, together, help</i>	Spanish Vocabulary: <i>amigo/amiga, maestro, cuidadora, companero de juegos, escuela, companero de clase, juntos, ayudar</i>

American Sign Language (ASL): *friend, teacher, caregiver, playmate, school, classmate, together, help*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Starting the Day</p>	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about friends and friendships. UNITE: Sing "The More We Get Together." (FrogStreet Sing-Along Songs CD) CALM: Demonstrate holding hands with a friend for a breathing exercise. Face partner and hold hands. Lift your arms up as you inhale and lower your arms as you exhale. CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Good Morning to You" • "Buenas Dias a Ti". CALM: Demonstrate the calming strategy. Remind children that taking deep breaths is a strategy used to get rid of tension and stress. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the "Pat-a-Caket" with a partner. Clap your hands against your partner's hands on the first two lines of the rhyme. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "This is Tiffany" • "Esa es Carmen?" CALM: Demonstrate holding hands with a friend for a breathing exercise. Face partner and hold hands. Lift your arms up as you inhale and lower your arms as you exhale. CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Good Morning to You" • "Buenas Dias a Ti". CALM: Demonstrate the calming strategy. Remind children that taking deep breaths is a strategy used to get rid of tension and stress. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the "Pat-a-Caket" with a partner. Clap your hands against your partner's hands on the first two lines of the rhyme. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about friends and friendships. UNITE: Sing "The More We Get Together." (FrogStreet Sing-Along Songs CD) CALM: Demonstrate holding hands with a friend for a breathing exercise. Face partner and hold hands. Lift your arms up as you inhale and lower your arms as you exhale. CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • "I Like School" • "Me Gusta La Escuela" story folder (AG p. 6) • Present the story. Teach the ASL sign for <i>school</i>. (AGp2). • Ask: <i>What do you like about school?</i> 	<ul style="list-style-type: none"> • Little Red Hen • La Gallinita Roja Developmental Storybook (AG p. 6) • Read level 1 of the story for the first reading. • Discuss the unhelpful friends in the story. Point out that friends count on each other for help. • Teach the ASL sign for <i>help</i> (AG p.2) Ask: <i>Why did the friends not help?</i> 	<ul style="list-style-type: none"> • "The Enormous Turnip" • "El Nabo Enorme" Developmental Storybook (AG p.6) • Read Level 1 of story. Point out that Gramps needed help pulling up the turnip. The friends in the story all worked together to pull the big turnip out of the ground. • Teach children the ASL for together. (AGp 2). Ask children to name things they need help doing. 	<ul style="list-style-type: none"> • Little Red Hen • La Gallinita Roja Developmental Storybook (AG p. 6) • Read level 1 of the story for the first reading. • Discuss the unhelpful friends in the story. Point out that friends count on each other for help. • Teach the ASL sign for <i>help</i> (AG p.2) Ask: <i>Why did the friends not help?</i> 	<ul style="list-style-type: none"> • "I Like School" • "Me Gusta La Escuela" story folder (AG p. 6) • Present the story. Teach the ASL sign for <i>school</i> (AGp2). • Ask: <i>What do you like about school?</i>
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #17 (caregiver and class) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>caregiver</i> and <i>class</i>. 	<ul style="list-style-type: none"> • Playmates • Point out that all the children in the class are playmates. • Teach the ASL for <i>playmate</i>. (AGp2). Teach children the action song. Define the words <i>jolly</i>, <i>cellardoor</i> and <i>forevermore</i>. Pair children and have them clap hands together as they sing. 	<ul style="list-style-type: none"> • Group Picture (AG p. 7) • Invite little ones to create a group mural using butcher paper and paint. Have children look at their mural when it is finished. Teach the ASL sign for <i>together</i>. (AGp2). Say: Look what we created together! 	<ul style="list-style-type: none"> • Playmates • Point out that all the children in the class are playmates. • Teach the ASL for <i>playmate</i>. (AGp2). Teach children the action song. Define the words <i>jolly</i>, <i>cellar</i>, <i>door</i> and <i>forevermore</i>. Pair children and have them clap hands together as they sing. 	<ul style="list-style-type: none"> • Photo Activity Card #17 (caregiver and class) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>caregiver</i> and <i>class</i>.
Social Emotional Development	<ul style="list-style-type: none"> • "Make New Friends" • "Nuevos Amigos". (AG p.8) (Frog Street Sing-Along Songs CD) • Teach children the song. Have children talk about their friends who are not school friends. 	<ul style="list-style-type: none"> • Friendly Faces (AG p.8) • Use the Face Puzzles you prepared in Theme 1 and invite children to work puzzles for their friends' faces. 	<ul style="list-style-type: none"> • Greeting Friends (AG p. 8) • Talk with little ones about ways they can greet their friends (hug, high five, smile, verbal "hello"). Ask volunteers to demonstrate each greeting. Demonstrate proper ways to introduce a friend. 	<ul style="list-style-type: none"> • Share a Snack (AG p.8) • Invite children to sit with a friend during snack time so they can enjoy the company of a friend. Teach children the ASL sign for friend. (AGp2). 	<ul style="list-style-type: none"> • "Make New Friends" • "Nuevos Amigos". (AG p.8) (Frog Street Sing-Along Songs CD) • Teach children the song. Have children talk about their friends who are not school friends.
Physical Development	<ul style="list-style-type: none"> • Ball Exchange (AG p.9) • Have two friends sit facing each other with their legs outstretched and their feet touching. Encourage them to roll ball back and forth between them. 	<ul style="list-style-type: none"> • Lets Cover It Up (AG p.9) • Draw a happy face on a sheet of paper and place it on the floor. Have children stand behind the throw lines and toss beanbags toward the picture trying to cover it. 	<ul style="list-style-type: none"> • Cooperative Musical Circles (AG p.9) • Place Hula Hoops on ground and play a variation of Musical Chairs. 	<ul style="list-style-type: none"> • Lets Cover It Up (AG p.9) • Draw a happy face on a sheet of paper and place it on the floor. Have children stand behind the throw lines and toss beanbags toward the picture trying to cover it. 	<ul style="list-style-type: none"> • Ball Exchange (AG p.9) • Have two friends sit facing each other with their legs outstretched and their feet touching. Encourage them to roll ball back and forth between them.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor Play	<ul style="list-style-type: none"> • Bubbles for Two (AG p.3) • Invite children to blow bubbles (p.42) with a friend. 	<ul style="list-style-type: none"> • Tug of Peace (AG p.3) • Encourage children to play this cooperative game using a Hula Hoop. Children sit around the hoop and grab hold of it with both hands. Challenge children to pull back on the hoop to see if everyone can stand up together. 	<ul style="list-style-type: none"> • Pair Race (AG p.3) • Pair children and have two pairs race each other from a start line to a finish line. The object is to run the distance without letting go of your friend's hand. 	<ul style="list-style-type: none"> • Tug of Peace (AG p.3) • Encourage children to play this cooperative game using a Hula Hoop. Children sit around the hoop and grab hold of it with both hands. Challenge children to pull back on the hoop to see if everyone can stand up together. 	<ul style="list-style-type: none"> • Bubbles for Two (AG p.3) • Invite children to blow bubbles (p.42) with a friend.
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "This is Tiffany" -"Esa es Carmen Buenos dias a ti". "The More We Get Together"- "Si estamos todos juntos" "Make New Friends" - "Nuevos amigos" 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street "Say, Say My Playmate" - "Vente mi amiga". 	<ul style="list-style-type: none"> • Start Smart Songs for 1's, 2's, and 3's "My Hands on My Head" "Good Morning to You" 	<ul style="list-style-type: none"> • Shawn Brown Toddler Tunes "Five Little Monkeys" "Community Helpers" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "This is Tiffany" -"Esa es Carmen Buenos dias a ti". "The More We Get Together"- "Si estamos todos juntos" "Make New Friends" - "Nuevos amigos"
Learning Centers	<ul style="list-style-type: none"> • Fine Motor (AG p.3) • Invite two friends to work a puzzle together. Homemade puzzles work great because children can work them on the floor. 	<ul style="list-style-type: none"> • Creativity Station (AG p.3) • Encourage children to draw with a partner. Invite older children to paint at an easel with a friend. 	<ul style="list-style-type: none"> • Gross Motor (AG p.3) • Teach children some simple exercises (toe touches, marching, torso twists) and encourage them to exercise with a friend. 	<ul style="list-style-type: none"> • Construction (AG p.3) • Show two friends how to work cooperatively with the trucks and blocks. One friend can put the blocks in the truck and drive it to her friend who can unload the blocks and drive the truck back to the loading area. 	<ul style="list-style-type: none"> • Fine Motor (AG p.3) • Invite two friends to work a puzzle together. Homemade puzzles work great because children can work them on the floor.
Learning Goals	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)



Toddler Club Program



Lesson Plan for Friends • Amigos -Friends Who Keep Us Healthy • Amigos Que Nos Mantienen Saludables (Theme 3 Week 2)	Date: November 4 - 8, 2019
Objective: Children will learn about people who help take care of them and keep them healthy: doctors, nurses, dentists, and veterinarians.	Parents as Partners: Send home Parents as Partners Card #10. Encourage parents to talk with their children using vocabulary related to community friends. Find out if any family members are police officers or firefighters. If so, invite them to visit the classroom and talk about their jobs next week.
English Vocabulary: doctor, nurse, dentist, veterinarian, community, friends, teeth, pets	Spanish Vocabulary: doctor, doctora, enfermera, dentista, veterinario, comunidad, amigos, dientes, mascotas

American Sign Language (ASL): doctor, nurse, dentist, veterinarian, community, friends, teeth, pets

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about friends who keep us healthy: doctors, nurses, dentists, and veterinarians. UNITE: Sing "The Dentist Says." (FrogStreet Sing-Along Songs CD) Discuss children's experiences with the dentist. Younger children may not have been to the dentist. Teach the ASL signs for <i>dentist</i> and <i>teeth</i> (AGp2) CALM: Discuss taking deep breaths for the doctor when she listens to our heart and lungs. Teach the ASL sign for <i>doctor</i>. (AGp12) CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Community Friends" • "Amigos de la Comunidad". CALM: Have children take deep breaths pretending that the doctor is listening. Remind children that taking a deep breath is a way to help us feel more calm and relaxed. CONNECT: Use Max to name the children who are absent and send them well wishes. Explain that a veterinarian is a doctor who cares for pets and sing the song together. (Frog Street Sing-Alongs Songs CD)(AGp15) Tell children that you are going to teach your "puppy". Ask your puppy to get down on all fours. Say "shake" as you tap the puppy's front paw. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "This is the Way We Brush our Teeth" - "Asi Nos Cepillamos los Dientes" CALM: Discuss taking deep breaths for the doctor when she listens to our heart and lungs. Teach the ASL sign for <i>doctor</i>. (AGp12) CONNECT: Use Max to name the children who are absent and send them well wishes. Teach the ASL signs for <i>veterinarian</i> and <i>pets</i> (AGp12) BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using kind words. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Community Friends" • "Amigos de la Comunidad". CALM: Have children take deep breaths pretending that the doctor is listening. Remind children that taking a deep breath is a way to help us feel more calm and relaxed. CONNECT: Use Max to name the children who are absent and send them well wishes. Explain that a veterinarian is a doctor who cares for pets and sing the song together. (Frog Street Sing-Alongs Songs CD)(AGp15) Tell children that you are going to teach your "puppy". Ask your puppy to get down on all fours. Say "shake" as you tap the puppy's front paw. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using gentle hands. Calendar/Weather 	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about friends who keep us healthy: doctors, nurses, dentists, and veterinarians. UNITE: Sing "The Dentist Says." (FrogStreet Sing-Along Songs CD) Discuss children's experiences with the dentist. Younger children may not have been to the dentist. Teach the ASL signs for <i>dentist</i> and <i>teeth</i> (AGp2) CALM: Discuss taking deep breaths for the doctor when she listens to our heart and lungs. Teach the ASL sign for <i>doctor</i>. (AGp12) CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather
Language Development	<ul style="list-style-type: none"> "Stomach Ache" "Dolor de Estoma" story folder (AG p. 16) Read the poem to children. Ask children if they have had a similar experience eating too many treats. Ask: <i>How did your tummy feel? Who did the child call for help? What number did he call?</i> 	<ul style="list-style-type: none"> Community Friends - "Amigos der la Comunidad" (AG p. 16) Ask children about their experiences with each community friend as you read the book. Point out that friends are people who help each other. . Ask: <i>Which tools does each of these friends use in their work?</i> 	<ul style="list-style-type: none"> "Tillie the Triangle" • "Tita Triangulo" Chalk Story (AG p.16) Tell the story. After telling the story a couple of times, provide construction paper shapes (triangle, square, small circle, large circle). Have children find the shape that matches the shape Tillie sees in the mirror each time. Ask: <i>Which unhealthy foods did Tillie eat? What did the doctor tell Tillie? Can you think of some healthy foods Tillie can eat?</i> 	<ul style="list-style-type: none"> Community Friends - "Amigos der la Comunidad" (AG p. 16) Ask children about their experiences with each community friend as you read the book. Point out that friends are people who help each other. . Ask: <i>Which tools does each of these friends use in their work?</i> 	<ul style="list-style-type: none"> "Stomach Ache" "Dolor de Estoma" story folder (AG p. 16) Read the poem to children. Ask children if they have had a similar experience eating too many treats. Ask: <i>How did your tummy feel? Who did the child call for help? What number did he call?</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #18 #19 #20 #21 (doctor, nurse, dentist, veterinarian) (AGp17) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>doctor, nurse, dentist, and veterinarian.</i> 	<ul style="list-style-type: none"> • Worker Puzzles (AGp17) • Invite children to complete the Worker Puzzles: Friends Who Keep Us Healthy (AGp43) . 	<ul style="list-style-type: none"> • 9-1-1 (AG p. 17) • Teach children the song. Show them the numerals 9-1-1 on a phone. Ask them to think of times when someone might need to call this 	<ul style="list-style-type: none"> • Worker Puzzles (AGp17) • Invite children to complete the Worker Puzzles: Friends Who Keep Us Healthy (AGp43) . 	<ul style="list-style-type: none"> • Photo Activity Card #18 #19 #20 #21 (doctor, nurse, dentist, veterinarian) (AGp17) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>doctor, nurse, dentist, and veterinarian.</i>
Social Emotional Development	<ul style="list-style-type: none"> • "This Little Nurse" • "Esta Enfermerita". (AG p.18) • Teach children this fingerplay one-on-one. Discuss the nurse's role in helping the doctor. Review the ASL sign for <i>nurse</i> (AGp12). 	<ul style="list-style-type: none"> • Heal the Hurt (AG p.18) • Teach children the little rhyme about getting a boo-boo. Discuss what mommy does for a hurt. Point out that sometimes mommies and daddies and teachers are doctors' helpers. 	<ul style="list-style-type: none"> • Miss Polly (AG p. 18) • Give children dolls to care for as you teach the chant about Miss Polly's sick dolly (AGp47) 	<ul style="list-style-type: none"> • Heal the Hurt (AG p.18) • Teach children the little rhyme about getting a boo-boo. Discuss what mommy does for a hurt. Point out that sometimes mommies and daddies and teachers are doctors' helpers. 	<ul style="list-style-type: none"> • "This Little Nurse" • "Esta Enfermerita". (AG p.18) • Teach children this fingerplay one-on-one. Discuss the nurse's role in helping the doctor. Review the ASL sign for <i>nurse</i> (AGp12).
Physical Development	<ul style="list-style-type: none"> • Exercise (AG p.19) • Explain why exercise is good for us (builds muscles, increases our alertness, helps us feel good). Teach children simple exercises. 	<ul style="list-style-type: none"> • Jumping Monkeys (AG p.19) • Teach children the action rhyme. Select five (or fewer to match the number of children in your care) to be monkeys jumping on the bed. Discuss why jumping on the bed is dangerous. Ask children to name safer places to jump. 	<ul style="list-style-type: none"> • Doctor, May I? (AG p.19) • Play a teacher directed variation of Mother, May I? Call out to children one at a time asking them to do a specific action (jump, skip, hop, touch toes). Children must ask, "Doctor, May I?" before doing the movement. 	<ul style="list-style-type: none"> • Cotton Ball Pick Up (AG p.19) • Invite children to pick up cotton balls and place them in a bucket. Challenge older children to stand behind a masking tape throw line and toss the cotton balls into the bucket placed a few feet away. 	<ul style="list-style-type: none"> • Exercise (AG p.19) • Explain why exercise is good for us (builds muscles, increases our alertness, helps us feel good). Teach children simple exercises.
Outdoor Play	<ul style="list-style-type: none"> • The Farmer in the Dell (AG p.13) • Play this game using "The Farmer in the Dell (Frog Street Action Songs CD) Focus on the nurse in the song lyrics. (AGp44) 	<ul style="list-style-type: none"> • Heartbeat (AG p.13) • Have children feel the beat of their hearts. Discuss the slow and steady beat. Instruct children to run back and forth across the playground. Ask them to feel their heartbeat again. Ask: <i>What's different?</i> Point out that getting our heart rate up is good for our bodies.. 	<ul style="list-style-type: none"> • The Farmer in the Dell (AG p.13) • Play this game using "The Farmer in the Dell (Frog Street Action Songs CD) Focus on the nurse in the song lyrics. (AGp44) 	<ul style="list-style-type: none"> • Heartbeat (AG p.13) • Have children feel the beat of their hearts. Discuss the slow and steady beat. Instruct children to run back and forth across the playground. Ask them to feel their heartbeat again. Ask: <i>What's different?</i> Point out that getting our heart rate up is good for our bodies.. 	<ul style="list-style-type: none"> • The Farmer in the Dell (AG p.13) • Play this game using "The Farmer in the Dell (Frog Street Action Songs CD) Focus on the nurse in the song lyrics. (AGp44)
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Community Friends" - "Amigos de la Comunidad". "This is the Way We Brush Our Teeth"- "Asi Nos Cepillamos los Dientes" "The Dentist Says" - "El Dentista Dice" "I'm Your Veterinarian" - "Soy tu Veterinario" "9-1-1" - "9-1-1" 	<ul style="list-style-type: none"> • Frog Street Action Songs-Canciones de accion de Frog Street "The Farmer in the Dell" - "Vicente en el Pajar". 	<ul style="list-style-type: none"> • Shawn Brown Toddler Tunes "Five Little Monkeys" "Community Helpers" 	<ul style="list-style-type: none"> • Frog Street Action Songs-Canciones de accion de Frog Street "The Farmer in the Dell" - "Vicente en el Pajar". 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Community Friends" - "Amigos de la Comunidad". "This is the Way We Brush Our Teeth"- "Asi Nos Cepillamos los Dientes" "The Dentist Says" - "El Dentista Dice" "I'm Your Veterinarian" - "Soy tu Veterinario" "9-1-1" - "9-1-1"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	<ul style="list-style-type: none"> • Science (AG p.13) • Invite children to sort foods into two groups: foods that are healthy and good for our teeth or foods that are sugary, unhealthy and can damage our teeth. 	<ul style="list-style-type: none"> • Creativity Station (AG p.13) • Encourage children to paint with recycled toothbrushes. Older children may like to paint on paper cut in the shape of a tooth. 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.13) • Set up a doctor's office for pretend play. During the week, add stuffed animals to turn the doctor's office into a veterinary clinic. Encourage children to take turns listening to heartbeats, writing prescriptions, and measuring and bandaging stuffed animals or doll patients. 	<ul style="list-style-type: none"> • Library and Listening (AG p.13) • Fill a basket with books about community workers. 	<ul style="list-style-type: none"> • Science (AG p.13) • Invite children to sort foods into two groups: foods that are healthy and good for our teeth or foods that are sugary, unhealthy and can damage our teeth.
Learning Goals	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)



Toddler Club Program

Lesson Plan for Friends • Amigos -Friends Who Keep Us Safe • Amigos Que Nos Mantienen Seguro (Theme 3 Week 3)	Date: November 11-15, 2019
Objective: Children will learn about people who keep them safe: firefighters and police officers.	Parents as Partners: Send home Parents as Partners Card #10. Encourage parents to read to their children nightly and to always include book etiquette as part of the nightly routine.
English Vocabulary: firefighter, fire, police officer, safe, brave, community, listen	Spanish Vocabulary: bombero, incendio, policia, seguro, valiente, comunidad, escuchar

American Sign Language (ASL): firefighter, fire, police officer, safe, brave, community, listen

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Starting the Day</p>	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about friends who keep us safe: firefighters and police officers. UNITE: Sing "9-1-1." (FrogStreet Sing-Along Songs CD) Ask a volunteer to show you where these numbers are on a phone. Discuss how important it is to never dial this number unless it is a true emergency. Continue practicing dialing these numbers throughout the week. (AGp24) CALM: Remind children of the calming strategy called <i>Drain</i>. Tell them you are going to do another calming strategy that is similar. Demonstrate Fire House Explosion. Pretend to hold a hose with both hands. Lift the hose up to your chest as you inhale and then lower it and move it as if putting out a fire when you exhale. (AGp25) CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Community Friends" • "Amigos de la Comunidad". CALM: Demonstrate Fire House Explosion. Pretend to hold a hose with both hands. Lift the hose up to your chest as you inhale and then lower it and move it as if putting out a fire when you exhale. (AGp25) CONNECT: Use Max to name the children who are absent and send them well wishes. Select a partner and demonstrate the actions that accompany the action rhyme "Two Little Firefighters" (AGp25) Pair children and designate one as "Firefighter 1" and the other "Firefighter 2". Invite children to act out the rhyme. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using listening ears. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Stop, Drop, and Roll" - "Al Suelo y a Rodar" (FrogStreet Action Songs CD) CALM: Demonstrate Fire House Explosion. Pretend to hold a hose with both hands. Lift the hose up to your chest as you inhale and then lower it and move it as if putting out a fire when you exhale. (AGp25) CONNECT: Use Max to name the children who are absent and send them well wishes. Discuss the kindness shown by the way the firefighters help one another. Discuss helping friends. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using listening ears. Remind children that when adults or other children are speaking, they need to look at the speaker, be quiet, and listen. Teach children the ASL sign for listen. (AGp22) Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Community Friends" • "Amigos de la Comunidad". CALM: Demonstrate Fire House Explosion. Pretend to hold a hose with both hands. Lift the hose up to your chest as you inhale and then lower it and move it as if putting out a fire when you exhale. (AGp25) CONNECT: Use Max to name the children who are absent and send them well wishes. Select a partner and demonstrate the actions that accompany the action rhyme "Two Little Firefighters" (AGp25) Pair children and designate one as "Firefighter 1" and the other "Firefighter 2". Invite children to act out the rhyme. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using listening ears. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "9-1-1." (FrogStreet Sing-Along Songs CD) Ask a volunteer to show you where these numbers are on a phone. Discuss how important it is to never dial this number unless it is a true emergency. Continue practicing dialing these numbers throughout the week. (AGp24) CALM: Remind children of the calming strategy called <i>Drain</i>. Tell them you are going to do another calming strategy that is similar. Demonstrate Fire House Explosion. Pretend to hold a hose with both hands. Lift the hose up to your chest as you inhale and then lower it and move it as if putting out a fire when you exhale. (AGp25) CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • The Brave Firefighter • "El Bombero Valiente" (AG p. 26) • Explain that firefighters sleep at the fire station each night. They have beds just like we have at home. They often eat dinner and breakfast at the station. Teach children the action rhyme. Teach children the ASL sign for brave and <i>firefighter</i>. (AGp.22) 	<ul style="list-style-type: none"> • Community Friends - "Amigos der la Comunidad" (AG p. 26) • Read the book pausing to pay special attention to the firefighter and the police officer. Discuss their uniforms and their tools. • Ask: <i>Would you like to be a firefighter or a police officer? Why?</i> 	<ul style="list-style-type: none"> • "Dress the Firefighter" • "Viste al Bombero" Build-A-Story (AG p.45) • Use "Firefighter Felix and Clothes" (AGp42) to tell this story. Dress Felix by placing the magnetic clothing pieces on the cookie sheet bear as you read. After you have read the story several times, ask children to retell the story by naming which article of clothing Felix puts on first and then next. 	<ul style="list-style-type: none"> • Community Friends - "Amigos der la Comunidad" (AG p. 26) • Read the book pausing to pay special attention to the firefighter and the police officer. Discuss their uniforms and their tools. • Ask: <i>Would you like to be a firefighter or a police officer? Why?</i> 	<ul style="list-style-type: none"> • The Brave Firefighter • "El Bombero Valiente" (AG p. 26) • Explain that firefighters sleep at the fire station each night. They have beds just like we have at home. They often eat dinner and breakfast at the station. Teach children the action rhyme. Teach children the ASL sign for brave and <i>firefighter</i>. (AGp.22)
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #22 #23 firefighter, police officer) (AGp27) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>firefighter</i> and <i>police officer</i>. 	<ul style="list-style-type: none"> • Worker Puzzles (AGp27) • Invite children to complete the Worker Puzzles: Friends Who Keep Us Safe (AGp43) . 	<ul style="list-style-type: none"> • Tool Match (AG p. 27) • Challenge children to match the tools with the workers. As children make matches, invite them to talk about how the workers use the tools. Review the workers and tools from last week. Teach children the ASL sign for <i>safe</i>. (AGp22) 	<ul style="list-style-type: none"> • Worker Puzzles (AGp27) • Invite children to complete the Worker Puzzles: Friends Who Keep Us Safe (AGp43) . 	<ul style="list-style-type: none"> • Photo Activity Card #22 #23 firefighter, police officer) (AGp27) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>firefighter</i> and <i>police officer</i>.
Social Emotional Development	<ul style="list-style-type: none"> • "Stop, Drop and Roll" (AG p.28) • Practice "Stop, Drop and Roll" (AGp44) with each child. Remind children that clothes are flammable. (They can burn). Discuss fire safety rules, such as not playing close to a flame and not playing with matches. 	<ul style="list-style-type: none"> • This Little Officer (AG p28) • Play this game like This Little Piggy. Have children use their "fingers" as "officers". Discuss the many nice things police officers do for us and how they keep us safe. Review the ASL signs for <i>safe</i> and <i>police officer</i> (AGp22). 	<ul style="list-style-type: none"> • Help! Help! Cried Mr. Phelp (AG p. 28) • Say the rhyme to children. Use it as a springboard to discuss things police officers do to help us. Discuss how police officers help us cross the street, make sure drivers follow safety rules, and make sure people don't take things that don't belong to them. 	<ul style="list-style-type: none"> • Who Took the Cookies (AG p.28) • Choose one child to be the police officer. Provide that child with an officer's hat (Patterns). The accused child then becomes the officer and the game continues. Ask: <i>How does that feel?</i> 	<ul style="list-style-type: none"> • "Stop, Drop and Roll" (AG p.28) • Practice "Stop, Drop and Roll" (AGp44) with each child. Remind children that clothes are flammable. (They can burn). Discuss fire safety rules, such as not playing close to a flame and not playing with matches.
Physical Development	<ul style="list-style-type: none"> • Firefighter, Firefighter (AG p.29) • Invite children to participate in this action rhyme. 	<ul style="list-style-type: none"> • When I Was Walking Down the Street (AG p.29) • Have children stand in two lines facing each other. Invite one child to walk down the center of the two lines as children chant the first rhyming verse (AGp46). On the second verse, the child chooses a partner and together they walk back down the aisle between the two lines of children. Have children wear worker hats from "Hats". 	<ul style="list-style-type: none"> • Stay Low and Crawl (AG p.29) • Discuss this safety practice. Explain that smoke floats above the ground and by crawling we can slip underneath it. Spread a sheet and anchor the edges with duct tape. Demonstrate crawling on your belly. Encourage children to crawl on their bellies under the sheet from one edge to the other. 	<ul style="list-style-type: none"> • Helpful Friends (AG p.29) • Have children act out the rhyme. Discuss the tool for each community worker (police officer's whistle, mail carrier's pack). Tell children that next week we will be learning more about the mail carrier. 	<ul style="list-style-type: none"> • Firefighter, Firefighter (AG p.29) • Invite children to participate in this action rhyme.
Outdoor Play	<ul style="list-style-type: none"> • Police Siren Freeze (AG p.23) • Invite children to run in place. Demonstrate for children how they will "freeze" when they hear the "siren". Direct children to stay "frozen" until they hear a whistle blow. When the whistle blows, children can run freely again. 	<ul style="list-style-type: none"> • Put Out the Fire (AG p.23) • Invite children to draw flames on the sidewalk using yellow and orange chalk. When they are finished, provide a pretend hose and invite them to put out the "fire". Teach children the ASL sign for <i>fire</i>. (AGp22). 	<ul style="list-style-type: none"> • Bucket Brigade (AG p.23) • Have children form a line. Set a bucket filled with cotton at one end of the line and an empty bucket at the opposite end of the line. Explain that children will need to fill a cup with cotton and pass it down the line to the empty bucket where the last child will dump the cotton and pass the empty cup back to the front of the line. 	<ul style="list-style-type: none"> • Put Out the Fire (AG p.23) • Invite children to draw flames on the sidewalk using yellow and orange chalk. When they are finished, provide a pretend hose and invite them to put out the "fire". Teach children the ASL sign for <i>fire</i>. (AGp22). 	<ul style="list-style-type: none"> • Police Siren Freeze (AG p.23) • Invite children to run in place. Demonstrate for children how they will "freeze" when they hear the "siren". Direct children to stay "frozen" until they hear a whistle blow. When the whistle blows, children can run freely again.
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "Community Friends" - "Amigos de la Comunidad". "Who Took the Cookies from the Cookie Jar" - "Quien se Robo las Galletitas de Mama?" "9-1-1" - "9-1-1" 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street "Stop, Drop, and Roll" - "Al Suelo y a Rodar". "When I Was Walking Down the Street" - "Caminando Por La Calle" 	<ul style="list-style-type: none"> • Shawn Brown Toddler Tunes "Five Little Monkeys" "Community Helpers" 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street "Stop, Drop, and Roll" - "Al Suelo y a Rodar". "When I Was Walking Down the Street" - "Caminando Por La Calle" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "Community Friends" - "Amigos de la Comunidad". "Who Took the Cookies from the Cookie Jar" - "Quien se Robo las Galletitas de Mama?" "9-1-1" - "9-1-1"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Centers</p>	<ul style="list-style-type: none"> • Creativity Station (AG p.23) • Invite children to paint fiery pictures. Scribbles are fine. 	<ul style="list-style-type: none"> • Construction (AG p.23) • Make a firefighter hat by rounding the corners of a sheet of red construction paper to make a large oval. Encourage children to pretend the large box is a fire truck. 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.23) • Set up firefighter clothing and tools. Encourage children to pretend to be firefighters. 	<ul style="list-style-type: none"> • Library and Listening (AG p.23) • Fill a basket or box with books about firefighters and police officers. Invite children to enjoy browsing through the books. 	<ul style="list-style-type: none"> • Creativity Station (AG p.23) • Invite children to paint fiery pictures. Scribbles are fine.
<p>Learning Goals</p>	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Recognizes familiar people, places, and things (D.3.a.) •Understands and begins to use oral language for conversation and communication (C.2.c) •Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (C.1.b) •Understands and begins to use oral language for conversation and communication (C.2.c) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) •Begins to learn and internalize rules, routines, and directions (B.3.e.)



Toddler Club Program

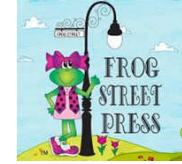
Lesson Plan for Friends • Amigos -Friends With Helpful Hands • Amigos con Manos Utiles (Theme 3 Week 4)	Date: November 18 - 22, 2019
Objective: Children will learn about community friends with helpful hands: mail carrier, courier, and trash collector.	Parents as Partners: Send home Parents as Partners Card #12. Encourage parents to work on social skills at home. The parent card includes the ASL signs for <i>please</i> and <i>thank you</i>. Encourage parents to practice the signs with their children.
English Vocabulary: mail carrier, letter, package, delivery, courier, trash collector, please, thank you	Spanish Vocabulary: cartero/cartera, carta, paquete, entrega, mensajero, basurero, por favor, gracias

American Sign Language (ASL): mail carrier, letter, package, delivery, courier, trash collector, please, thank you

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Starting the Day</p>	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about friends who come to our homes to provide a service: mail carriers, couriers, and trash collectors. UNITE: Sing "Do You Know the Mail Carrier?" (FrogStreet Sing-Along Songs CD) Introduce the ASL sign for thank you (AGp32) if the children do not already know it. Have children describe the experiences they have had with the mail carrier. Ask: Where is your mailbox? (on the porch, by the curb, in the door). CALM: Explain that stress is like trash. We want to get rid of stress just like we throw away trash. Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Trash Collector" "El Camion de la Basura". Ask children about words we use for trash (garbage, rubbish, junk, litter refuse). Explore their experiences with trash collectors. CALM: Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. Teach children the ASL sign for letter (AGp32). Select a partner. Use the envelope to demonstrate how to politely pass and take something from your partner's hand. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using listening ears. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Delivery For Me?" - "Hay Correo Para Mi?" (FrogStreet Sing Along Songs CD) CALM: Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. Decorate an envelope and put a letter inside. Arrange children in a circle and pass the envelope around repeating: <i>I will pass this letter from me to you. With gentle hands I give; you take</i>. After the envelope has been passed all the way around the circle, Ask: <i>What do you say when someone gives you something?</i> Review the ASL sign for <i>thank you</i>. (AGp32) BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using listening ears. Remind children that when adults or other children are speaking, they need to look at the speaker, be quite, and listen. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Trash Collector" "El Camion de la Basura". Ask children about words we use for trash (garbage, rubbish, junk, litter refuse). Explore their experiences with trash collectors. CALM: Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. Teach children the ASL sign for letter (AGp32). Select a partner. Use the envelope to demonstrate how to politely pass and take something from your partner's hand. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using listening ears. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Delivery For Me?" - "Hay Correo Para Mi?" (FrogStreet Sing Along Songs CD) CALM: Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. Decorate an envelope and put a letter inside. Arrange children in a circle and pass the envelope around repeating: <i>I will pass this letter from me to you. With gentle hands I give; you take</i>. After the envelope has been passed all the way around the circle, Ask: <i>What do you say when someone gives you something?</i> Review the ASL sign for <i>thank you</i>. (AGp32) BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using listening ears. Remind children that when adults or other children are speaking, they need to look at the speaker, be quite, and listen. Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • What's in the Box? "Que hay en la caja" Prop Story (AG p. 36) • Read or tell the story using the postal package. (AGp43)Ask children what they think is in the box. Change the item inside each time you tell the story so it will always be a surprise. 	<ul style="list-style-type: none"> • Community Friends - "Amigos der la Comunidad" (AG p. 36) • Discuss the community helpers in the book. Have childrne identify the items specifically used by mail carriers. Discuss how the mail carrier arrives at houses. 	<ul style="list-style-type: none"> • "Dress the Firefighter" • "Viste al Bombero" Build-A-Story (AG p.45) • Use "Firefighter Felix and Clothes" (AGp42) to tell this story. Dress Felix by placing the magnetic clothing pieces on the cookie sheet bear as you read. After you have read the story several times, ask children to retell the story by naming which article of clothing Felix puts on first and then next. 	<ul style="list-style-type: none"> • Community Friends - "Amigos der la Comunidad" (AG p. 36) • Discuss the community helpers in the book. Have childrne identify the items specifically used by mail carriers. Discuss how the mail carrier arrives at houses. 	<ul style="list-style-type: none"> • "Dress the Firefighter" • "Viste al Bombero" Build-A-Story (AG p.45) • Use "Firefighter Felix and Clothes" (AGp42) to tell this story. Dress Felix by placing the magnetic clothing pieces on the cookie sheet bear as you read. After you have read the story several times, ask children to retell the story by naming which article of clothing Felix puts on first and then next.
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #24 #25 #26 (mail carrier, courier, trash collector) (AGp37) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>mail carrier, courier, and trash collector.</i> 	<ul style="list-style-type: none"> • Worker Puzzles (AGp37) • Invite children to complete the "Worker Puzzles: Friends with Helpful Hands". Review the puzzles from the last two weeks (doctor, dentist, nurse, veterinarian, firefighter, police officer). 	<ul style="list-style-type: none"> • Do You Know the Muffin Man (Frog Street Sing-Along Songs CD) (AG p. 37) • Repeat this activity from Theme 2 with a focus on mail carriers. Discuss the street name mentioned in the song. Tell children that they all have a street name that helps people know where they live. This street name is part of their address. 	<ul style="list-style-type: none"> • Worker Puzzles (AGp37) • Invite children to complete the "Worker Puzzles: Friends with Helpful Hands". Review the puzzles from the last two weeks (doctor, dentist, nurse, veterinarian, firefighter, police officer). 	<ul style="list-style-type: none"> • Do You Know the Muffin Man (Frog Street Sing-Along Songs CD) (AG p. 37) • Repeat this activity from Theme 2 with a focus on mail carriers. Discuss the street name mentioned in the song. Tell children that they all have a street name that helps people know where they live. This street name is part of their address.
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Learning Goals	<ul style="list-style-type: none"> •Engages in positive relationships and interactions with adults (B.1.d.) •Shows confidence in increasing abilities (B.2.c.) •Expresses needs and wants through facial expressions, sounds, or gestures (B.2.a.) •Develops control of small muscles for manipulation and exploration (A.3.b) • Develops awareness, understanding, and appreciation for their bodies and how they function (A.2.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.) 	<ul style="list-style-type: none"> •Engages in positive relationships with adults (B.1.d) •Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) •Understands and begins to use language for conversation and communication (C.2.c.) •Shows awareness of relationships to family •Uses senses to investigate environment (D.1.b.) •Begins to demonstrate healthy and safe habits (A.1.h.) •Begins to learn and internalize rules, routines, and directions (B.3.e.) 	<ul style="list-style-type: none"> • Shows awareness of relationships to family/community/cultural group (B.2.d.) • Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture (B.2.e.) •Engages in positive relationships with adults (B.1.d) •Begins to develop personal relationships with peers (B.4.d) •Understands and begins to use oral language for conversation and communication (C.2.c) and directions (B.3.e.)



Toddler Club Program



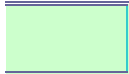
Lesson Plan for Friends • Amigos -Friends With Helpful Hands • Amigos con Manos Utiles (Theme 3 Week 5 Review)	Date: November 25 - 29, 2019
Objective: Children will learn about community friends with helpful hands: mail carrier, courier, and trash collector.	Parents as Partners: Send home Parents as Partners Card #12. Encourage parents social skills at home. The parent card includes the ASL signs for <i>please</i> and <i>thank</i> . Encourage parents to practice the signs with their children.
English Vocabulary: mail carrier, letter, package, delivery, courier, trash collector, please, thank you	Spanish Vocabulary: cartero/cartera, carta, paquete, entrega, m basurero, por favor, gracias

American Sign Language (ASL): mail carrier, letter, package, delivery, courier, trash collector, please, thank you

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Starting the Day</p>	<ul style="list-style-type: none"> Greet every child by name and introduce the theme. Tell children that this week we will learn about friends who come to our homes to provide a service: mail carriers, couriers, and trash collectors. UNITE: Sing "Do You Know the Mail Carrier?" (FrogStreet Sing-Along Songs CD) Introduce the ASL sign for thank you (AGp32) if the children do not already know it. Have children describe the experiences they have had with the mail carrier. Ask: Where is your mailbox? (on the porch, by the curb, in the door). CALM: Explain that stress is like trash. We want to get rid of stress just like we throw away trash. Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Trash Collector" • "El Camion de la Basura". Ask children about words we use for trash (garbage, rubbish, junk, litter refuse). Explore their experiences with trash collectors. CALM: Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. Teach children the ASL sign for letter (AGp32). Select a partner. Use the envelope to demonstrate how to politely pass and take something from your partner's hand. BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Talk with the children about using listening ears. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Delivery For Me?" - "Hay Correo Para Mi?" (FrogStreet Sing Along Songs CD) CALM: Demonstrate inhaling as you bend at the waist and pretend to pick up trash from the floor. Then exhale as you stand and throw your hands into the air releasing the "trash". CONNECT: Use Max to name the children who are absent and send them well wishes. Decorate an envelope and put a letter inside. Arrange children in a circle and pass the envelope around repeating: <i>I will pass this letter from me to you. With gentle hands I give; you take</i>. After the envelope has been passed all the way around the circle, Ask: <i>What do you say when someone gives you something?</i> Review the ASL sign for <i>thank you</i>. (AGp32) BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community who take care of each other. I will keep you safe and you can help me do this. Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using listening ears. Remind children that when adults or other children are speaking, they need to look at the speaker, be quiet, and listen. Calendar/Weather 		

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you.

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