

Gard 2 Club Program



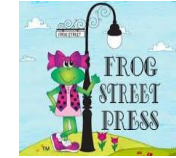
Lesson Plan for Opposites • Opuestos -Up/Down, Over/Under • Arriba/Abajo, Encima/Debajo, (Theme 4 Week 1)	Date: December 2 - 6, 2019
Objective: Children will practice using up, down, over and under.	Parents as Partners: Send home Parents as Partners Card #14. Encourage parents to maintain routines especially as they relate to sleeping and eating. Suggest that parents make thoughtful choices about when and how they break their child's normal routine in other areas.
English Vocabulary: up, down, over, under, opposites, location	Spanish Vocabulary: arriba, abajo, encima, debajo, opuestos, ubicacion

American Sign Language (ASL): up, down, over, under, opposites, location

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 be exploring more words that tell us where something is located. Demonstrate each of these words (up, down, over, under) and teach the ASL signs (AGp12) UNITE: Sing "Thelma Thumb." (Start Smart Songs 1's, 2's, and 3's CD) Point out the <i>up</i> and <i>down</i> position of the fingers. CALM: Teach children how to do the Pretzel. Have them practice it over and over with each other. Point out the position of arm <i>over</i> arm and ankle <i>over</i> ankle. Repeat. 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 "The Grand Old Duke of York" (FrogStreet Action Songs CD). Discuss the location words <i>up</i> and <i>down</i>. Ask: <i>Where did the Duke march his soldiers?</i> CALM: Continue teaching children how to do the Pretzel. Have them practice it with each other. Point out the position of arm <i>over</i> arm and ankle <i>over</i> ankle. Repeat. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the action rhyme "Hickory Dickory Dock" (AGp15). Point out how gently you are crawling <i>up</i> and <i>down</i> your partner's arms. Point out the <i>up</i> and <i>down</i> direction of your movements. 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. Remind children to walk <i>in</i> the classroom and <i>in</i> the halls. Challenge children to use their walking feet indoors. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Sing a Song of Opposites" ((FrogStreet Sing-Along Songs CD). Try using sign language with this song. Change the last line to "<i>sign along with me.</i>" CALM: Continue teaching children how to do the Pretzel. Have them practice it with each other. Point out the position of arm <i>over</i> arm and ankle <i>over</i> ankle. Repeat. 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: Sing "Thelma Thumb." (Start Smart Songs 1's, 2's, and 3's CD) Point out the <i>up</i> and <i>down</i> position of the fingers. CALM: Continue teaching children how to do the Pretzel. Have them practice it with each other. Point out the position of arm <i>over</i> arm and ankle <i>over</i> ankle. Repeat. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the action rhyme "Hickory Dickory Dock" (AGp15). Point out how gently you are crawling <i>up</i> and <i>down</i> your partner's arms. Point out the <i>up</i> and <i>down</i> direction of your movements. 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. Remind children to walk <i>in</i> the classroom and <i>in</i> the halls. Challenge children to use their walking feet indoors. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "The Grand Old Duke of York" (FrogStreet Action Songs CD). Discuss the location words <i>up</i> and <i>down</i>. Ask: <i>Where did the Duke march his soldiers?</i> CALM: Continue teaching children how to do the Pretzel. Have them practice it with each other. Point out the position of arm <i>over</i> arm and ankle <i>over</i> ankle. Repeat. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the action rhyme "Hickory Dickory Dock" (AGp15). Point out how gently you are crawling <i>up</i> and <i>down</i> your partner's arms. Point out the <i>up</i> and <i>down</i> direction of your movements. 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. Remind children to walk <i>in</i> the classroom and <i>in</i> the halls. Challenge children to use their walking feet indoors. Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • Itsy Bitsy Spider • "La Arana Chiquitita" Story Folder (AG p. 16) • Display the story props and have children sing the lyrics (FrogStreet Sing-Along Songs CD) as you move the props into position. Discuss the <i>up</i> and <i>down</i> movements of the spider. Emphasize the persistence demonstrated by the spider. 	<ul style="list-style-type: none"> • Going on a Bear Hunt (AG p. 16) • Lead children in this fun bear hunt chant and invite them to copy your actions. Emphasize the location words. 	<ul style="list-style-type: none"> • Sing a Song of Opposites • La Cancion de los Opuestos (AG p.16) • As you read the book this week, emphasize the vocabulary words and ASL signs for <i>up</i>, <i>down</i>, <i>over</i>, and <i>under</i> (AGp12). Review last week's words (in, out, inside, outside) as well. Ask children to think of things that go <i>up</i>. 	<ul style="list-style-type: none"> • Going on a Bear Hunt (AG p. 16) • Lead children in this fun bear hunt chant and invite them to copy your actions. Emphasize the location words. 	<ul style="list-style-type: none"> • Itsy Bitsy Spider • "La Arana Chiquitita" Story Folder (AG p. 16) • Display the story props and have children sing the lyrics (FrogStreet Sing-Along Songs CD) as you move the props into position. Discuss the <i>up</i> and <i>down</i> movements of the spider. Emphasize the persistence demonstrated by the spider.
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #28 (up,down, over, under) (AGp17) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>up</i>, <i>down</i>, <i>over</i> and <i>under</i>. 	<ul style="list-style-type: none"> • Do Your Ears Hang Low (AGp17) • Sing the song with children. Discuss where the ears get thrown (over your shoulder). Review the ASL sign for <i>over</i>. (AGp12) 	<ul style="list-style-type: none"> • Animal Sort (AG p. 17) • Have children sort the "Animal Location Cards" (AGp42) into two groups: animals they see <i>up</i> in the air and animals they see <i>down</i> on the ground. Review the ASL signs for <i>up</i> and <i>down</i> (AGp12). 	<ul style="list-style-type: none"> • Floaters and Droppers (AGp17) • Fill a basket with "floaters" (tissue, feather, bubble wrap) and "droppers" (small block, crayon, large button). Encourage children to drop the objects from chest level to determine if they fall to the ground swiftly or float down slowly. Have children sort the objects into two groups: floaters and droppers. 	<ul style="list-style-type: none"> • Photo Activity Card #28 (up,down, over, under) (AGp17) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>up</i>, <i>down</i>, <i>over</i> and <i>under</i>.
Social Emotional Development	<ul style="list-style-type: none"> • "Itsy Bitsy Spider" (FrogStreet Sing-Along Songs CD AG p.18) • Point out that the spider doesn't give up. She crawls <i>up</i>. When the rain comes and washes her <i>down</i>, she doesn't quit. Talk with children about sticking with a task. 	<ul style="list-style-type: none"> • Are You Listening? (FrogStreet Sing-Along Songs CD AG p18) • Teach children the song. Use it often. Point out that the song directs them to sit <i>down</i>. Ask: <i>Can you sit up?</i> 	<ul style="list-style-type: none"> • Round the House (AG p. 18) • Play this action rhyme (AGp5), introduced last week, with the little ones. Emphasize this week's vocabulary word <i>up</i> and review the ASL sign (AGp12) 	<ul style="list-style-type: none"> • Cloud Watching (AG p18) • Take children outdoors to watch the clouds overhead. Ask: <i>Can you find shapes in the clouds?</i> Teach children the fingerplay. 	<ul style="list-style-type: none"> • "Itsy Bitsy Spider" (FrogStreet Sing-Along Songs CD AG p.18) • Point out that the spider doesn't give up. She crawls <i>up</i>. When the rain comes and washes her <i>down</i>, she doesn't quit. Talk with children about sticking with a task.
Physical Development	<ul style="list-style-type: none"> • My Little Red Wagon (FrogStreet Action Songs CD AG p.19) • Sing the song with children. Discuss the movement you feel when riding in a wagon. Emphasize this week's vocabulary words and ASL signs for <i>up</i> and <i>down</i>. (AGp12) 	<ul style="list-style-type: none"> • Jack Be Nimble (AG p.19) • Use a toilet paper tube for a candlestick. Say the rhyme and invite children to jump <i>over</i> the candlestick on cue. Review the ASL sign for <i>over</i> (AGp12). 	<ul style="list-style-type: none"> • Five Little Ducks (FrogStreet Action Songs CD AG p.19) • Sing the song with children. Talk about where the ducks went when they disappeared and emphasize that they went <i>over</i> the hill. 	<ul style="list-style-type: none"> • Rolling Under (AG p.19) • Have children stand behind one another in line with their legs spread apart. Invite them to roll a ball through their legs (by bending over) to the friend who is standing behind them. Discuss rolling the ball <i>under</i> their body and <i>under</i> their legs. Have children turn around and reverse the process. 	<ul style="list-style-type: none"> • My Little Red Wagon (FrogStreet Action Songs CD AG p.19) • Sing the song with children. Discuss the movement you feel when riding in a wagon. Emphasize this week's vocabulary words and ASL signs for <i>up</i> and <i>down</i>. (AGp12)
Outdoor Play	<ul style="list-style-type: none"> • Bubble Blowing (AG p.13) • Invite children to use Bubble Soap to blow bubbles <i>up</i> into the air and watch them float <i>down</i>. 	<ul style="list-style-type: none"> • Obstacle Course (AG p.13) • Make an <i>over-and-under</i> obstacle course using any supplies you have available (streamers, tires, boxes, blocks). 	<ul style="list-style-type: none"> • Red Rover Variation (AG p 13) • Play a new version of Red Rover. Let the child pass under the arms of the children in the line instead, and then take a place at the end of that line. 	<ul style="list-style-type: none"> • Obstacle Course (AG p.13) • Make an <i>over-and-under</i> obstacle course using any supplies you have available (streamers, tires, boxes, blocks). 	<ul style="list-style-type: none"> • Bubble Blowing (AG p.13) • Invite children to use Bubble Soap to blow bubbles <i>up</i> into the air and watch them float <i>down</i>.
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Sing a Song of Opposites" - "La Cancion de los Opuestos" "Itsy Bitsy Spider" - "La Arana Chiquitita" "Are You Listening?" - "Me Escuchan?" 	<ul style="list-style-type: none"> • Frog Street Action Songs-Canciones de accion de Frog Street "My Little Red Wagon" - "Mi Pequeno Carrito Rojo" "The Grand Old Duke of York" - "El Gran Duque de York" "Do Your Ears Hang Low" - "Son Tus Orejas Tan Largas?" "Five Little Ducks" - "Cinco Patitos Pulgarcito" 	<ul style="list-style-type: none"> • Shawn Brown Toddler Tunes "Opposites" 	<ul style="list-style-type: none"> • Start Smart Songs for 1's, 2's, and 3's "Thelma Thumb" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Sing a Song of Opposites" - "La Cancion de los Opuestos" "Itsy Bitsy Spider" - "La Arana Chiquitita" "Are You Listening?" - "Me Escuchan?"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	<ul style="list-style-type: none"> • Creativity Station (AG p.13) • Tape paper <i>under</i> a table and invite children to lie on their backs and draw. Discuss the location of the paper. Teach the ASL signs for <i>location</i> and <i>under</i>. (AGp12) 	<ul style="list-style-type: none"> • Construction (AG p 13) • Invite children to build towers with the paper bag blocks and then knock their towers <i>down</i>. Build a bridge with the blocks and invite children to drive small cars <i>over</i> the bridge. 	<ul style="list-style-type: none"> • Gross Motor (AG p.13) • Suspend a beach ball from the ceiling at a height that is just above the children's heads. Challenge them to bat the ball by reaching their hands <i>over</i> their heads. Teach the ASL sign for <i>over</i> (AGp12) 	<ul style="list-style-type: none"> • Sensory Table (AG p.13) • Tape laminated photos beneath the sand each day. Have children dig to discover what is <i>under</i> the sand. 	<ul style="list-style-type: none"> • Creativity Station (AG p.13) • Tape paper <i>under</i> a table and invite children to lie on their backs and draw. Discuss the location of the paper. Teach the ASL signs for <i>location</i> and <i>under</i>.
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.)



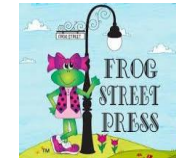
Lesson Plan for Opposites • Opuestos -On/Off, Open/Closed • Encima/Afuera, (Theme 4 Week 2)	Date: December 9 - 13, 2019
Objective: Children will practice using on, off, open, closed	Parents as Partners: Send home Parents as Partners Card #15. Encourage parents to reduce visual distractions and the number of choices they offer their little ones.
English Vocabulary: location, position, on, off, open, closed, opposites	Spanish Vocabulary: ubicacion, posicion, encima, afuera, abierto, cerrado, opuestos

American Sign Language (ASL): *location, position, on, off, open, closed, opposites*

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 be exploring location and position words. Demonstrate each of these words (<i>on, off, open, closed</i>). Teach the ASL signs (AGp22) UNITE: Sing "My Hands on My Head." (Start Smart Songs 1's, 2's, and 3's CD) CALM: Remind children of the Drain calming strategy. Have them practice it over and over with each other. 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 "Open, Shut Them" (FrogStreet Action Songs CD). Discuss the position words in this song. Explain that <i>shut</i> and <i>closed</i> mean the same thing. Demonstrate <i>open</i> and <i>shut/closed</i>. CALM: Continue teaching children how to do the Drain. Have them practice it with each other. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the action rhyme "Little Miss Muffet" (AGp25). Discuss how the spider sits quietly. She doesn't touch Miss Muffet. 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. Remind children to walk <i>in</i> the classroom and <i>in</i> the halls. Challenge children to use their walking feet indoors. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Sing a Song of Opposites" ((FrogStreet Sing-Along Songs CD). Try using sign language with this song. Change the last line to "<i>sign along with me.</i>" CALM: Continue teaching children how to do the Drain. Have them practice it with each other. 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 "Open, Shut Them" (FrogStreet Action Songs CD). Discuss the position words in this song. Explain that <i>shut</i> and <i>closed</i> mean the same thing. Demonstrate <i>open</i> and <i>shut/closed</i>. CALM: Continue teaching children how to do the Drain. Have them practice it with each other. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate the action rhyme "Little Miss Muffet" (AGp25). Discuss how the spider sits quietly. She doesn't touch Miss Muffet. 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. Remind children to walk <i>in</i> the classroom and <i>in</i> the halls. Challenge children to use their walking feet indoors. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Sing a Song of Opposites" ((FrogStreet Sing-Along Songs CD). Try using sign language with this song. Change the last line to "<i>sign along with me.</i>" CALM: Continue teaching children how to do the Drain. Have them practice it with each other. 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"> • Humpty Dumpty's New Ears • "Las Orejas Nuevas del Sr. Huevito" Story Folder (AG p. 26) • Present the story. Focus on Humpty sitting <i>on</i> the wall and his new ears being glued on his head. Ask: Do you think Humpty could hear before he got his ears? 	<ul style="list-style-type: none"> • Just Jasper and Me. (AG p. 26) • Read the story. Review the ASL signs for <i>open</i> and <i>closed</i> (AGp22) Ask: <i>What was opened and closed in the story?</i> 	<ul style="list-style-type: none"> • Sing a Song of Opposites • La Cancion de los Opuestos (AG p.26) • Children should now be quite familiar with this book. Invite them to sing the words as you turn the pages. Challenge children to name things that can be <i>opened</i> and <i>closed</i>. Ask: <i>Which facial features can you open and close?</i> 	<ul style="list-style-type: none"> • The Three Billy Goats Gruff (AG p. 26) • After reading story, encourage children to walk across a bridge while saying "trip, trap, trip, trap." Pretend to be the troll. Respond to their words saying, Who is walking <i>on</i> my bridge? Trip, trap, trip, trap! Get <i>off</i> my bridge! 	<ul style="list-style-type: none"> • Humpty Dumpty's New Ears • "Las Orejas Nuevas del Sr. Huevito" Story Folder (AG p. 26) • Present the story. Focus on Humpty sitting <i>on</i> the wall and his new ears being glued on his head. Ask: Do you think Humpty could hear before he got his ears?
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #29 (on, off, open, closed) (AGp27) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>on, off, open, closed</i>. 	<ul style="list-style-type: none"> • Open or Closed (AGp27) • Discuss <i>open</i> and <i>closed</i>. Show children illustrated examples using the "Open or Closed?" picture cards. Display a picture pair and invite children to tell which picture shows an <i>open</i> position and which shows a <i>closed</i> position. 	<ul style="list-style-type: none"> • Challenging Towers (AG p. 27) • Invite children to try to stack blocks with their eyes <i>closed</i>. Have them build a second tower with their eyes <i>open</i>. Ask: <i>Why is it difficult to build a tower with your eyes closed?</i> 	<ul style="list-style-type: none"> • Open or Closed (AGp27) • Discuss <i>open</i> and <i>closed</i>. Show children illustrated examples using the "Open or Closed?" picture cards. Display a picture pair and invite children to tell which picture shows an <i>open</i> position and which shows a <i>closed</i> position. 	<ul style="list-style-type: none"> • Photo Activity Card #29 (on, off, open, closed) (AGp27) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>on, off, open, closed</i>.
Social Emotional Development	<ul style="list-style-type: none"> • Water On and Off (AG p.28) • Discuss turning the water <i>on</i> and <i>off</i> during bathroom visits. Review the ASL signs for <i>on</i> and <i>off</i>. (AGp22) 	<ul style="list-style-type: none"> • This Little Piggy (AG p.28) • Ask children to take <i>off</i> their shoes. Teach children how to use their toes as they say this action rhyme. Take a few minutes to play the game with each child. Mention that children's shoes are <i>off</i> as they are playing the game with their toes. 	<ul style="list-style-type: none"> • Eyes Open and Closed (AG p. 28) • Say the rhyme to children. Talk about eyes. Ask: <i>When are our eyes open? When are our eyes closed?</i> 	<ul style="list-style-type: none"> • Which Hand? (AG p.28) • Hide a small item in one of your hands. Hold out both hands with your fists closed. Ask: <i>Which hand is the object?</i> Repeat the game as long as children show interest. 	<ul style="list-style-type: none"> • Water On and Off (AG p.28) • Discuss turning the water <i>on</i> and <i>off</i> during bathroom visits. Review the ASL signs for <i>on</i> and <i>off</i>. (AGp22)
Physical Development	<ul style="list-style-type: none"> • Five Little Speckled Frogs (FrogStreet Action Songs CD AG p.29) • Sing the song with children. Invite them to reenact the song as you sing it again. Have five children sit in a row while the other children sit in a circle around them. All children act out the words to the song. Discuss the location of the frogs <i>on</i> and <i>off</i> the log. 	<ul style="list-style-type: none"> • Two Little Houses (AG p.29) • Teach children the fingerplay. Discuss the <i>open</i> and <i>closed</i> position of their hands. Demonstrate for children how clapping is another way to <i>open</i> and <i>close</i> their hands. 	<ul style="list-style-type: none"> • Five Little Monkeys (AGp29) • Review this action rhyme (AGp48) first introduced in Theme 1 and draw attention to the vocabulary words <i>on</i> and <i>off</i>. 	<ul style="list-style-type: none"> • Two Little Houses (AG p.29) • Teach children the fingerplay. Discuss the <i>open</i> and <i>closed</i> position of their hands. Demonstrate for children how clapping is another way to <i>open</i> and <i>close</i> their hands. 	<ul style="list-style-type: none"> • Five Little Speckled Frogs (FrogStreet Action Songs CD AG p.29) • Sing the song with children. Invite them to reenact the song as you sing it again. Have five children sit in a row while the other children sit in a circle around them. All children act out the words to the song. Discuss the location of the frogs <i>on</i> and <i>off</i> the log.
Outdoor Play	<ul style="list-style-type: none"> • Sidewalk Art (AG p.23) • Invite children to draw on the sidewalk with chalk. Ask: <i>Can you stand on your drawing? How can we get the drawing off the sidewalk?</i> 	<ul style="list-style-type: none"> • Olli, Olli, Home Free (AG p.23) • Play a game of chase with children. Create "safe spots" by placing carpet squares around the playground. Have each child begin <i>on</i> a safe spot. When you say "run," children get <i>off</i> their safe spot and run." When you say "Ollie, Olli, Home Free," children stand <i>on</i> a safe spot again. 	<ul style="list-style-type: none"> • Sidewalk Art (AG p.23) • Invite children to draw on the sidewalk with chalk. Ask: <i>Can you stand on your drawing? How can we get the drawing off the sidewalk?</i> 	<ul style="list-style-type: none"> • Olli, Olli, Home Free (AG p.23) • Play a game of chase with children. Create "safe spots" by placing carpet squares around the playground. Have each child begin <i>on</i> a safe spot. When you say "run," children get <i>off</i> their safe spot and run." When you say "Ollie, Olli, Home Free," children stand <i>on</i> a safe spot again. 	<ul style="list-style-type: none"> • Sidewalk Art (AG p.23) • Invite children to draw on the sidewalk with chalk. Ask: <i>Can you stand on your drawing? How can we get the drawing off the sidewalk?</i>
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "Sing a Song of Opposites" - "La Cancion de los Opuestos" 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street "Open, Shut Them" - "Abre y Cierra" "Five Little Speckled Frogs" - "Cinco Lindos Sapitos" "Raindrop Song" - "La Cancion de las Gotas de Lluvia" 	<ul style="list-style-type: none"> • Shawn Brown Toddler Tunes "Opposites" 	<ul style="list-style-type: none"> • Start Smart Songs for 1's, 2's, and 3's "My Hands on My Head" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "Sing a Song of Opposites" - "La Cancion de los Opuestos"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Centers	<ul style="list-style-type: none"> • Creativity Station (AG p.23) • Invite children to glue the collage materials <i>on</i> their paper. When collages are dry, invite children to help you display their work <i>on</i> the wall. 	<ul style="list-style-type: none"> • Fine Motor (AG p 23) • Challenge children to take the lids <i>off</i> and then put them back <i>on</i>. Point out that the jars and bottles are <i>closed</i> when the lids are <i>on</i> and <i>open</i> when the lids are <i>off</i>. 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.23) • Encourage children to put the clothes <i>on</i> and take them <i>off</i>. Discuss how they get in and out of the clothing. Teach the ASL signs for <i>on</i> and <i>off</i> (AG p22) 	<ul style="list-style-type: none"> • Sensory Table (AG p.23) • Tape a heart shape <i>on</i> the bottom of the sand table and then cover it with sand. Invite children to use paintbrushes to brush the sand <i>off</i> to see what is underneath. Challenge children to guess what is under the sand before they brush the sand away. Change the shape during the week. 	<ul style="list-style-type: none"> • Creativity Station (AG p.23) • Invite children to glue the collage materials <i>on</i> their paper. When collages are dry, invite children to help you display their work <i>on</i> the wall.
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.)



Lesson Plan for Opposites • Opuestos -Big/Little, Hard/Soft • Grande/Pequeno, Duro/Suave (Theme 4 Week 3)	Date: December 16 - 20, 2019
Objective: Children will practice using big, little, hard, soft	Parents as Partners: Send home Parents as Partners Card #16. Encourage parents to foster their child's critical and creative thinking skills. Tell parents that next week, we will begin learning about colors. Invite parents to dress their children in yellow.
English Vocabulary: opposites, describe, big, little, hard, soft	Spanish Vocabulary: opuestos, describir, grande, pequeno, duro, suave

American Sign Language (ASL): *opposites, describe, big, little, hard, soft*

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 be learning about words that describe (big, little, hard, soft). Teach the ASL sign for describe. (AGp32) UNITE: Sing "Itsy Bitsy Spider"- "La Arana Chiquitita" (Frog Street Sing-Along Songs CD) Explain that <i>itsy bitsy</i> means <i>little</i>. Sing the song using a <i>little</i> voice. Change the lyrics to a "<i>big, gigantic</i> spider" and sing the song with a <i>big</i> voice. Explain that <i>gigantic</i> is another word for <i>big</i>. CALM: Demonstrate a calming strategy called a Balloon. Have them practice it over and over with each other. 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 "Fido" (FrogStreet Sing-Along Songs CD). Discuss dog sizes. Ask: <i>What size are dogs? Are all puppies little?</i> CALM: Continue teaching children how to do the Balloon. Have them practice it with each other. CONNECT: Use Max to name the children who are absent and send them well wishes. Pair children and have them act out the poem "I Love Soft Things". Teach children the ASL sign for <i>soft</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 <i>big</i> and <i>little</i> voices. Explain that <i>little</i> voices are voices that no one understands. Explain that a <i>big</i> voice is what we use when we speak up and tell someone that we don't like what they are doing. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Sing a Song of Opposites" ((FrogStreet Sing-Along Songs CD). Point out the describing words in the song. CALM: Continue teaching children how to do the Balloon. Have them practice it with each other. 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 "Fido" (FrogStreet Sing-Along Songs CD). Discuss dog sizes. Ask: <i>What size are dogs? Are all puppies little?</i> CALM: Continue teaching children how to do the Balloon. Have them practice it with each other. CONNECT: Use Max to name the children who are absent and send them well wishes. Pair children and have them act out the poem "I Love Soft Things". Teach children the ASL sign for <i>soft</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 <i>big</i> and <i>little</i> voices. Explain that <i>little</i> voices are voices that no one understands. Explain that a <i>big</i> voice is what we use when we speak up and tell someone that we don't like what they are doing. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Sing a Song of Opposites" ((FrogStreet Sing-Along Songs CD). Point out the describing words in the song. CALM: Continue teaching children how to do the Balloon. Have them practice it with each other. 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 Enormous Turnip • "El Nabo Enorme" Developmental Storybook (AG p. 36) • Explain that <i>enormous</i> is another word for <i>big</i>. Say other words that also mean <i>big</i> (gaint, gigantic, large). Invite children to reenact the story. Ask children what they know about turnips. Ask: <i>Have you ever eaten turnips?</i> 	<ul style="list-style-type: none"> • The Three Billy Goats Gruff Developmental Storybook (AG p. 36) • Discuss the size relationship between the <i>big</i> goat and the <i>little</i> goat. Review the ASL signs for <i>big</i> and <i>little</i> (AGp32). Ask: <i>What size is the troll?</i> Encourage children to walk across a bridge (made with blocks) while saying trip, trap, trip, trap. Pretend to be the troll. 	<ul style="list-style-type: none"> • Sing a Song of Opposites • La Cancion de los Opuestos (AG p.36) • Children should now be quite familiar with this book. Invite them to sing the words as you turn the pages. Challenge children to name things that are <i>big</i> and <i>little</i>. Ask: <i>Whose hand is bigger: yours or your dad's?</i> 	<ul style="list-style-type: none"> • The Three Billy Goats Gruff Developmental Storybook (AG p. 36) • Discuss the size relationship between the <i>big</i> goat and the <i>little</i> goat. Review the ASL signs for <i>big</i> and <i>little</i> (AGp32). Ask: <i>What size is the troll?</i> Encourage children to walk across a bridge (made with blocks) while saying trip, trap, trip, trap. Pretend to be the troll. 	<ul style="list-style-type: none"> • The Enormous Turnip • "El Nabo Enorme" Developmental Storybook (AG p. 36) • Explain that <i>enormous</i> is another word for <i>big</i>. Say other words that also mean <i>big</i> (gaint, gigantic, large). Invite children to reenact the story. Ask children what they know about turnips. Ask: <i>Have you ever eaten turnips?</i>
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #30 (big, little, hard, soft) (AGp37) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>big</i>, <i>little</i>, <i>hard</i>, and <i>soft</i>. 	<ul style="list-style-type: none"> • Little and Big (AGp37) • Gather <i>big</i> and <i>little</i> objects named in the chant (balls, cups, books, dolls, etc). Be sure the difference in size is obvious. Display the props as you say the chant. Invite children to use the props to retell the chant. 	<ul style="list-style-type: none"> • Little Ball (AG p. 37) • Teach children the action rhyme. 	<ul style="list-style-type: none"> • Feely Box (AGp37) • Have children identify the objects in the Feely Box as <i>hard</i> or <i>soft</i> by touching them. Challenge children to name each object before they take it out and look at it. 	<ul style="list-style-type: none"> • Photo Activity Card #30 (big, little, hard, soft) (AGp37) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>big</i>, <i>little</i>, <i>hard</i>, and <i>soft</i>.
Social Emotional Development	<ul style="list-style-type: none"> • My Big Balloon (AG p.38) • Act out the rhyme for children. Then invite children to follow your actions. Discuss balloons. Ask: <i>How do balloons get bigger? Are balloons hard or soft?</i> 	<ul style="list-style-type: none"> • What Size Am I (AG p38) • Work with childrne individually to teach this rhyme. Ask each child if she is <i>big</i> or <i>little</i>. 	<ul style="list-style-type: none"> • Hard and Soft Snacks (AG p. 38) • Serve hard snacks (pretzels, goldfish) and soft snacks (bread, banana). Give each child one of each type. Use ASL signs (AGp32) to ask children to show which snack is <i>hard</i> and which is <i>soft</i>. 	<ul style="list-style-type: none"> • What Size Am I (AG p38) • Work with childrne individually to teach this rhyme. Ask each child if she is <i>big</i> or <i>little</i>. 	<ul style="list-style-type: none"> • My Big Balloon (AG p.38) • Act out the rhyme for children. Then invite children to follow your actions. Discuss balloons. Ask: <i>How do balloons get bigger? Are balloons hard or soft?</i>
Physical Development	<ul style="list-style-type: none"> • One Elephant - Un Elefante (FrogStreet Action Songs CD AG p.39) • Discuss the size relationship between an elephant and a spider. Teach the kids the action song. 	<ul style="list-style-type: none"> • Big and Small (AG p.39) • Teach children this action rhyme. Tell children that <i>small</i> is another word for <i>little</i>. 	<ul style="list-style-type: none"> • Ball Play (AGp39) • Have children sit in a circle with their legs apart and their feet touching to form a completely enclosed circle. Invite children to roll a <i>big</i> ball back and forth to each other across the circle. Repeat using a <i>little</i> ball. Ask: <i>Which game is easier to play? Why?</i> 	<ul style="list-style-type: none"> • Little Ants (Start Smart Songs for 1's, 2's, and 3's CD) (AG p.39) • Invite children to dance to this song (AGp43) that was introduced in Theme 1. Have them march, hop, dance, spin, sneak, and wave as the lyrics direct. Discuss ants. Ask children if they think ants see us as "giants" . 	<ul style="list-style-type: none"> • One Elephant - Un Elefante (FrogStreet Action Songs CD AG p.39) • Discuss the size relationship between an elephant and a spider. Teach the kids the action song.
Outdoor Play	<ul style="list-style-type: none"> • Big and Little Steps (AG p.33) • Invite little ones to walk across the playground taking <i>little</i> steps (baby steps) and <i>big</i> steps (giant steps). Use the ASL signs for <i>big</i> and <i>little</i> (AGp32) to describe the steps. 	<ul style="list-style-type: none"> • Big and Little Balls (AG p.33) • Provide <i>big</i> balls (beach ball, basketball) and <i>little</i> balls (tennis balls, pimng-pong balls) for children to play with. 	<ul style="list-style-type: none"> • Big and Little Steps (AG p.33) • Invite little ones to walk across the playground taking <i>little</i> steps (baby steps) and <i>big</i> steps (giant steps). Use the ASL signs for <i>big</i> and <i>little</i> (AGp32) to describe the steps. 	<ul style="list-style-type: none"> • Big and Little Balls (AG p.33) • Provide <i>big</i> balls (beach ball, basketball) and <i>little</i> balls (tennis balls, pimng-pong balls) for children to play with. 	<ul style="list-style-type: none"> • Big and Little Steps (AG p.33) • Invite little ones to walk across the playground taking <i>little</i> steps (baby steps) and <i>big</i> steps (giant steps). Use the ASL signs for <i>big</i> and <i>little</i> (AGp32) to describe the steps.
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "Sing a Song of Opposites" - "La Cancion de los Opuestos" "Itsy Bitsy Spider" - "La Arana Chiquitita" "Fido" - "Fido" 	<ul style="list-style-type: none"> • Frog Street Action Songs- Canciones de accion de Frog Street "One Elephant" - "Un Elefante Hormiguitas" 	<ul style="list-style-type: none"> • Shawn Brown Toddler Tunes "Opposites" 	<ul style="list-style-type: none"> • Start Smart Songs for 1's, 2's, and 3's "Opposites" "Little Ants" 	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street "Sing a Song of Opposites" - "La Cancion de los Opuestos" "Itsy Bitsy Spider" - "La Arana Chiquitita" "Fido" - "Fido"

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Centers</p>	<ul style="list-style-type: none"> • Creativity Station (AG p.33) • Encourage children to draw on <i>big</i> sheets of paper and on <i>little</i> sheets of paper. Ask: <i>Which paper is easier to cover?</i> 	<ul style="list-style-type: none"> • Construction (AG p 33) • Invite children to use the <i>big</i> paper bag blocks to build a tower and then the <i>little</i> blocks to build a tower. Ask: <i>Which tower has more blocks?</i> 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.33) • Encourage children to sort the clothing into two groups: <i>big</i> or <i>little</i>. Invite them to try on something from each category and describe how the item fits. During the week, point out the soft sole of the slippers and the hard sole of the regular shoes. Ask: <i>Which type of shoe is more comfortable?</i> 	<ul style="list-style-type: none"> • Sensory Table (AG p.33) • Encourage children to sort the objects into two groups: <i>soft</i> or <i>hard</i>. Ask: <i>If you were making a bed for a doll, which of these things would you use?</i> 	<ul style="list-style-type: none"> • Creativity Station (AG p.33) • Encourage children to draw on <i>big</i> sheets of paper and on <i>little</i> sheets of paper. Ask: <i>Which paper is easier to cover?</i>
<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.)



Lesson Plan for Opposites • Opuestos -In/Out, Inside/Outside • Dentro/Fuera, Adentro/Afuera (Theme 4 Week 4)	Date: December 23 - 27, 2019
Objective: Children will practice using in,out, inside, and outside.	Parents as Partners: Send home Parents as Partners Card #13. Encourage parents to prepare "wait time" activities to help stretch children's ability to wait.
English Vocabulary: in, out, inside, outside, opposites, location	Spanish Vocabulary: dentro, fuera, adentro, afuera, opuestos, ubicacion

American Sign Language (ASL): *in, out, inside, outside, opposites, location*

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 words that describe where something is located. Demonstrate each of these words (<i>in, out, inside, outside</i>) UNITE: Sing "Good Morning to You." (Start Smart Songs 1's, 2's, and 3's CD) Discuss being <i>in</i> your place. CALM: Encourage children to pretend to smell a flower. Point out that they are taking a breath <i>in</i>. They are inhaling. Now ask them to pretend they are blowing <i>out</i> a candle. Which direction does their breath go when they blow out the candle? 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 "Raindrop Song" (FrogStreet Action Songs CD). Discuss using your mouth to catch raindrops. Ask: <i>What else might you catch in your mouth?</i> CALM: Have children repeat the action of smelling a flower and blowing out a candle several times. Explain that this is also called <i>inhaling</i> and <i>exhaling</i> and is a good strategy for calming ourselves. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate playing "Round the House" (AGp5) action rhyme with a volunteer. Point out how gently you are walking the "mousie" and how gently you are tickling your partner. Have children walk the "mousie" up their own arm gently and slowly. 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 walking feet. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Sing a Song of Opposites" ((FrogStreet Sing-Along Songs CD). Discuss being <i>in</i> your place. CALM: Have children repeat the action of smelling a flower and blowing out a candle several times. Explain that this is also called <i>inhaling</i> and <i>exhaling</i> and is a good strategy for calming ourselves. 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 "Raindrop Song" (FrogStreet Action Songs CD). Discuss using your mouth to catch raindrops. Ask: <i>What else might you catch in your mouth?</i> CALM: Have children repeat the action of smelling a flower and blowing out a candle several times. Explain that this is also called <i>inhaling</i> and <i>exhaling</i> and is a good strategy for calming ourselves. CONNECT: Use Max to name the children who are absent and send them well wishes. Demonstrate playing "Round the House" (AGp5) action rhyme with a volunteer. Point out how gently you are walking the "mousie" and how gently you are tickling your partner. Have children walk the "mousie" up their own arm gently and slowly. 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 walking feet. Calendar/Weather 	<ul style="list-style-type: none"> UNITE: Greet every child by name and sing "Sing a Song of Opposites" ((FrogStreet Sing-Along Songs CD). Discuss being <i>in</i> your place. CALM: Have children repeat the action of smelling a flower and blowing out a candle several times. Explain that this is also called <i>inhaling</i> and <i>exhaling</i> and is a good strategy for calming ourselves. 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

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Language Development	<ul style="list-style-type: none"> • Just Jasper and Me • "Solo Jasper Y Yo" (AG p. 6) • Focus on parts of the story that relate to this week's focus words: <i>in, out, inside, outside</i>. Ask children what they see when they look out their windows at home. Discuss riding in a wagon. Ask: <i>Is it more fun to pull someone in a wagon or be pulled by someone?</i> 	<ul style="list-style-type: none"> • The Enormous Turnip - "El Nabo Enorme" (AG p. 6) • Read level I, II or III of the story. Discuss the locatio of the turnip at the beginning and at the end of the story. • Ask: <i>Which story character is the largest? Is the largest character the strongest character?</i> 	<ul style="list-style-type: none"> • Sing a Song of Opposites • La Cancion de los Opuestos (AG p.5) • Provide additional examples of <i>in</i> and <i>out</i> and <i>inside</i> and <i>outside</i>. After a few readings, ask children to provide examples. Review the ASL signs for <i>in, out, inside</i> and <i>outside</i> (AGp2). Discuss what is on the <i>outside</i> of the book and what is on the <i>insdie</i>. 	<ul style="list-style-type: none"> • The Enormous Turnip - "El Nabo Enorme" (AG p. 6) • Read level I, II or III of the story. Discuss the locatio of the turnip at the beginning and at the end of the story. • Ask: <i>Which story character is the largest? Is the largest character the strongest character?</i> 	<ul style="list-style-type: none"> • Just Jasper and Me • "Solo Jasper Y Yo" (AG p. 6) • Focus on parts of the story that relate to this week's focus words: <i>in, out, inside, outside</i>. Ask children what they see when they look out their windows at home. Discuss riding in a wagon. Ask: <i>Is it more fun to pull someone in a wagaon or be pulled by someone?</i>
Cognitive Development	<ul style="list-style-type: none"> • Photo Activity Card #27 (in,out, insdie, outside) (AGp7) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>in, out, inside</i> and <i>outside</i>. 	<ul style="list-style-type: none"> • Feely Box (AGp7) • Invite children to place their hand in the Feely Box (felt cube) and, without pulling the item they touch out, challenge children to describe and name the item. Discuss putting their hand <i>in</i> the box and pulling the items <i>out</i> of the box after they have made their guess. 	<ul style="list-style-type: none"> • Sweet Mother (AG p. 7) • Retell the "Sweet Mother" Story Folder introduced in Theme 2. Ask children if they would like to live in a shoe. Invite the little ones to use the story props to retell the story. 	<ul style="list-style-type: none"> • Feely Box (AGp7) • Invite children to place their hand in the Feely Box (felt cube) and, without pulling the item they touch out, challenge children to describe and name the item. Discuss putting their hand <i>in</i> the box and pulling the items <i>out</i> of the box after they have made their guess. 	<ul style="list-style-type: none"> • Photo Activity Card #27 (in,out, insdie, outside) (AGp7) • Use the suggestions on the back to practice vocabulary and stimulate discussion. • Teach the ASL for <i>in, out, inside</i> and <i>outside</i>.
Social Emotional Development	<ul style="list-style-type: none"> • "Jack-in-the-Box" (AG p.8) • Play this little action rhyme with one or two children at a time. Discuss Jack's location at the start of the rhyme (in the "box") and his location at the end of the rhyme (out of the "box") 	<ul style="list-style-type: none"> • Inside Outside (AG p8) • Read the poem to children and discuss what makes them happy. Ask what their face looks like when they are happy. Explain that when we are happy, we are usually smiling. When we are sad, our faces look sad. What we feel on the <i>inside</i> shows on our face on the <i>outside</i>. 	<ul style="list-style-type: none"> • I Can Make You Laugh (AG p. 8) • Invite children to stick out their tongue while looking at themselves in a mirror. Ask: <i>What silly faces can you make with your tongue outside your mouth?</i> 	<ul style="list-style-type: none"> • Inside Outside (AG p8) • Read the poem to children and discuss what makes them happy. Ask what their face looks like when they are happy. Explain that when we are happy, we are usually smiling. When we are sad, our faces look sad. What we feel on the <i>inside</i> shows on our face on the <i>outside</i>. 	<ul style="list-style-type: none"> • "Jack-in-the-Box" (AG p.8) • Play this little action rhyme with one or two children at a time. Discuss Jack's location at the start of the rhyme (in the "box") and his location at the end of the rhyme (out of the "box")
Physical Development	<ul style="list-style-type: none"> • Five in the Bed (AG p.9) • Invite children to act out the song as you sing or play it. Discuss the location of the children in the bed at the start of the song and at the end of the song. 	<ul style="list-style-type: none"> • Birdie (AG p.9) • Use masking tape to create a large circle in the middle of the floor to represent the bird's nest. Have children use their arms as wings to fly like birds during the first three lines of the chant. On the fourth line, "in the tree that I love best", encourage children get inside the circle. Discuss the locaiton of the "birds" at the beginning and end of the song. Discuss the location of the nest in the song. Review the ASL sign for <i>location</i> (AGp2). 	<ul style="list-style-type: none"> • PomPom Toss (AG p.9) • Use masking tape to outline one small circle and one large circle on the floor. Invite children to toss pompoms inside the circles. Ask: <i>Is it easier to get the pompoms to land inside the bigger circle or the smaller circle?</i> 	<ul style="list-style-type: none"> • Willy Wiggle and Wally Waggle (AG p.9) • Invite children to help you tell the story of "Willy Wiggle and Wally Waggle" (AGp47-48) that was first introduced in Theme 1. Emphasize this week's location words as the characters step <i>outside</i> of their houses and pop <i>inside</i> their houses. 	<ul style="list-style-type: none"> • Five in the Bed (AG p.9) • Invite children to act out the song as you sing or play it. Discuss the location of the children in the bed at the start of the song and at the end of the song.
Outdoor Play	<ul style="list-style-type: none"> • Hokey Pokey (AG p.3) • Invite children to dance the Hokey Pokey (AGp43). Ask: <i>How is putting your hand in different from putting your hand out?</i> 	<ul style="list-style-type: none"> • Freeze Variation (AG p.3) • Use rope or yarn to make two large circles on the playground. Play Freeze with an added twist that requires children to "freeze" <i>inside</i> or <i>outside</i> the circles. 	<ul style="list-style-type: none"> • Run, Rabbit, Run (AG p 3) • Use a piece of rope or yarn to make a large circlce to represent a rabbit hutch. Designate a place 15 yards away to be a briar patch. Have children stand in the rabbit hutch until they hear the words "run, rabbit, run". Children then run as fast as they can to the briar patch and back before the farmer (you) can catch them. Discuss their locations inside the hutch and outside the hutch. 	<ul style="list-style-type: none"> • Freeze Variation (AG p.3) • Use rope or yarn to make two large circles on the playground. Play Freeze with an added twist that requires children to "freeze" <i>inside</i> or <i>outside</i> the circles. 	<ul style="list-style-type: none"> • Hokey Pokey (AG p.3) • Invite children to dance the Hokey Pokey (AGp43). Ask: <i>How is putting your hand in different from putting your hand out?</i>
Music and Movement	<ul style="list-style-type: none"> • Frog Street Sing-Along Songs-Canciones para cantar juntos de Frog Street "Sing a Song of Opposites" - "La Cancion de los Opuestos" 	<ul style="list-style-type: none"> • Frog Street Action Songs-Canciones de accion de Frog Street "Go In and Out the Windows" - "Entra Y Sal Por la Ventana" "Five in the Bed" - "Cinco en una Cama" "Raindrop Song" - "La Cancion de las Gotas de Lluvia" 	<ul style="list-style-type: none"> • Shawn Brown Toddler Tunes "Opposites" 	<ul style="list-style-type: none"> • Start Smart Songs for 1's, 2's, and 3's "Good Morning to You" 	<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"

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<p>Learning Centers</p>	<ul style="list-style-type: none"> • Creativity Station (AG p.3) • Have children draw something <i>inside</i> the circle and <i>outside</i> the circle. 	<ul style="list-style-type: none"> • Construction (AG p 3) • Encourage children to haul blocks to and from construction sites. Discuss the location of the blocks when they are <i>inside</i> the truck and <i>outside</i> the truck. Teach the ASL signs for <i>inside</i> and <i>outside</i> (AGp2) 	<ul style="list-style-type: none"> • Pretend and Learn (AG p.3) • Encourage children to put baby dolls in the bathtub and then into bed. 	<ul style="list-style-type: none"> • Sensory Table (AG p.3) • Invite children to use eyedroppers to drop water inside containers. Have children reverse the process and use the eyedroppers to transfer the water from inside the containers back into the water table. 	<ul style="list-style-type: none"> • Creativity Station (AG p.3) • Have children draw something <i>inside</i> the circle and <i>outside</i> the circle.
<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.)