



<b>Class:</b> Infant B (6-12 months)	<b>Focus:</b> My Senses	<b>Date:</b> December 2-6, 2019	<b>Week:</b> 14
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence		<b>Parent Letter:</b> Helping Your Baby Make Transitions	
<b>English Vocabulary:</b> <i>hands, ears, mouth, nose</i>		<b>Spanish Vocabulary:</b> <i>manos, oidos, boca, nariz</i>	

**American Sign Language (ASL):** *hands, ears, mouth, nose*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide p 72</i> ) •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si sabes que estas feliz". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
<b>Language Development</b>	•Find the Music (L21) Hide a musical toy under a blanket. Encourage little ones to find the musical instrument under it.	•Photo Activity Card 1, 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>nose • nariz</i>	•Find the Music (L21) Hide a musical toy under a blanket. Ask them <i>where is the toy?</i>	•Photo Activity Card 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>nose • nariz</i>	•Find the Music (L21) Hide a musical toy under a blanket. After little ones begin to actively look for the toys, try this game again and hide the toy in less obvious places.
<b>Cognitive Development</b>	•Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. •Tell babies we touch and feel with our hands.	•Where Is Lily? (C26) Let a child watch you hide Lily the puppet under one or two identical large boxes and then ask him/her where Lily is. •Feel different textures.	•Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. •Listen to different tempos while playing the drum. Tell babies we hear with our ears.	•Where Is Lily? (C26) Let a child watch you hide Lily the puppet under one or two identical large boxes and then ask him/her where Lily is. •Different shades of green.	•Little Drummers (C21) Provide drums and drumsticks and encourage little ones to bang their drums. •Play the drum.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Dance with Me (SE28) <i>Frog Street Baby Songs CD</i> Play "Puppy Dance." Invite walkers to dance with you.</li> </ul>	<ul style="list-style-type: none"> <li>•Walking My Baby (SE29) <i>Frog Street Baby Games CD</i> Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room.</li> </ul>	<ul style="list-style-type: none"> <li>•Dance with Me (SE28) <i>Frog Street Baby Songs CD</i> Play "Puppy Dance." Invite walkers to dance with you. Hold the hands of beginning walkers. Pick up non-walkers and dance with them in your arms.</li> </ul>	<ul style="list-style-type: none"> <li>•Walking My Baby (SE29) <i>Frog Street Baby Games CD</i> Play "Walking My Baby Back Home." Lay non-walkers on the floor and move their legs to the music. Hold the hand of walkers and walk around the room.</li> </ul>	<ul style="list-style-type: none"> <li>•Dance with Me (SE28) <i>Frog Street Baby Songs CD</i> Play "Puppy Dance." Invite walkers to dance with you.</li> <li>•Frog Street Baby Songs Sing "You Are My Sunshine" • "Eres mi lucecita".</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can.</li> <li>•Finger paint while listening to music.</li> </ul>	<ul style="list-style-type: none"> <li>•Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "A Walk in the Park" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can.</li> <li>•Using a big brush paint while listening to music.</li> </ul>	<ul style="list-style-type: none"> <li>•Shake, Shake, Shake (P31) Give babies rattles and bells to shake while you play "The More We Get Together" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Scarf Pull (P29) While playing music demonstrate how to pull the scarves from the can and invite little ones to pull until all the scarves are out of the can.</li> <li>•Using a big brush paint while listening to music.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>D.1.b. Plays with objects that make sounds</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>D.1.b. Plays with objects that make sounds</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>D.1.b. Plays with objects that make sounds</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>D.1.b. Plays with objects that make sounds</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Looks for hidden objects or toys</li> <li>C.1.b. Follow simple request</li> <li>D.1.b. Plays with objects that make sounds</li> <li>D.2.c. Begins to repeat actions to get an effect</li> <li>B.1.c. Engages in positive relationships and interactions with adult</li> <li>B.4.a. Shows interest and awareness of others</li> <li>A.3.a. Grabs at things with a purpose</li> <li>A.3.a. Sits and uses hands</li> </ul>



<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> My Senses	<b>Date:</b> December 9-13, 2019 <b>Week:</b> 15
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Helping Your Baby Make Transitions
<b>English Vocabulary:</b> <i>hands, ears, mouth, nose, eyes</i>	<b>Spanish Vocabulary:</b> <i>manos, oidos, boca, nariz, ojos</i>

**American Sign Language (ASL):** *hands, ears, mouth, nose, eyes*

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
<b>Language Development</b>	•Two and Three Dimensions (L26) Display Photo Activity Card 5. Talk about the rattle. Show the baby a real rattle and shake it. Talk about the sense of touching.	• Read <i>My Five Senses</i> Make a pause and show the pictures to each baby.	•Two and Three Dimensions (L26) Display Photo Activity Card 7. Talk about the top. Show the baby a real top and show them how to play with it. Tell babies we can feel with our hands.	• Read <i>My Five Senses</i> Make a pause and show the pictures to each baby.	•Two and Three Dimensions (L26) Display Photo Activity Card 11. Talk about the truck. Show the baby a toy truck and play with it.
<b>Cognitive Development</b>	•Rattle Retrieval (C22) Tie a rattle to one end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the chair and then retrieving it.	•Photo Activity Card 1, 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>nose • nariz</i> <i>eyes • ojos</i>	•Rattle Retrieval (C22) Tie a rattle to one end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the chair and then retrieving it.	•Photo Activity Card 1, 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos</i> <i>ears • oidos</i> <i>mouth • boca</i> <i>nose • nariz</i> <i>eyes • ojos</i>	•Rattle Retrieval (C22) Tie a rattle to one end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table. A baby will love tossing the rattle over the side of the chair and then retrieving it.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<p>•Peek-a-Boo- for Two (SE31) Face a little one and let him know you are going to play a game of Peek-a-Boo. Place a small blanket over his/her head and say "Where's (insert baby's name)?" Remove the blanket and say "Boo." Tell babies we can see with our eyes.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Peek-a-Boo, I See You! (p 180). You can play this game hiding scarves behind you.</p>	<p>•Peek-a-Boo- for Two (SE31) Face a little one and let him know you are going to play a game of Peek-a-Boo. Place a small blanket over his/her head and say "Where's (insert baby's name)?" Remove the blanket and say "Boo.)</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Play Peek-a-Boo, I See You! (p 180). You can play this game hiding scarves behind you.</p>	<p>•Peek-a-Boo- for Two (SE31) Face a little one and let him know you are going to play a game of Peek-a-Boo. Place a small blanket over his/her head and say "Where's (insert baby's name)?" Remove the blanket and say "Boo.)</p>
<b>Physical Development</b>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>	<p>•Up and Down (P38) Play The Grand Old Duke of York (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down.</p>
<b>Objectives</b>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment D.2.c. Begins to repeat actions to get an effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket B.1.c. Claps and smiles back and forth with familiar adult A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements</p>



<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Holiday Celebrations	<b>Date:</b> December 16-20, 2019	<b>Week:</b> 16
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Encouraging Cognitive Skills	
<b>English Vocabulary:</b> <i>rattle, ear, eyes, body</i>	<b>Spanish Vocabulary:</b> <i>sonaja, oido, ojos, cuerpo</i>	

**American Sign Language (ASL):** *rattle, ear, eyes, body*

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You Are Happy and You Know It." •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide p 72</i> ). •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Frosty the Snowman." •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.
<b>Language Development</b>	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands while singing Holiday songs. Encourage little ones to imitate you.	• Read Holiday Books While reading the book use a low and a normal voice.	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands while singing Holiday songs. Encourage little ones to imitate you.	• Read Holiday Books While reading the book use a low and a normal voice.	•Copy Me (L22) Play copycat games with the babies. Make different sounds with your feet and hands while singing Holiday songs. Encourage little ones to imitate you.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body</li> <li>•Teach the ASL signs for <i>rattle • sonaja</i> <i>ear • oreja</i> <i>eyes• ojos</i> <i>cuerpo • body</i></li> </ul>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body</li> <li>•Teach the ASL signs for <i>rattle • sonaja</i> <i>ear • oreja</i> <i>eyes• ojos</i> <i>cuerpo • body</i></li> </ul>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> <li>•Different shades of green</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Hands (p 93)</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>	<ul style="list-style-type: none"> <li>•I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93)</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>	<ul style="list-style-type: none"> <li>•Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes.</li> </ul>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>	<ul style="list-style-type: none"> <li>•Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes.</li> </ul>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>



<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Holiday Celebrations	<b>Date:</b> December 23-27, 2019	<b>Week:</b> 17
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Encouraging Cognitive Skills	
<b>English Vocabulary:</b> <i>read, book, eyes</i>	<b>Spanish Vocabulary:</b> <i>leer, libro, ojos</i>	

**American Sign Language (ASL):** *read, book, love you*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: Holiday Songs Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	H	H	Greet the babies by name. •UNITE: Holiday Songs Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing Holiday Songs. •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
<b>Language Development</b>	•Book Etiquette (L40) Read your favorite Holiday Celebrations Book to little ones and discuss proper holding of the book.	O	O	• Read Holiday Books Demonstrate how to turn the pages of the book.	•Book Etiquette (L40) Read your favorite Holiday Celebrations Book to little ones and discuss proper holding of the book.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•One, Two, Three (C34)</li> <li>Use the counting sequence "one, two, three" often. Say one, two, three, up you come. One, two, three, take a bite. Say and perform this rhyme with little ones.</li> </ul>	L	L	<ul style="list-style-type: none"> <li>•Photo Activity Card 3</li> <li>read • leer</li> <li>book • libro</li> <li>Teach the ASL for</li> <li>read • leer</li> <li>book • libro</li> <li>I love you • te quiero</li> <li>•Sing "Happy Faces" • "Caritas felices".</li> </ul>	<ul style="list-style-type: none"> <li>•One, Two, Three (C34)</li> <li>Use the counting sequence "one, two, three" often. Say one, two, three, up you come. One, two, three, take a bite. Say and perform this rhyme with little ones.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Skidamarink (SE23)</li> <li>Sing "Skidamarink" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>	I	I	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey</li> <li>Play Silly Me (148).</li> </ul>	<ul style="list-style-type: none"> <li>•Skidamarink (SE23)</li> <li>Sing "Skidamarink" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34)</li> <li>Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme</li> </ul>	D	D	<ul style="list-style-type: none"> <li>•Sticky Ball (P33)</li> <li>Make balls with different colors of masking tape. Hand the sticky balls to the baby to see what he/she does when the ball sticks to his/her hands.</li> </ul>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34)</li> <li>Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	A	A Y	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>





<b>Class: Infant B (6-12 months)</b>		<b>Focus: My Senses</b>		<b>December 30-January 3, 2020</b>		<b>Week: 18</b>	
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence				Parent Letter: Developing Trust			
English Vocabulary: <i>face, eyes, nose, mouth, ears, hands</i>				Spanish Vocabulary: <i>cara, ojos, nariz, boca, oidos, manos</i>			
American Sign Language (ASL): <i>face, eyes, nose, mouth, ears, hands</i>							
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday		
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	H	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la manana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.		
<b>Language Development</b>	• Read <i>Hands</i> Tell babies the things we can do with our hands.	O	•Sensory Glove (L39) Put a sensory glove on your hand. Encourage little ones to feel each finger of the glove. Talk about the feel of each finger.	• Read <i>Hands</i> Tell babies the things we can do with our hands.	•Sensory Glove (L39) Put a sensory glove on your hand. Encourage little ones to feel each finger of the glove. Talk about the feel of each finger.		
<b>Cognitive Development</b>	•Photo Activity Card 1, 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos ears • oidos mouth • boca nose • nariz eyes • ojos</i>	L	•Tactile Path (C32) Place textured items (bubble wrap, blocks, carpet squares, and sticky side-up self-adhesive paper) on the floor to create a tactile pathway. Take a baby's shoes off and invite him/her to walk or crawl through the pathway. Talk about the texture of each item.	•Photo Activity Card 1, 2, 5 face • cara hands • manos ears • oidos •Teach ASL signs for <i>hands • manos ears • oidos mouth • boca nose • nariz eyes • ojos</i>	•Tactile Path (C32) Place textured items (bubble wrap, blocks, carpet squares, and sticky side-up self-adhesive paper) on the floor to create a tactile pathway. Take a baby's shoes off and invite him/her to walk or crawl through the pathway. Talk about the texture of each item.		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Social Emotional Development</b></p>	<p>•I Love You Rituals by Becky Bailey Play Warm Hands (p 128).</p>	<p>I</p>	<p>•Nose, Mouth, and Hands (SE36) Sing "Nose, Mouth, and Hands" to the tune of "heads, Shoulders, Knees, and Toes" while pointing to each feature. Encourage little ones to copy your movements.</p>	<p>•I Love You Rituals by Becky Bailey Play Warm Hands (p 128).</p>	<p>•Nose, Mouth, and Hands (SE36) Sing "Nose, Mouth, and Hands" to the tune of "heads, Shoulders, Knees, and Toes" while pointing to each feature. Encourage little ones to copy your movements.</p>
<p><b>Physical Development</b></p>	<p>•My Hands (P36) During lunch time and hand-washing time, point out how children use their hands for self-help. Demonstrate how we use our hands to touch.</p>	<p>D</p>	<p>•My Hands (P36) During lunch time and hand-washing time, point out how children use their hands for self-help. Demonstrate how we use our hands to clap.</p>	<p>•My Hands (P36) During lunch time and hand-washing time, point out how children use their hands for self-help. Demonstrate how we use our hands to touch.</p>	<p>•My Hands (P36) During lunch time and hand-washing time, point out how children use their hands for self-help. Demonstrate how we use our hands to squeeze.</p>
<p><b>Objectives</b></p>	<p>C.1.a. Listens with interest to language of others D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen D.2.b. Crawls into, over, and around obstacles A.1.c. Begins to develop self-care skills B.1.c. Engages in positive relationships and interactions with adults</p>	<p>A         Y</p>	<p>C.1.a. Listens with interest to language of others D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen D.2.b. Crawls into, over, and around obstacles A.1.c. Begins to develop self-care skills B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.a. Listens with interest to language of others D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen D.2.b. Crawls into, over, and around obstacles A.1.c. Begins to develop self-care skills B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.a. Listens with interest to language of others D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen D.2.b. Crawls into, over, and around obstacles A.1.c. Begins to develop self-care skills B.1.c. Engages in positive relationships and interactions with adults</p>