



Class: Infant C (12-18 months)	Focus: My Senses	Date: December 2-6, 2019	Week: 14
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Helping Your Baby Make Transitions	
English Vocabulary: face, eyes, nose, mouth, ears, hands		Spanish Vocabulary: cara, ojos, nariz, boca, oidos, manos	

American Sign Language (ASL): face, eyes, nose, mouth

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to follow you lead. • CONNECT: With Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: (<i>Frog Street Baby Songs CD</i>) Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Read <i>What Are Clouds Made Of?</i> Show the children the book cover and talk about our senses. 	<ul style="list-style-type: none"> • Color Me Happy (L54) Using chunky crayons encourage the little ones to move a crayon on a paper to create marks. <i>We use our hands to color.</i> 	<ul style="list-style-type: none"> • Read <i>What Are Clouds Made Of?</i> Show the children the book cover and talk about our senses. 	<ul style="list-style-type: none"> • Finger Paint (L56) Invite children to make designs and marks with their hands in finger paint placed directly on butcher paper. <i>We use our hands to color.</i> 	<ul style="list-style-type: none"> • Read <i>What Are Clouds Made Of?</i> Show the children the book cover and talk about our senses.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> • Drop It (C42) Demonstrate dropping the ducks into the "pond." Discuss the sound that makes each time we drop a duck into the water. <i>We hear with our ears.</i> 	<ul style="list-style-type: none"> •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> 	<ul style="list-style-type: none"> • Shadow Match (C45) Challenge children to match the objects to their same shape shadow. 	<ul style="list-style-type: none"> •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>eyes • ojos</i> 	<ul style="list-style-type: none"> •Sandbox Treasure (C44) Bury small ducks in the sandbox. Challenge little ones to use strainers to find buried ducks. Count the ducks. <i>We touch with our hands.</i>
Social Emotional Development	<ul style="list-style-type: none"> • You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. 	<ul style="list-style-type: none"> •I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> • You Are Funny (SE43) Create odd or silly scenarios that will tickle a little ones sense of humor. Attach odds and ends to a large sun hat and wear it. 	<ul style="list-style-type: none"> •I Can, Can You? (SE54) Invite children to mimic your actions in "I Can, Can You?" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> •Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps. Sing "This Is the Way We Wash Our Hands" (<i>Welcome Guide p 73</i>)
Physical Development	<ul style="list-style-type: none"> • Finger paint a duck •Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air." <i>We see with our eyes.</i> 	<ul style="list-style-type: none"> •Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements. 	<ul style="list-style-type: none"> •Shaker Art (P49) Invite each child to shake sand from the shakers onto a coloring sheet. <i>We shake our hands.</i> 	<ul style="list-style-type: none"> •Roll Your Hands (P43) Play Roll Your Hands (<i>Frog Street Baby Games CD</i>). Invite the children to copy your movements. 	<ul style="list-style-type: none"> •Bubble Chases (P56) Blow bubbles outdoors and invite little ones to chase the bubbles. Teach children "Bubbles in the Air." <i>We see with our eyes.</i>
Objectives	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>	<p>C.3.a. Enjoys being read to and exploring books</p> <p>C.3.c. Participates in activities or songs that require listening</p> <p>C.3.d. Reaches for and holds writing tools</p> <p>C.3.d. Marks or scribbles on paper</p> <p>A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>D.1.b. Categorizes, matches, orders some objects</p> <p>D.2.c. Begins to repeat actions to get an effect</p> <p>B.4.a. Shows interest and awareness of others</p> <p>A.2.a. Shakes or wiggles arms and legs</p> <p>A.3.a. Shakes objects</p>



Class: Infant C (12-18 months)		Focus: My Senses		Date: December 9-13, 2019		week: 15	
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence				Parent Letter: Helping Your Baby Make Transitions			
English Vocabulary: face, eyes, nose, mouth, ears, hands				Spanish Vocabulary: cara, ojos, nariz, boca, oidos, manos			
American Sign Language (ASL): face, eyes, nose, mouth, ears, hands							
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday		
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: Name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 		
	Language Development	<ul style="list-style-type: none"> • Read <i>Little Hands of Love</i> Show the cover and say the name of our five senses. 	<ul style="list-style-type: none"> • It's For You (L57) Create a ring tone using a play phone. Answer the phone as you sit next to a baby. <i>We use our ears to hear.</i> 	<ul style="list-style-type: none"> • Read <i>Little Hands of Love</i> Show the cover and say the name of our five senses. 	<ul style="list-style-type: none"> • It's For You (L57) Create a ring tone using a play phone. Answer the phone as you sit next to a baby. <i>We use our ears to hear.</i> 	<ul style="list-style-type: none"> • Read <i>Little Hands of Love</i> Show the cover and say the name of our five senses. 	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Imagination in a Box (C66) Give children a card box to play with, Observe what they do. Give suggestions such as pretending the box is a boat, a car, etc. <i>We use our hands to feel.</i></p>	<p>•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></p>	<p>•Imagination in a Box (C66) Give children a card box to play with, Observe what they do. Give suggestions such as pretending the box is a boat, a car, etc. <i>We use our hands to feel.</i></p>	<p>•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></p>	<p>•Imagination in a Box (C66) Give children a card box to play with, Observe what they do. Give suggestions such as pretending the box is a boat, a car, etc. <i>We use our hands to feel.</i></p>
Social Emotional Development	<p>•Be My Shadow (SE42) Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>). Invite a group of little ones to follow your lead as you imitate animal's movements.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Finger play Here's the Bunny p 103 Help the little ones hold up two fingers to be the "bunny."</p>	<p>•Be My Shadow (SE42) Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>). Invite a group of little ones to follow your lead as you imitate animal's movements.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Finger play Here's the Bunny p 103 Help the little ones hold up two fingers to be the "bunny."</p>	<p>•Be My Shadow (SE42) Play Be My Shadow, Be My Echo (<i>Frog Street Baby Games CD</i>). Invite a group of little ones to follow your lead as you imitate animal's movements.</p>
Physical Development	<p>•Washing Pets (P44) Invite little ones to use sponges to wash their pets.</p>	<p>•Soap Play (P45) Invite little ones to play with bars of soap in a tub of water. Describe the way the soap is used for washing their hands as they play.</p>	<p>•Washing Pets (P44) Invite little ones to use sponges to wash their pets.</p>	<p>•Soap Play (P45) Invite little ones to play with bars of soap in a tub of water. Describe the way the soap is used for washing their hands as they play.</p>	<p>•Washing Pets (P44) Invite little ones to use sponges to wash their pets.</p>
Objectives	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>	<p>C.3.b. Understands that pictures can represent real things in the environment C.3.d. Looks at photos as an adult describes D.4.a. Uses imitation in pretend play to express creativity and imagination B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.1.c. Begins to develop self-care skills A.3.b. Transfers objects from hand to hand A.3.a. Coordinates hand and body movements A.3.b. Coordinates eye and hand movements</p>



Class: Infant C (12-18 months) Focus: Holiday Celebrations	Date: December 16-20, 2019	Week: 16
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Sticking with Routines	
English Vocabulary: <i>circle, happy, face</i>	Spanish Vocabulary: <i>circulo, feliz, cara</i>	

American Sign Language (ASL): *circle, happy, face*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: with Lily name the children that are absent and send them well wishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle Little Star" • "Estrellita, estrellita". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Stop singing before saying the last word of a line and see if children can add the missing word. Sing Holiday's songs 	<ul style="list-style-type: none"> • Read <i>The Wheels on the Bus</i> Count the wheels on the bus. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Change the lyrics. Stop singing before saying the last word of a line and see if children can add the missing word. Sing Holiday's songs 	<ul style="list-style-type: none"> • Read <i>The Wheels on the Bus</i> Count the wheels on the bus. 	<ul style="list-style-type: none"> • Sing, Sing a Song (L47) Sing the Nursery Rhyme "The Wheels on the Bus." Change the lyrics. Stop singing before saying the last word of a line and see if children can add the missing word.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. 	<ul style="list-style-type: none"> •Photo Activity Library Card 20 circle • circulo happy • feliz face • cara •Review the ASL signs for <i>more • mas</i> <i>eat • comer</i> <i>drink • beber</i> <i>water • agua</i> 	<ul style="list-style-type: none"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Challenge children to think of other items they can safely toss to ring the bell. 	<ul style="list-style-type: none"> •Photo Activity Library Card 20 circle • circulo happy • feliz face • cara •Teach the ASL signs for <i>more • mas</i> <i>eat • comer</i> <i>drink • beber</i> <i>water • agua</i> 	<ul style="list-style-type: none"> •Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Play the game outside.
Social Emotional Development	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Silly Me (148) 	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you.. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Play Silly Me (148) 	<ul style="list-style-type: none"> •You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you.
Physical Development	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics. 	<ul style="list-style-type: none"> •Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.
Objectives	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers 	<ul style="list-style-type: none"> C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers



Class: Infant C (12-18 months) Focus: Holiday Celebrations	Date: December 23-27, 2019	Week: 17
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Sticking to Routines	
English Vocabulary: crayon, green, yellow, blue	Spanish Vocabulary: crayon, verde, amarillo, azul	

American Sign Language (ASL): crayon, green, yellow, blue

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	H	H	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Holiday Songs Sing "The More We Get Together" • "Si estamos todos juntos". • CALM: Invite children to follow you lead. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Holiday Songs Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> • Greet every child by name. • UNITE: Holiday Songs Sing "Good Morning to You" • "Buenos días". • CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. • CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. • COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	O	O	• Read Holiday Books	• Read Holiday Books	• Read Holiday Books

