



Crème de la Crème
CHILD CARE • PRESCHOOL • AFTER SCHOOL
Early Learning Centers Of Excellence®



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Nursery Rhymes	Date: December 16-20, 2019 Week: 17
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Developing Trust
English Vocabulary: <i>face, eyes, nose, mouth</i>	Spanish Vocabulary: <i>cara, ojos, nariz, boca</i>

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.</p>
Language Development	<p>•Rhyme Time (L1) Recite Humpty Dumpty while changing a baby's diaper. <i>Is the baby smiling?</i> ----- • <i>Little Miss Muffet</i> (L14) Read the rhyme in a normal voice and then again in a soft voice.</p>	<p>•Rhyme Time (L1) Recite one of your favorite nursery rhymes while feeding a baby. ----- • <i>Little Miss Muffet</i> (L14) Read the book to one baby, holding the baby on your lap and get cozy.</p>	<p>•Rhyme Time (L1) Recite Humpty Dumpty throughout the day. <i>Can you make the baby smile?</i> ----- • <i>Little Miss Muffet</i> (L14) Read the rhyme in a normal voice and then again in a soft voice.</p>	<p>•Rhyme Time (L1) Recite one of your favorite nursery rhymes while feeding a baby. ----- • <i>Little Miss Muffet</i> (L14) Read the book to two babies and keep the babies on each side so both can see the pictures as you read.</p>	<p>•Rhyme Time (L1) Recite Humpty Dumpty while feeding a baby. <i>Is the baby smiling?</i> ----- • <i>Little Miss Muffet</i> (L14) Read the rhyme in a normal voice and then again in a soft voice.</p>
Cognitive Development	<p>•Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Humpty Dumpty fell from the wall and cracked. ----- •My Name (C11) Say Ms. Muffet's name and then say the babies' names.</p>	<p>•Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Teach the ASL for <i>face</i>. ----- •Sing "Happy Faces" • "Caritas felices".</p>	<p>•Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Humpty Dumpty fell from the wall and cracked. ----- •My Name (C11) Call the baby's name as you approach him/her.</p>	<p>•Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Teach the ASL for <i>face</i>. •Sing "Happy Faces."</p>	<p>•Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Humpty Dumpty fell from the wall and cracked. ----- •My Name (C11) Call the baby's name as you approach him/her.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair and talk about Humpty Dumpty rocking sitting on the wall. •Frog Street Baby Songs Sing "You Are My Sunshine" • " Eres mi lucecita". ----- •See and Do (SE20) While reciting Little Miss Muffet try a variety of sounds and movements for baby to copy. 	<ul style="list-style-type: none"> •Humpty Dumpty's Fall Talk with children about how it feels to fall down. •Frog Street Baby Songs Sing "Good Morning to You" (5) ----- •See and Do (SE20) Try a variety of sounds (babbling, repeating a syllable lime ma-ma-ma). •Frog Street Baby Songs Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair and talk about Humpty Dumpty rocking sitting on the wall. •Frog Street Baby Songs Sing "You Are My Sunshine" • " Eres mi lucecita". ----- •See and Do (SE20) While reciting Little Miss Muffet try a variety of sounds and movements for baby to copy. 	<ul style="list-style-type: none"> •Humpty Dumpty's Fall Talk with children about how it feels to fall down. ----- •See and Do (SE20) Try a variety of movements (putting your hands together, waving, wiggling fingers). •Frog Street Baby Songs Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair and talk about Humpty Dumpty rocking sitting on the wall. •Frog Street Baby Songs Sing "You Are My Sunshine" • " Eres mi lucecita". ----- •See and Do (SE20) While reciting Little Miss Muffet try a variety of sounds and movements for baby to copy.
Physical Development	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Recite Humpty Dumpty and Little Ms. Muffet while moving babies arms and legs up and down. •Finger paint an oval 	<ul style="list-style-type: none"> •Egg Shakers Encourage children to shake the egg shakers 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Recite Humpty Dumpty and Little Ms. Muffet while moving babies arms and legs up and down. •Finger paint an oval 	<ul style="list-style-type: none"> •Egg Shakers Encourage children to shake the egg shakers 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Recite Humpty Dumpty and Little Ms. Muffet while moving babies arms and legs up and down. •Finger paint an oval
Objectives	<ul style="list-style-type: none"> C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance ----- C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds 	<ul style="list-style-type: none"> C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance ----- C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds 	<ul style="list-style-type: none"> C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance ----- C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds 	<ul style="list-style-type: none"> C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance ----- C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds 	<ul style="list-style-type: none"> C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance ----- C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds



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Class: Infant A (0-3 months)- - - (3-6 months) **Focus:** Holiday Celebrations **Date:** December 23-27, 2019 **Week:** 18

Approaches Toward Learning: Communication, Curiosity, Attention **Parent Letter:** Using Sign language to Communicate

English Vocabulary: *happy, family* **Spanish Vocabulary:** *feliz, familia*

American Sign Language (ASL): *thank you, please*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	H	H	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You Are Happy and You Know It" • "Si estas feliz y lo sabes." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•Sing to Baby (L2) Sing one of your favorite Holiday songs while feeding a baby. Read Holiday books to the babies. ----- • Shake, Shake, Rattle, Rattle (L12) Shake a rattle while singing Holiday songs.	O	O	•Sing to Baby (L2) Sing one of your favorite Holiday songs while feeding a baby. Read Holiday books to the babies. ----- • Shake, Shake, Rattle, Rattle (L12) Shake a rattle while singing Holiday songs.	•Sing to Baby (L2) Sing one of your favorite Holiday songs while feeding a baby. ----- • Shake, Shake, Rattle, Rattle (L12) Shake a rattle while singing Holiday songs.
Cognitive Development	•Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Frosty the Snowman melted. ----- •My Name (C11) Call the baby's name as you approach him/her.	L	L	•Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Review the ASL for <i>thank you</i> • <i>gracias please</i> • <i>por favor</i>	•Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Frosty the Snowman melted. ----- •My Name (C11) Call the baby's name as you approach him/her.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair. •Frog Street Baby Songs Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •See and Do (SE20) While singing Holiday songs try a variety of sounds and movements for baby to copy. 			<ul style="list-style-type: none"> •Frog Street Baby Songs Sing "Good Morning to You" (5) ----- •See and Do (SE20) Try a variety of movements (putting your hands together, waving, wiggling fingers). •Frog Street Baby Songs Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair. •Frog Street Baby Songs Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •See and Do (SE20) While singing Holiday songs try a variety of sounds and movements for baby to copy.
Physical Development	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Sing Holiday songs while moving babies arms and legs up and down. •Finger paint a tree 	D	D	<ul style="list-style-type: none"> •Egg Shakers Encourage children to shake the egg shakers. 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Sing Holiday songs while moving babies arms and legs up and down.
Objectives	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them C.1.1. Enjoys adults singing A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>	A	A	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them C.1.1. Enjoys adults singing A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them C.1.1. Enjoys adults singing A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>
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Class: Infant A (0-3 months)- - - (3-6 months) **Focus:** Holiday Celebrations **Date:** December 30, 2019-January 3, 2020 **Week:** 19

Approaches Toward Learning: Communication, Curiosity, Attention **Parent Letter:** Using Sign Language for Communication

English Vocabulary: *happy, family* **Spanish Vocabulary:** *feliz, familia*

American Sign Language (ASL): *thank you, please*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	H	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Twinkle, Twinkle, Little Star" • "Brilla, brilla estrellita." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Begin with a Whisper (L8) Sing a Holiday song, such "Frosty the Snowman" in a whisper and gradually sing a little louder each time. ----- •Ba-Ba-Ba-Ba (L20) Sing "If You're Happy and You Know It." Bicycle a baby's legs while singing. 	<ul style="list-style-type: none"> •Begin with a Whisper (L8) Sing a "If You're Happy and You Know It" in a whisper and gradually sing a little louder each time. ----- •Ba-Ba-Ba-Ba (L20) "If You're Happy and You Know It." Bicycle a baby's legs while singing. 	O	<ul style="list-style-type: none"> •Begin with a Whisper (L8) Sing "If You're Happy and You Know It" in a whisper and gradually sing a little louder each time. Read Holiday books to the babies. ----- •Ba-Ba-Ba-Ba (L20) Sing "If You're Happy and You Know It." Bicycle a baby's legs while singing. 	<ul style="list-style-type: none"> •Begin with a Whisper (L8) Sing "If You're Happy and You Know It" in a whisper and gradually sing a little louder each time. ----- •Ba-Ba-Ba-Ba (L20) Sing "If You're Happy and You Know It." Bicycle a baby's legs while singing.
Cognitive Development	<ul style="list-style-type: none"> •Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Frosty the Snowman melted. ----- •My Name (C11) Call the baby's name as you approach him/her. 	<ul style="list-style-type: none"> •Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Frosty the Snowman melted. ----- •My Name (C11) Call the baby's name as you approach him/her. 	L	<ul style="list-style-type: none"> •Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Review the ASL for <i>thank you • gracias please • por favor</i> 	<ul style="list-style-type: none"> •Cause and Effect • Causa y efecto (C1) Demonstrate cause and effect when Frosty the Snowman melted. ----- •My Name (C11) Call the baby's name as you approach him/her.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Social Emotional Development</p>	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair. •Frog Street Baby Songs Sing "You Are My Sunshine" • " Eres mi lucecita". <p>-----</p> <ul style="list-style-type: none"> •See and Do (SE20) While singing Holiday songs try a variety of sounds and movements for baby to copy. 	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair. •Frog Street Baby Songs Sing "You Are My Sunshine" • " Eres mi lucecita". <p>-----</p> <ul style="list-style-type: none"> •See and Do (SE20) While singing Holiday songs try a variety of sounds and movements for baby to copy. 	<p>I</p>	<ul style="list-style-type: none"> •Frog Street Baby Songs Sing "Good Morning to You" (5) <p>-----</p> <ul style="list-style-type: none"> •See and Do (SE20) Try a variety of movements (putting your hands together, waving, wiggling fingers). •Frog Street Baby Songs Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Rock-a-Bye-Baby (SE8) Trying rocking the baby while sitting on the rocking chair. •Frog Street Baby Songs Sing "You Are My Sunshine" • " Eres mi lucecita". <p>-----</p> <ul style="list-style-type: none"> •See and Do (SE20) While singing Holiday songs try a variety of sounds and movements for baby to copy.
<p>Physical Development</p>	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Sing Holiday songs while moving babies arms and legs up and down. 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Sing Holiday songs while moving babies arms and legs up and down. •Finger paint a tree 	<p>D</p>	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Sing Holiday songs while moving babies arms and legs up and down. 	<ul style="list-style-type: none"> •Arms High, Arms Low (P2) Sing Holiday songs while moving babies arms and legs up and down.
<p>Objectives</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them C.1.1. Enjoys adults singing A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B.1.a. Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them C.1.1. Enjoys adults singing A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B.1.a. Imitates familiar adult's body language and sounds</p>	<p>A</p> <p>Y</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them C.1.1. Enjoys adults singing A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B.1.a. Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them C.1.1. Enjoys adults singing A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B.1.a. Imitates familiar adult's body language and sounds</p>



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Class: Infant A (0-3 months) - - - (3-6 months) **Focus:** Nursery Rhymes **Date:** January 6-10, 2020 **Week:** 20

Approaches Toward Learning: Communication, Curiosity, Attention **Parent Letter:** Understanding Early Memory

English Vocabulary: *face, eyes, nose, mouth* **Spanish Vocabulary:** *cara, ojos, nariz, boca*

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•Rhyme Time (L1) Recite "Teddy Bear, Teddy Bear" while feeding, changing the diaper and throughout the day. ----- • Teddy Bear, Teddy Bear (L14) Our rhyme will be Teddy Bear, Teddy Bear from the book <i>Twinkle, Twinkle, Little Star</i> .	•Read the Book <i>Polar Bear, Polar Bear, What Do You See?</i> ----- • Read the book <i>Twinkle, Twinkle, Little Star</i> . Read the book to one baby, holding the baby on your lap and get cozy.	•Rhyme Time (L1) Recite "Teddy Bear, Teddy Bear" while feeding, changing the diaper and throughout the day. Play Teddy Bear, Teddy Bear (<i>Frog Street Baby Games CD</i>). ----- • Teddy Bear, Teddy Bear (L14) Our rhyme will be Teddy Bear, Teddy Bear from the book <i>Twinkle, Twinkle, Little Star</i> .	•Read the Book <i>Polar Bear, Polar Bear, What Do You See?</i> ----- •Read the book <i>Twinkle, Twinkle, Little Star</i> . Read the book to two babies and keep the babies on each side so both can see the pictures as you read.	•Rhyme Time (L1) Recite "Teddy Bear, Teddy Bear" while feeding, changing the diaper and throughout the day. Play Teddy Bear, Teddy Bear (<i>Frog Street Baby Games CD</i>). ----- • Teddy Bear, Teddy Bear (L14) Our rhyme will be Teddy Bear, Teddy Bear from the book <i>Twinkle, Twinkle, Little Star</i> .

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Cognitive Development</p>	<p>•Do You See Blue? (C9) While playing with baby on the floor gather objects of different colors. As you are reciting the nursery rhyme "Teddy Bear, Teddy Bear," place a blue teddy bear among the different colored objects.</p> <p>-----</p> <p>•I See Yellow (C20) Place the pocket squares with different shades of yellow. Surround baby with yellow toys, including a yellow bear.</p>	<p>•Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Teach the ASL for <i>face</i>. •Sing "Happy Faces" • "Caritas felices".</p>	<p>•Do You See Blue? (C9) While playing with baby on the floor gather objects of different colors. As you are reciting the nursery rhyme "Teddy Bear, Teddy Bear," place a blue teddy bear among the different colored objects.</p> <p>-----</p> <p>•I See Yellow (C20) Place the pocket squares with different shades of yellow. Surround baby with yellow toys, including a yellow bear.</p>	<p>•Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Teach the ASL for <i>face</i>. •Sing "Happy Faces."</p>	<p>•Do You See Blue? (C9) While playing with baby on the floor gather objects of different colors. As you are reciting the nursery rhyme "Teddy Bear, Teddy Bear," place a blue teddy bear among the different colored objects.</p> <p>-----</p> <p>•I See Yellow (C20) Place the pocket squares with different shades of yellow. Surround baby with yellow toys, including a yellow bear.</p>
<p align="center">Social Emotional Development</p>	<p>•Hug Me (SE4) While reciting the "Teddy Bear, Teddy Bear" nursery rhyme hug the baby. Especially if you are rocking the baby to sleep.</p> <p>-----</p> <p>•See and Do (SE20) While reciting Teddy Bear, Teddy Bear try a variety of sounds and movements for baby to copy.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Positive nursery rhyme Twinkle, Twinkle, Little Star (63) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Hug Me (SE4) While reciting the "Teddy Bear, Teddy Bear" nursery rhyme hug the baby. Especially if you are rocking the baby to sleep.</p> <p>-----</p> <p>•See and Do (SE20) While reciting Teddy Bear, Teddy Bear try a variety of sounds and movements for baby to copy.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Positive nursery rhyme Twinkle, Twinkle, Little Star (63) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Hug Me (SE4) While reciting the "Teddy Bear, Teddy Bear" nursery rhyme hug the baby. Especially if you are rocking the baby to sleep.</p> <p>-----</p> <p>•See and Do (SE20) While reciting Teddy Bear, Teddy Bear try a variety of sounds and movements for baby to copy.</p>
<p align="center">Physical Development</p>	<p>•Hold My Finger (P1) As you are reciting your nursery rhyme and you are hugging and rocking the baby, place your finger in baby's palm to encourage him/her to grasp your finger.</p> <p>-----</p> <p>•Hand Movements (P11) As you sing and recite Teddy Bear, Teddy Bear place baby on the floor and encourage him/her to copy the movements you make with your hands.</p>	<p>•Hold My Finger (P1) As you are reciting your nursery rhyme and you are hugging and rocking the baby, place your finger in baby's palm to encourage him/her to grasp your finger.</p> <p>-----</p> <p>•Hand Movements (P11) As you sing and recite Teddy Bear, Teddy Bear place baby on the floor and encourage him/her to copy the movements you make with your hands.</p>	<p>•Hold My Finger (P1) As you are reciting your nursery rhyme and you are hugging and rocking the baby, place your finger in baby's palm to encourage him/her to grasp your finger.</p> <p>-----</p> <p>•Hand Movements (P11) As you sing and recite Teddy Bear, Teddy Bear place baby on the floor and encourage him/her to copy the movements you make with your hands.</p>	<p>•Hold My Finger (P1) As you are reciting your nursery rhyme and you are hugging and rocking the baby, place your finger in baby's palm to encourage him/her to grasp your finger.</p> <p>-----</p> <p>•Hand Movements (P11) As you sing and recite Teddy Bear, Teddy Bear place baby on the floor and encourage him/her to copy the movements you make with your hands.</p>	<p>•Hold My Finger (P1) As you are reciting your nursery rhyme and you are hugging and rocking the baby, place your finger in baby's palm to encourage him/her to grasp your finger.</p> <p>-----</p> <p>•Hand Movements (P11) As you sing and recite Teddy Bear, Teddy Bear place baby on the floor and encourage him/her to copy the movements you make with your hands.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>	<p>C.1.a. Turns toward caregiver's voice C.2.b. Smiles when spoken to D.2.a. Experiments with different uses for objects D.4.a. Coos, giggles, laughs when caregiver plays games with them B.1.b Stops crying and calms when comforted by familiar caregiver A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Looks at pictures in a book C.3.a. Responds to adult's excited voice when reading a story B.4.a. Shows interest and awareness of others B. 1. a Imitates familiar adult's body language and sounds</p>



Class: Infant A (0-3 months)- - -(-3-6 months)	Focus: Nursery Rhymes	Date: January 13-17, 2020	Week: 21
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Understanding Early Memory	
English Vocabulary: face, eyes, nose, mouth		Spanish Vocabulary: cara, ojos, nariz, boca	
American Sign Language (ASL): face, eyes, nose, mouth, I love you			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Rhyme Time (L1) Recite one of your favorite nursery rhymes while feeding, changing the diaper and throughout the day. <i>Can you make the baby smile?</i> ----- • Little Miss Muffet (L14) Read the <i>Little Miss Muffet</i> book to the baby. Hold the little one on your lap and get cozy. Read the rhyme in a normal voice. 	<ul style="list-style-type: none"> •Read the Book <i>Twinkle, Twinkle, Little Star</i> and <i>Other Favorite Bedtime Rhymes</i>. Read to the baby; holding the baby on your lap and get cozy. ----- • Little Miss Muffet (L14) Read the <i>Little Miss Muffet</i> book to the baby. Hold the little one on your lap and get cozy. Read the rhyme in a normal voice. 	<ul style="list-style-type: none"> •Rhyme Time (L1) Recite one of your favorite nursery rhymes while feeding, changing the diaper and throughout the day. <i>Can you make the baby smile?</i> ----- • Little Miss Muffet (L14) Read the <i>Little Miss Muffet</i> book to the baby. Hold the little one on your lap and get cozy. Read the rhyme in a normal voice. 	<ul style="list-style-type: none"> •Read the Book <i>Twinkle, Twinkle, Little Star</i> and <i>Other Favorite Bedtime Rhymes</i>. Read to the baby; holding the baby on your lap and get cozy. ----- • Little Miss Muffet (L14) Read the <i>Little Miss Muffet</i> book to the baby. Hold the little one on your lap and get cozy. Read the rhyme in a normal voice. 	<ul style="list-style-type: none"> •Rhyme Time (L1) Recite one of your favorite nursery rhymes while feeding, changing the diaper and throughout the day. <i>Can you make the baby smile?</i> ----- • Little Miss Muffet (L14) Read the <i>Little Miss Muffet</i> book to the baby. Hold the little one on your lap and get cozy. Read the rhyme in a normal voice.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Smile (C2) When reciting a nursery rhyme smile to the little ones. Use a sing-song voice that will encourage the baby cooing and babbling. ----- •This Is Lily (C14) Sit in front of the baby holding Lily the puppet while reciting your favorite nursery rhyme. 	<ul style="list-style-type: none"> •Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Teach the ASL for face • cara <i>I love you • te quiero</i> •Sing "Happy Faces" • "Caritas felices". 	<ul style="list-style-type: none"> •Smile (C2) When reciting a nursery rhyme smile to the little ones. Use a sing-song voice that will encourage the baby cooing and babbling. ----- •This Is Lily (C14) Sit in front of the baby holding Lily the puppet while reciting your favorite nursery rhyme. 	<ul style="list-style-type: none"> •Photo Activity Card 3 face • cara Name the parts of our face. Point out that everyone has a face with the same features. Teach the ASL for face • cara <i>I love you • te quiero</i> •Sing "Happy Faces." 	<ul style="list-style-type: none"> •Smile (C2) When reciting a nursery rhyme smile to the little ones. Use a sing-song voice that will encourage the baby cooing and babbling. ----- •This Is Lily (C14) Sit in front of the baby holding Lily the puppet while reciting your favorite nursery rhyme.
Social Emotional Development	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) Each time you recite a nursery rhyme, make eye contact with the baby and hold it as long as the baby is capable. ----- •Greetings (SE12) Make up a greeting for every baby. Use the greeting when the baby arrives and throughout the day. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Positive nursery rhyme Twinkle, Twinkle, Little Star (63) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5) ----- •Greetings (SE12) Make up a greeting for every baby. Use the greeting when the baby arrives and throughout the day. 	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) Each time you recite a nursery rhyme, make eye contact with the baby and hold it as long as the baby is capable. ----- •Greetings (SE12) Make up a greeting for every baby. Use the greeting when the baby arrives and throughout the day. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Positive nursery rhyme Twinkle, Twinkle, Little Star (63) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5) ----- •Greetings (SE12) Make up a greeting for every baby. Use the greeting when the baby arrives and throughout the day. 	<ul style="list-style-type: none"> •Eye-to-Eye Connection (SE2) Each time you recite a nursery rhyme, make eye contact with the baby and hold it as long as the baby is capable. ----- •Greetings (SE12) Make up a greeting for every baby. Use the greeting when the baby arrives and throughout the day.
Physical Development	<ul style="list-style-type: none"> •Roll Over (P6) Place a baby on the floor and help him/her roll from his/her tummy to back by showing the baby how to push with one arm while singing "Twinkle, Twinkle, Little Star." ----- •Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Exercise a baby's arms and legs. Use "One Potato, Two Potato" or "Toe to Ear Stretch" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Roll Over (P6) Place a baby on the floor and help him/her roll from his/her tummy to back by showing the baby how to push with one arm while singing "Twinkle, Twinkle, Little Star." ----- •Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Exercise a baby's arms and legs. Use "One Potato, Two Potato" or "Toe to Ear Stretch" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Roll Over (P6) Place a baby on the floor and help him/her roll from his/her tummy to back by showing the baby how to push with one arm while singing "Twinkle, Twinkle, Little Star." ----- •Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Exercise a baby's arms and legs. Use "One Potato, Two Potato" or "Toe to Ear Stretch" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Roll Over (P6) Place a baby on the floor and help him/her roll from his/her tummy to back by showing the baby how to push with one arm while singing "Twinkle, Twinkle, Little Star." ----- •Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Exercise a baby's arms and legs. Use "One Potato, Two Potato" or "Toe to Ear Stretch" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Roll Over (P6) Place a baby on the floor and help him/her roll from his/her tummy to back by showing the baby how to push with one arm while singing "Twinkle, Twinkle, Little Star." ----- •Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Exercise a baby's arms and legs. Use "One Potato, Two Potato" or "Toe to Ear Stretch" (<i>Frog Street Baby Games CD</i>).

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Turns toward caregiver's voice</p> <p>C.2.b. Smiles when spoken to</p> <p>D.2.a. Experiments with different uses for objects</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Responds to adult's excited voice when reading a story</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B. 1. a Imitates familiar adult's body language and sounds</p> <p>B.2.b. Turns and looks at caregiver when their name is called.</p>	<p>C.1.a. Turns toward caregiver's voice</p> <p>C.2.b. Smiles when spoken to</p> <p>D.2.a. Experiments with different uses for objects</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Responds to adult's excited voice when reading a story</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B. 1. a Imitates familiar adult's body language and sounds</p> <p>B.2.b. Turns and looks at caregiver when their name is called.</p>	<p>C.1.a. Turns toward caregiver's voice</p> <p>C.2.b. Smiles when spoken to</p> <p>D.2.a. Experiments with different uses for objects</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Responds to adult's excited voice when reading a story</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B. 1. a Imitates familiar adult's body language and sounds</p> <p>B.2.b. Turns and looks at caregiver when their name is called.</p>	<p>C.1.a. Turns toward caregiver's voice</p> <p>C.2.b. Smiles when spoken to</p> <p>D.2.a. Experiments with different uses for objects</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Responds to adult's excited voice when reading a story</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B. 1. a Imitates familiar adult's body language and sounds</p> <p>B.2.b. Turns and looks at caregiver when their name is called.</p>	<p>C.1.a. Turns toward caregiver's voice</p> <p>C.2.b. Smiles when spoken to</p> <p>D.2.a. Experiments with different uses for objects</p> <p>D.4.a. Coos, giggles, laughs when caregiver plays games with them</p> <p>D.1.a. Pays attention and exhibits curiosity in people and objects</p> <p>A.2.a. Develops control of large muscles for movement, navigation, and balance</p> <p>-----</p> <p>C.3.a. Responds to adult's excited voice when reading a story</p> <p>B.4.a. Shows interest and awareness of others</p> <p>B. 1. a Imitates familiar adult's body language and sounds</p> <p>B.2.b. Turns and looks at caregiver when their name is called.</p>



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Opposites	Date: January 20-24, 2020 Week: 22
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Calming Your Baby
English Vocabulary: <i>big, little, hard, soft, inside, outside, opposites</i>	Spanish Vocabulary: <i>grande, pequeno, duro, suave, adentro, afuera, opuestos</i>
American Sign Language (ASL) <i>inside, outside, opposites</i>	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Music, Music, Music (L7) Play music in a variety of styles while putting different items inside the box and outside the box. ----- •Here Are My Feet (L17) Talk with a baby about his/her feet. Tell babies your feet are big and his/her are little. 	<ul style="list-style-type: none"> •Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i>. Explain what opposite means. ----- •Here Are My Feet (L17) Talk with a baby about his/her feet. Tell babies your feet are big and his/her are little. 	<ul style="list-style-type: none"> •Music, Music, Music (L7) Play music in a variety of styles while putting different items inside the box and outside the box. ----- •Here Are My Feet (L17) Talk with a baby about his/her feet. Tell babies your feet are big and his/her are little. 	<ul style="list-style-type: none"> •Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i>. ----- •Here Are My Feet (L17) Talk with a baby about his/her feet. Tell babies your feet are big and his/her are little. 	<ul style="list-style-type: none"> •Music, Music, Music (L7) Play music in a variety of styles while putting different items inside the box and outside the box. ----- •Here Are My Feet (L17) Talk with a baby about his/her feet. Tell babies your feet are big and his/her are little.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Seeing Big and Little Objects (C8) Gather big and little objects and place them in front of the babies, Sing "Little and Big" (Frog Street Toddlers Book 4 p 37) pointing to each item.</p> <p>-----</p> <p>•Problem Solving (C18) Give the baby a nesting toy and show him/her how to nest the circles from big to little.</p>	<p>•Photo Activity Library Cards 27 and 30 hard • duro soft • suave little • pequeno big • grande inside • adentro outside • afuera opposites • opuestos Teach the ASL for <i>inside • adentro</i> <i>outside • afuera</i> <i>opposites • opuestos</i></p>	<p>•Seeing Big and Little Objects (C8) Gather big and little objects and place them in front of the babies, Sing "Little and Big" (Frog Street Toddlers Book 4 p 37) pointing to each item.</p> <p>-----</p> <p>•Problem Solving (C18) Give the baby a nesting toy and show him/her how to nest the circles from big to little.</p>	<p>•Photo Activity Library Cards 27 and 30 hard • duro soft • suave little • pequeno big • grande inside • adentro outside • afuera opposites • opuestos Teach the ASL for <i>inside • adentro</i> <i>outside • afuera</i> <i>opposites • opuestos</i></p>	<p>•Seeing Big and Little Objects (C8) Gather big and little objects and place them in front of the babies, Sing "Little and Big" (Frog Street Toddlers Book 4 p 37) pointing to each item.</p> <p>-----</p> <p>•Problem Solving (C18) Give the baby a nesting toy and show him/her how to nest the circles from big to little.</p>
Social Emotional Development	<p>•Baby Feet (SE9) Focus on a baby's feet. Point out his/her feet are little and yours are big.</p> <p>-----</p> <p>•Ride a Little Horsie (SE14) Sit on the floor with your legs extended and a baby sitting on your legs facing you. Bounce your legs up and down to stimulate the movement one feels when riding a horse. Say the rhyme.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play This Little Finger (119) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Baby Hands(SE9) Focus on a baby's hands. Point out his/her feet are little and yours are big.</p> <p>-----</p> <p>•Ride a Little Horsie (SE14) Sit on the floor with your legs extended and a baby sitting on your legs facing you. Bounce your legs up and down to stimulate the movement one feels when riding a horse. Say the rhyme.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play This Little Finger (119) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Baby Feet (SE9) Focus on a baby's feet. Point out his/her feet are little and yours are big.</p> <p>-----</p> <p>•Ride a Little Horsie (SE14) Sit on the floor with your legs extended and a baby sitting on your legs facing you. Bounce your legs up and down to stimulate the movement one feels when riding a horse. Say the rhyme.</p>
Physical Development	<p>•Beautiful Bubbles (P10) Blow bubbles for babies to watch. Tell babies some bubbles are little some are big</p> <p>-----</p> <p>•Reach for It (P15) Blow bubbles for babies to watch. Tell babies some bubbles are big and some are little.</p>	<p>•Beautiful Bubbles (P10) Blow bubbles for babies to watch. Tell babies some bubbles are little some are big</p> <p>-----</p> <p>•Reach for It (P15) Blow bubbles for babies to watch. Tell babies some bubbles are big and some are little.</p>	<p>•Beautiful Bubbles (P10) Blow bubbles for babies to watch. Tell babies some bubbles are little some are big</p> <p>-----</p> <p>•Reach for It (P15) Blow bubbles for babies to watch. Tell babies some bubbles are big and some are little.</p>	<p>•Beautiful Bubbles (P10) Blow bubbles for babies to watch. Tell babies some bubbles are little some are big</p> <p>-----</p> <p>•Reach for It (P15) Blow bubbles for babies to watch. Tell babies some bubbles are big and some are little.</p>	<p>•Beautiful Bubbles (P10) Blow bubbles for babies to watch. Tell babies some bubbles are little some are big</p> <p>-----</p> <p>•Reach for It (P15) Blow bubbles for babies to watch. Tell babies some bubbles are big and some are little.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Seeing Hard and Soft (C8) Gather hard and soft balls (Frog Street Toddlers Book 4 p 33). Explain babies the difference between hard and soft. Sing "Sing a Song of Opposites." -----</p> <p>•Paper Bag Blocks (C19) Lay a baby on his/her tummy in the play area. Place a small tower of two or three paper bag blocks in front of the baby. tell babies these blocks are soft.</p>	<p>•Photo Activity Library Cards 27 and 30 hard • duro soft • suave little • pequeno big • grande inside • adentro outside • afuera opposites • opuestos Teach the ASL for <i>inside • adentro</i> <i>outside • afuera</i> <i>opposites • opuestos</i></p>	<p>•Seeing Hard and Soft (C8) Gather hard and soft balls (Frog Street Toddlers Book 4 p 33). Explain babies the difference between hard and soft. Sing "Sing a Song of Opposites." -----</p> <p>•Paper Bag Blocks (C19) Lay a baby on his/her tummy in the play area. Place a small tower of two or three paper bag blocks in front of the baby. tell babies these blocks are soft.</p>	<p>•Photo Activity Library Cards 27 and 30 hard • duro soft • suave little • pequeno big • grande inside • adentro outside • afuera opposites • opuestos Teach the ASL for <i>inside • adentro</i> <i>outside • afuera</i> <i>opposites • opuestos</i></p>	<p>•Seeing Big and Little Objects (C8) Gather big and little objects and place them in front of the babies, Sing "Little and Big" (Frog Street Toddlers Book 4 p 37) pointing to each item. -----</p> <p>•Paper Bag Blocks (C19) Lay a baby on his/her tummy in the play area. Place a small tower of two or three paper bag blocks in front of the baby. tell babies these blocks are soft.</p>
Social Emotional Development	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of soft and hard toys to slowly move toward or across in front of the baby. -----</p> <p>•So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and ask, "how big is baby?" Then answer, "so big." Tell baby his/her hands are soft.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Yes and No Games (150) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of soft and hard toys to slowly move toward or across in front of the baby. -----</p> <p>•So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and ask, "how big is baby?" Then answer, "so big." Tell baby his/her hands are soft.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Yes and No Games (150) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of soft and hard toys to slowly move toward or across in front of the baby. -----</p> <p>•So Big (SE19) Place a baby in your lap facing you. Hold the baby's hands together and ask, "how big is baby?" Then answer, "so big." Tell baby his/her hands are soft.</p>
Physical Development	<p>•Arms High, Arms Low (P2) Sing "Sing a Song of Opposites" as you move a baby's arms and legs. -----</p> <p>•Hand Movements (P11) Sit in front of the baby and sing "Sing a Song of Opposites" while moving your hands and baby's hands.</p>	<p>•Arms High, Arms Low (P2) Sing "Sing a Song of Opposites" as you move a baby's arms and legs. -----</p> <p>•Hand Movements (P11) Sit in front of the baby and sing "Sing a Song of Opposites" while moving your hands and baby's hands.</p>	<p>•Arms High, Arms Low (P2) Sing "Sing a Song of Opposites" as you move a baby's arms and legs. -----</p> <p>•Hand Movements (P11) Sit in front of the baby and sing "Sing a Song of Opposites" while moving your hands and baby's hands.</p>	<p>•Arms High, Arms Low (P2) Sing "Sing a Song of Opposites" as you move a baby's arms and legs. -----</p> <p>•Hand Movements (P11) Sit in front of the baby and sing "Sing a Song of Opposites" while moving your hands and baby's hands.</p>	<p>•Arms High, Arms Low (P2) Sing "Sing a Song of Opposites" as you move a baby's arms and legs. -----</p> <p>•Hand Movements (P11) Sit in front of the baby and sing "Sing a Song of Opposites" while moving your hands and baby's hands.</p>



Crème de la Crème
CHILD CARE • PRESCHOOL • AFTER SCHOOL
Early Learning Centers Of Excellence®



Class: Infant A (0-3 months)- - - (3-6 months) Focus: Opposites Date: January 27-31, 2020 Week: 23

Approaches Toward Learning: Communication, Curiosity, Attention Parent Letter: Calming Your Baby

English Vocabulary: big, little, hard, soft, inside, outside, opposites Spanish Vocabulary: grande, pequeno, duro, suave, adentro, afuera, opuestos

American Sign Language (ASL) inside, outside, opposites

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Brain Start Way to Start the Day	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.</p>	<p>Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.</p>
Language Development	<p>•Opposites Time (L1) Gather big and little, soft and hard items and put them inside a box. Sit in front of the babies and show the items one by one, describe the characteristics of each item and tell them why they are opposites. ----- •What's This? (L16) Keep a box of hard and soft items by the diaper changing table. Han a baby an item to hold and explore while you are changing him/her. Tell the baby if the item is soft or hard.</p>	<p>•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> . Explain what opposite means.</p>	<p>•Opposites Time (L1) Gather big and little, soft and hard items and put them inside a box. Sit in front of the babies and show the items one by one, describe the characteristics of each item and tell them why they are opposites. ----- •What's This? (L16) Keep a box of hard and soft items by the diaper changing table. Han a baby an item to hold and explore while you are changing him/her. Tell the baby the items are inside the basket.</p>	<p>•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> .</p>	<p>•Opposites Time (L1) Gather big and little, soft and hard items and put them inside a box. Sit in front of the babies and show the items one by one, describe the characteristics of each item and tell them why they are opposites. ----- •What's This? (L16) Keep a box of hard and soft items by the diaper changing table. Han a baby an item to hold and explore while you are changing him/her. Tell the baby if the item is soft or hard.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>	<p>B.1.b. Shows social interaction with a smile and mutual eye gaze</p> <p>B.2.b. Is introduced to the concept of opposites exploring own hands and feet</p> <p>D.1.c. Shows interest in colors, shapes, and pictures</p> <p>A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>B.1.a. Imitates familiar adult's body language and sounds</p> <p>B.2.a. Expresses several clearly emotions (happiness, sadness)</p> <p>C.1.b. Smiles when spoken to</p> <p>C.1.b. Responds to caregiver's body language</p> <p>A.3.a. Grabs at things with a purpose</p> <p>A.3.b. Coordinates eye and hand movements</p>

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