



**Crème de la Crème**  
 CHILD CARE • PRESCHOOL • AFTER SCHOOL  
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<b>Class:</b> Infant B (6-12 months)	<b>FOCUS:</b> Nursery Rhymes	<b>Date:</b> December 16-20, 2019	<b>Week:</b> 17
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence		<b>Parent Letter:</b> Developing Trust	
<b>English Vocabulary:</b> <i>read, book, eyes</i>		<b>Spanish Vocabulary:</b> <i>leer, libro, ojos</i>	

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide</i> p 72). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
<b>Language Development</b>	•Book <i>Etiquette</i> (L40) Read your favorite Nursery Rhyme Book to little ones and discuss proper holding of the book.	• Read <i>Nursery Rhymes</i> Demonstrate how to turn the pages of the book.	•Book <i>Etiquette</i> (L40) Read your favorite Nursery Rhyme Book to little ones and discuss proper holding of the book.	• Read <i>Nursery Rhymes</i> Demonstrate how to turn the pages of the book.	•Book <i>Etiquette</i> (L40) Read your favorite Nursery Rhyme Book to little ones and discuss proper holding of the book.
<b>Cognitive Development</b>	•One, Two, Three (C34) Use the counting sequence "one, two, three" often. Say <i>one, two, three, up you come. One, two, three, take a bite.</i> Say and perform this rhyme with little ones.	•Photo Activity Card 3 read • leer book • libro  Teach the ASL for read • leer book • libro I love you • te quiero •Sing "Happy Faces" • "Caritas felices".	•One, Two, Three (C34) Use the counting sequence "one, two, three" often. Say one, two, three, up you come. One, two, three, take a bite. Say and perform this rhyme with little ones.	•Photo Activity Card 3 read • leer book • libro  Teach the ASL for read • leer book • libro I love you • te quiero •Sing "Happy Faces" • "Caritas felices".	•One, Two, Three (C34) Use the counting sequence "one, two, three" often. Say one, two, three, up you come. One, two, three, take a bite. Say and perform this rhyme with little ones.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	•Skidamarink (SE23) Sing "Skidamarink" (Frog Street Baby Songs CD) . Give a baby a hug when you sing.	•I Love You Rituals by Becky Bailey Play Silly Me (148).	•Skidamarink (SE23) Sing "Skidamarink" (Frog Street Baby Songs CD). Give a baby a hug when you sing.	•I Love You Rituals by Becky Bailey Play Silly Me (148).	•Skidamarink (SE23) Sing "Skidamarink" (Frog Street Baby Songs CD). Give a baby a hug when you sing.
<b>Physical Development</b>	•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme	•Sticky Ball (P33) Make balls with different colors of masking tape. Hand the sticky balls to the baby to see what he/she does when the ball sticks to his/her hands.	•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme	•Sticky Ball (P33) Make balls with different colors of masking tape. Hand the sticky balls to the baby to see what he/she does when the ball sticks to his/her hands.	•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme
<b>Objectives</b>	B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects	B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects	B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects	B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects	B.3.a. Allows a trusted adult to help calm them with words and touch C.1.a. Enjoys an adult's singing D.2.d. Uses words such as big, little, one, two, three D.4.a. Imitates adult actions C.3.d. Turns pages of a book C.3.d. Makes sounds when looking at pictures in a book A.2.b. Moves body to achieve a goal A.3.b. Picks up and releases objects



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<b>Class:</b> Infant B (6-12 months) <b>Focus:</b> Holiday Celebrations	Date: December 23-27, 2019	Week: 18
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Cognitive Skills	
English Vocabulary: read, book, eyes	Spanish Vocabulary: leer, libro, ojos	

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

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

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



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**Class: Infant B (6-12 months) Focus: Holiday Celebrations** **Date: December 30, 2019-January 3, 2020** **Week:19**

**Approaches Toward Learning: Communication, Curiosity, Attention, Persistence** **Parent Letter: Encouraging Cognitive Skills**

**English Vocabulary: rattle, ear, eyes, body** **Spanish Vocabulary: sonaja, oido, ojos, cuerpo**

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

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> </ul>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> </ul>	L	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 3, 4; Photo Activity Card 4 and 5 Shake the rattle. Talk about the noise it makes rattle • sonaja ear • oreja eyes• ojos cuerpo • body</li> <li>•Teach the ASL signs for rattle • sonaja ear • oreja eyes• ojos cuerpo • body</li> </ul>	<ul style="list-style-type: none"> <li>•Rattle Retrieval (C22) Tie a rattle end of a piece of ribbon. Tie the other end of the ribbon to a baby's feeding table.</li> <li>•Different shades of green</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>	I	<ul style="list-style-type: none"> <li>•I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93)</li> </ul>	<ul style="list-style-type: none"> <li>•Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>	D	<ul style="list-style-type: none"> <li>•Play the game I'm a Choo-Choo Train • Soy un tren choo-choo (<i>Frog Street Welcome Guide</i> p 70). Talk about the sounds the train makes.</li> </ul>	<ul style="list-style-type: none"> <li>•Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	A	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>	<ul style="list-style-type: none"> <li>B.1.b. Shows social interaction with a smile and mutual eye gaze</li> <li>B.1.c. Claps and smiles back and forth with familiar adults</li> <li>D.2.c. Begins to repeat actions to get and effect</li> <li>D.3.b. Looks in right direction for toys dropped or partly hidden by blanket</li> <li>C.3.c. Enjoys playing with language-like sounds</li> <li>C.3.c. participates in activities or songs that require listening</li> </ul>
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<b>Class: Infant B (6-12 months)</b>	<b>FOCUS: Nursery Rhymes</b>	Date: January 6-10, 2020	Week: 20
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Understanding Early Memory	
English Vocabulary: <i>read, eyes, book</i>		Spanish Vocabulary: <i>leer, ojos, libro</i>	
American Sign Language (ASL): <i>read, book, I love you</i>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide p 72</i> ). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide p 72</i> ). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
<b>Language Development</b>	•Sound Vibrations (L24) Read your favorite Nursery Rhyme Book to little ones using a soft and a normal voice.	• Read <i>Nursery Rhymes</i> Demonstrate how to turn the pages of the book.	•Sound Vibrations (L24) Read your favorite Nursery Rhyme Book to little ones using a soft and a normal voice.	• Read <i>Nursery Rhymes</i> Demonstrate how to turn the pages of the book.	•Sound Vibrations (L24) Read your favorite Nursery Rhyme Book to little ones using a soft and a normal voice.
<b>Cognitive Development</b>	•Little Drummers (C21) Encourage little ones to bang their drums while singing the nursery rhyme "The Itsy Bitsy Spider" ( <i>Frog Street Baby Songs CD</i> ).	•Photo Activity Card 3 read • leer book • libro  Teach the ASL for <i>read • leer book • libro</i> <i>I love you • te quiero</i> •Sing "Happy Faces" • "Caritas felices".	•Little Drummers (C21) Encourage little ones to bang their drums while singing the nursery rhyme "The Itsy Bitsy Spider" ( <i>Frog Street Baby Songs CD</i> ).	•Photo Activity Card 3 read • leer book • libro  Teach the ASL for <i>read • leer book • libro</i> <i>I love you • te quiero</i> •Sing "Happy Faces" • "Caritas felices".	•Little Drummers (C21) Encourage little ones to bang their drums while singing the nursery rhyme "The Itsy Bitsy Spider" ( <i>Frog Street Baby Songs CD</i> ).

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Sing with Me (SE28)</li> <li>Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey</li> <li>Nursery rhyme "Twinkle, Twinkle, Little Star" (63)</li> </ul>	<ul style="list-style-type: none"> <li>•Sing with Me (SE28)</li> <li>Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey</li> <li>Nursery rhyme "Twinkle, Twinkle, Little Star" (63)</li> </ul>	<ul style="list-style-type: none"> <li>•Sing with Me (SE28)</li> <li>Sing "Twinkle, Twinkle, Little Star" (<i>Frog Street Baby Songs CD</i>). Give a baby a hug when you sing.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Up and Down (P38)</li> <li>Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38)</li> <li>Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38)</li> <li>Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38)</li> <li>Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>	<ul style="list-style-type: none"> <li>•Up and Down (P38)</li> <li>Play "Heads, Shoulders, Knees, and Toes" (<i>Frog Street Baby Songs CD</i>) while doing the movements, encourage little ones to copy your movements.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>





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**Class:** Infant B (6-12 months)      **FOCUS:** Nursery Rhymes      **Date:** January 13-17, 2020      **Week:** 21

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

**English Vocabulary:** *read, eyes, book*      **Spanish Vocabulary:** *leer, ojos, libro*

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "The More We Get Together" • "si estamos todos juntos".</li> <li>•CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe..</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>•Lily Conversations (L32)</li> <li>Read the <i>Little Miss Muffet</i> book to little ones and discuss proper holding of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Nursery Rhymes</i></li> <li>Demonstrate how to turn the pages of the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Lily Conversations (L32)</li> <li>Read the <i>Little Miss Muffet</i> book to little ones and discuss proper holding of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Nursery Rhymes</i></li> <li>Demonstrate how to turn the pages of the book.</li> </ul>	<ul style="list-style-type: none"> <li>•Lily Conversations (L32)</li> <li>Read the <i>Little Miss Muffet</i> book to little ones and discuss proper holding of the book.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Where Is Lily? (C26)</li> <li>Let babies watch you hide Lily the puppet under one box and then ask them where Lily is.</li> <li>With Lily read <i>Little Miss Muffet</i> to babies.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Card 3</li> <li>read • leer</li> <li>book • libro</li> <li>Teach the ASL for</li> <li>read • leer</li> <li>book • libro</li> <li>I love you • te quiero</li> <li>•Sing "Happy Faces" • "Caritas felices".</li> </ul>	<ul style="list-style-type: none"> <li>•Where Is Lily? (C26)</li> <li>Let babies watch you hide Lily the puppet under one box and then ask them where Lily is.</li> <li>With Lily read <i>Little Miss Muffet</i> to babies.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Activity Card 3</li> <li>read • leer</li> <li>book • libro</li> <li>Teach the ASL for</li> <li>read • leer</li> <li>book • libro</li> <li>I love you • te quiero</li> <li>•Sing "Happy Faces" • "Caritas felices".</li> </ul>	<ul style="list-style-type: none"> <li>•Where Is Lily? (C26)</li> <li>Let babies watch you hide Lily the puppet under one box and then ask them where Lily is.</li> <li>With Lily read <i>Little Miss Muffet</i> to babies.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Name That Emotion (SE37) Talk with little ones during the day about their emotions to help them identify how they feel. Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes</i> p 71) . Give a baby a hug when you sing.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play Silly Me (148).</li> </ul>	<ul style="list-style-type: none"> <li>•Name That Emotion (SE37) Talk with little ones during the day about their emotions to help them identify how they feel. Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes</i> p 71). Give a baby a hug when you sing.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Play Silly Me (148).</li> </ul>	<ul style="list-style-type: none"> <li>•Name That Emotion (SE37) Talk with little ones during the day about their emotions to help them identify how they feel. Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes</i> p 71). Give a baby a hug when you sing.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>•Drop the Beanbags (P34) Invite little ones to drop beanbags into a box while singing his/her favorite nursery rhyme.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>	<ul style="list-style-type: none"> <li>B.3.a. Allows a trusted adult to help calm them with words and touch</li> <li>C.1.a. Enjoys an adult's singing</li> <li>D.2.d. Uses words such as big, little, one, two, three</li> <li>D.4.a. Imitates adult actions</li> <li>C.3.d. Turns pages of a book</li> <li>C.3.d. Makes sounds when looking at pictures in a book</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.b. Picks up and releases objects</li> </ul>



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<b>Class: Infant B (6-12 Months)      Focus: Opposites</b>	<b>Date: January 20-24, 2020      Week: 22</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention</b>	<b>Parent Letter: Calming Your Baby</b>
<b>English Vocabulary: <i>big, little, hard, soft, inside, outside, opposites</i></b>	<b>Spanish Vocabulary: <i>grande, pequeno, duro, suave, adentro, afuera, opuestos</i></b>

**American Sign Language (ASL) *inside, outside, opposites***

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "The More We Get Together" • "si estamos todos juntos".</li> <li>•CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Acknowledge friends who are absent with Lily.</li> <li>•COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>•CALM: Stretch your arms and legs.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe..</li> </ul>	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide p 72</i>).</li> <li>•CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling.</li> <li>•CONNECT: Welcome back friends who have been absent with Lily.</li> <li>•COMMIT: Remind infants several times a day that they are safe.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>•Much to Say (L37)</li> </ul> <p>Give different objects to the babies and encourage them to put the objects inside a box. Say the name of each item. Ask them to put the objects outside the box.</p> <p>Introduce <i>big, little, soft, and hard</i>.</p>	<ul style="list-style-type: none"> <li>•Read <i>Sing a Song of Opposites</i></li> <li>• <i>Canta una cancion de opuestos</i>.</li> </ul> <p>Explain what opposite means.</p>	<ul style="list-style-type: none"> <li>•Much to Say (L37)</li> </ul> <p>Give different objects to the babies and encourage them to put the objects inside a box. Say the name of each item. Ask them to put the objects outside the box.</p> <p>Introduce <i>big, little, soft, and hard</i>.</p>	<ul style="list-style-type: none"> <li>•Read <i>Sing a Song of Opposites</i></li> <li>• <i>Canta una cancion de opuestos</i>.</li> </ul>	<ul style="list-style-type: none"> <li>•Much to Say (L37)</li> </ul> <p>Give different objects to the babies and encourage them to put the objects inside a box. Say the name of each item. Ask them to put the objects outside the box.</p> <p>Introduce <i>big, little, soft, and hard</i>.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<p>•Putty in My Hands (C30) Give little ones play dough and show them how to make big and small balls. <i>Is the play dough soft or hard?</i></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>•Putty in My Hands (C30) Give little ones play dough and show them how to make big and small balls. <i>Is the play dough soft or hard?</i></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>•Putty in My Hands (C30) Give little ones play dough and show them how to make big and small balls. <i>Is the play dough soft or hard?</i></p>
<b>Social Emotional Development</b>	<p>•Yes and No (SE40) Sing a song about yes and no. Use the appropriate head movements. Sing the song slowly so little ones can recognize the movements.</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>•Yes and No (SE40) Sing a song about yes and no. Use the appropriate head movements. Sing the song slowly so little ones can recognize the movements.</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>•Yes and No (SE40) Sing a song about yes and no. Use the appropriate head movements. Sing the song slowly so little ones can recognize the movements.</p>
<b>Physical Development</b>	<p>•Up and Down (P38) Play "The Grand Old Duke of York" (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down on the second verse. Assist non-walkers with the movements.</p>	<p>•Up and Down (P38) Play "The Grand Old Duke of York" (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down on the second verse. Assist non-walkers with the movements.</p>	<p>•Beautiful Bubbles (P10) •Up and Down (P38) Play "The Grand Old Duke of York" (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down on the second verse. Assist non-walkers with the movements.</p>	<p>•Up and Down (P38) Play "The Grand Old Duke of York" (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down on the second verse. Assist non-walkers with the movements.</p>	<p>•Up and Down (P38) Play "The Grand Old Duke of York" (<i>Frog Street Baby Games CD</i>). Encourage walkers to walk to the first verse and to stand in one place and move up and down on the second verse. Assist non-walkers with the movements.</p>
<b>Objectives</b>	<p>A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves</p>	<p>A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves</p>	<p>A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves</p>	<p>A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves</p>	<p>A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves</p>



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<b>Class: Infant B (6-12 Months)      Focus: Opposites</b>	<b>Date: January 27-31, 2020      Week: 23</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention</b>	<b>Parent Letter: Calming Your Baby</b>
<b>English Vocabulary: <i>big, little, hard, soft, inside, outside, opposites</i></b>	<b>Spanish Vocabulary: <i>grande, pequeno, duro, suave, adentro, afuera, opuestos</i></b>

**American Sign Language (ASL) *inside, outside, opposites***

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide p 72</i> ). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "si estamos todos juntos". •CALM: Practice with the babies "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Acknowledge friends who are absent with Lily. •COMMIT: Show the babies their photos as you put his/her photo in the Safekeeper Box.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: Stretch your arms and legs. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe..	Greet the babies by name. •UNITE: Sing "Morning Chant" • "Saludo de la mañana" ( <i>Frog Street Welcome Guide p 72</i> ). •CALM: "Smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe.
<b>Language Development</b>	•Feet (L38) Read the book <i>Feet</i> to babies. Tell little ones their feet are little and yours are big. Show them different objects and ask them what objects are <i>big, little, soft, and hard</i> .	•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> . Explain what opposite means.	•Feet (L38) Read the book <i>Feet</i> to babies. Tell little ones their feet are little and yours are big. Show them different objects and ask them what objects are <i>big, little, soft, and hard</i> .	•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> .	•Feet (L38) Read the book <i>Feet</i> to babies. Tell little ones their feet are little and yours are big. Show them different objects and ask them what objects are <i>big, little, soft, and hard</i> .

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	•Take a Closer Look (C40) Show a baby how to use a magnifying glass to get a closer look at interesting objects (leaf, rock, shell). <i>Are the objects little or big?</i>	•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>	•Take a Closer Look (C40) Show a baby how to use a magnifying glass to get a closer look at interesting objects (leaf, rock, shell). <i>Are the objects little or big?</i>	•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>	•Take a Closer Look (C40) Show a baby how to use a magnifying glass to get a closer look at interesting objects (leaf, rock, shell). <i>Are the objects little or big?</i>
<b>Social Emotional Development</b>	•I Can Do What You Do (SE35) Say the rhyme performing the actions. Encourage a little one to copy you. Make big and little circles with your arms.	•I Love You Rituals by Becky Bailey Interactive finger play This Little Finger (119) •Frog Street Baby Songs Sing "Good Morning to You" (5)	•I Can Do What You Do (SE35) Say the rhyme performing the actions. Encourage a little one to copy you. Make big and little circles with your arms.	•I Love You Rituals by Becky Bailey Interactive finger play This Little Finger (119) •Frog Street Baby Songs Sing "Good Morning to You" (5)	•I Can Do What You Do (SE35) Say the rhyme performing the actions. Encourage a little one to copy you. Make big and little circles with your arms.
<b>Physical Development</b>	•Shake, Shake, Shake (P31) Give babies soft and hard rattles to shake while you play "A Walk in the Park" (Frog Street Baby Songs CD).	•Shake, Shake, Shake (P31) Give babies soft and hard rattles to shake while you play "A Walk in the Park" (Frog Street Baby Songs CD).	•Shake, Shake, Shake (P31) Give babies soft and hard rattles to shake while you play "A Walk in the Park" (Frog Street Baby Songs CD).	•Shake, Shake, Shake (P31) Give babies soft and hard rattles to shake while you play "A Walk in the Park" (Frog Street Baby Songs CD).	•Shake, Shake, Shake (P31) Give babies soft and hard rattles to shake while you play "A Walk in the Park" (Frog Street Baby Songs CD).
<b>Objectives</b>	A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves A.3.a. Shakes objects A.3.a. Sits and uses hands	A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves A.3.a. Shakes objects A.3.a. Sits and uses hands	A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves A.3.a. Shakes objects A.3.a. Sits and uses hands	A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves A.3.a. Shakes objects A.3.a. Sits and uses hands	A.2.a. Develops control of large muscles for movement, navigation, and exploration A.2.b. Moves from one position to another while coordinating body movements. B.2.c. Makes choices by shaking head "no" or nodding "yes" B.3.c. Understands what "no" means C.1.c. Watches when others speak and then makes sounds themselves A.3.a. Shakes objects A.3.a. Sits and uses hands