



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



<b>Class:</b> Infant C (12-18 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>circle, school bus, car</i>	<b>Spanish Vocabulary:</b> <i>circulo, camion escolar, carro</i>	

**American Sign Language (ASL):** *eat, more, drink, water*

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<p>•Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags.</p>	<p>•Photo Activity Library Cards 20, 43, 44 circle • circulo school bus • camion escolar car • carro</p> <p>•Teach the ASL signs for <i>more • mas</i> <i>eat • comer</i> <i>drink • beber</i> <i>water • agua</i></p>	<p>•Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Challenge children to think of other items they can safely toss to ring the bell.</p>	<p>•Photo Activity Library Cards 20, 43, 44 circle • circulo school bus • camion escolar car • carro</p> <p>•Teach the ASL signs for <i>more • mas</i> <i>eat • comer</i> <i>drink • beber</i> <i>water • agua</i></p>	<p>•Ring that Bell (C52) Challenge babies to toss a beanbag at a bell with the goal of making the bell ring. Sing "The Wheels on the Bus" while tossing the beanbags. Play the game outside.</p>
<b>Social Emotional Development</b>	<p>•You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you.</p>	<p>•I Love You Rituals by Becky Bailey Play Silly Me (148)</p>	<p>•You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you..</p>	<p>•I Love You Rituals by Becky Bailey Play Silly Me (148)</p>	<p>•You Are Funny (SE43) While reading or singing "The Wheels on the Bus" role model the movements. Encourage little ones to imitate you.</p>
<b>Physical Development</b>	<p>•Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.</p>	<p>•Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.</p>	<p>•Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.</p>	<p>•Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.</p>	<p>•Move and Learn (P65) Play "The Wheels on the Bus." Encourage little ones to follow the lyrics. Teach the movements before introducing the lyrics.</p>
<b>Objectives</b>	<p>C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers</p>	<p>C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers</p>	<p>C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers</p>	<p>C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers</p>	<p>C.2.c. Begins to repeat words in simple songs and rhymes C.3.c. Imitates body language/sounds during familiar songs and nursery rhymes D.1.b. Uses tools to solve problems D.2.c. Begins to repeat actions to get an effect B.4.a. Shows interest and awareness of others A.2.b. Moves body to achieve a goal B.1.c. Engages in positive relationships with teachers</p>



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**Class:** Infant C (12-18 months)    **Focus:** Holiday Celebrations    **Date:** December 23-27, 2019    **Week:** 18

**Approaches Toward Learning:** Communication, Curiosity, Attention    **Parent Letter:** Sticking to Routines

**English Vocabulary:** *crayon, green, yellow, blue*    **Spanish Vocabulary:** *crayon, verde, amarillo, azul*

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

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Sidewalk Art Invite young artists to draw on the sidewalk outdoors using chalk. Talk about the feel of the chalk. Ask about the colors children choose to use. Comment on marks they make. Shades of blue</li> </ul>	L	L	<ul style="list-style-type: none"> <li>•Photo Activity Library Cards 14, 15, 16, and 30 crayon • crayon green • green yellow • amarillo blue • azul</li> <li>•Review the ASL signs for crayon • crayon green • green yellow • amarillo blue • azul</li> </ul>	<ul style="list-style-type: none"> <li>•Sidewalk Art Invite young artists to draw on the sidewalk outdoors using chalk. Talk about the feel of the chalk. Ask about the colors children choose to use. Comment on marks they make. Shades of green</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Little Helpers (SE61) After painting ask little ones to help you cleaning. Children can bring a toy to a child who is upset.</li> </ul>	I	I	<ul style="list-style-type: none"> <li>•I Love You Rituals by Becky Bailey Finger play "Round and Round the Garden" (p 111)</li> </ul>	<ul style="list-style-type: none"> <li>•Little Helpers (SE61) After painting ask little ones to help you cleaning. Children can bring a toy to a child who is upset.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Hokey Pokey (P48) Play "Baby's Hokey Pokey" (Frog Street Baby Games CD). Encourage the little ones to follow your actions. Move the arms as if you were painting.</li> </ul>	D	D	<ul style="list-style-type: none"> <li>•Hokey Pokey (P48) Play "Baby's Hokey Pokey" (Frog Street Baby Games CD). Encourage the little ones to follow your actions. Move the arms as if you were painting.</li> </ul>	<ul style="list-style-type: none"> <li>•Hokey Pokey (P48) Play "Baby's Hokey Pokey" (Frog Street Baby Games CD). Encourage the little ones to follow your actions. Move the arms as if you were painting.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>C.3.b. Understands that pictures can represent real things in environment</li> <li>C.3.d. Begins to learn and demonstrate how print works</li> <li>A.3.c. Uses tools and different actions on objects</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.a. Coordinates hand and body movements</li> </ul>	A	A	<ul style="list-style-type: none"> <li>C.3.b. Understands that pictures can represent real things in environment</li> <li>C.3.d. Begins to learn and demonstrate how print works</li> <li>A.3.c. Uses tools and different actions on objects</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.a. Coordinates hand and body movements</li> </ul>	<ul style="list-style-type: none"> <li>C.3.b. Understands that pictures can represent real things in environment</li> <li>C.3.d. Begins to learn and demonstrate how print works</li> <li>A.3.c. Uses tools and different actions on objects</li> <li>A.2.b. Moves body to achieve a goal</li> <li>A.3.a. Coordinates hand and body movements</li> </ul>
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# Crème de la Crème®

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<b>Class:</b> Infant C (12-18 months) <b>Focus:</b> Holiday Celebrations	<b>Date:</b> December 30, 2019-January 3, 2020	<b>Week:</b> 19
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Sticking with Routines	
<b>English Vocabulary:</b> <i>circle, happy, face</i>	<b>Spanish Vocabulary:</b> <i>circulo, feliz, cara</i>	

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

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

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



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<b>Class:</b> Infant C (12-18 months)	<b>FOCUS:</b> Nursery Rhymes	<b>Date:</b> January 6-10, 2020	<b>Week:</b> 20
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence		<b>Parent Letter:</b> Understanding Early Memory	
<b>English Vocabulary:</b> <i>read, eyes, book</i>		<b>Spanish Vocabulary:</b> <i>leer, ojos, libro</i>	
<b>American Sign Language (ASL):</b> <i>read, book, I love you</i>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: with Lily name the children that are absent and send them well wishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>•Finger Paint (L56)</li> <li>Invite little ones to make designs and marks with their hands while listening to "Little Miss Muffet."</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>•Finger Paint (L56)</li> <li>Invite little ones to make designs and marks with their hands while listening to "Twinkle, Twinkle, Little Star."</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>•Finger Paint (L56)</li> <li>Invite little ones to make designs and marks with their hands while listening to "The Itsy Bitsy Spider."</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Dancing (C50)</li> <li>Encourage little ones to dance while singing the nursery rhyme "The Itsy Bitsy Spider" (<i>Frog Street Baby Songs CD</i>).</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><i>read • leer</i></li> <li><i>book • libro</i></li> <li><i>I love you • te quiero</i></li> <li>•Sing "Happy Faces" • "Caritas felices".</li> </ul>	<ul style="list-style-type: none"> <li>•Dancing (C50)</li> <li>Encourage little ones to dance while singing the nursery rhyme "The Itsy Bitsy Spider" (<i>Frog Street Baby Songs CD</i>).</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><i>read • leer</i></li> <li><i>book • libro</i></li> <li><i>I love you • te quiero</i></li> <li>•Sing "Happy Faces" • "Caritas felices".</li> </ul>	<ul style="list-style-type: none"> <li>•Dancing (C50)</li> <li>Encourage little ones to dance while singing the nursery rhyme "The Itsy Bitsy Spider" (<i>Frog Street Baby Songs CD</i>).</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social Emotional Development</b>	•Here Are My Ears (SE65) Tell babies we hear with our ears and sing with our mouth. Sing "Twinkle, Twinkle, Little Star"(Frog Street Baby Songs CD) . Give a baby a hug when you sing.	•I Love You Rituals by Becky Bailey Nursery rhyme "Twinkle, Twinkle, Little Star" (63)	•Here Are My Ears (SE65) Tell babies we hear with our ears and sing with our mouth. Sing "Twinkle, Twinkle, Little Star"(Frog Street Baby Songs CD) . Give a baby a hug when you sing.	•I Love You Rituals by Becky Bailey Nursery rhyme "Twinkle, Twinkle, Little Star" (63)	•Here Are My Ears (SE65) Tell babies we hear with our ears and sing with our mouth. Sing "Twinkle, Twinkle, Little Star" (Frog Street Baby Songs CD) . Give a baby a hug when you sing.
<b>Physical Development</b>	•I Can (P64) Play "Heads, Shoulders, Knees, and Toes" (Frog Street Baby Songs CD) while doing the movements, encourage little ones to copy your movements.	•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (Frog Street Baby Songs CD) while doing the movements, encourage little ones to copy your movements.	•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (Frog Street Baby Songs CD) while doing the movements, encourage little ones to copy your movements.	•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (Frog Street Baby Songs CD) while doing the movements, encourage little ones to copy your movements.	•Up and Down (P38) Play "Heads, Shoulders, Knees, and Toes" (Frog Street Baby Songs CD) while doing the movements, encourage little ones to copy your movements.
<b>Objectives</b>	D.3.c. Uses cause-and-effect to predict events and solve problems C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.b. Follows simple requests A.2.b. Moves body to achieve a goal	D.3.c. Uses cause-and-effect to predict events and solve problems C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.b. Follows simple requests A.2.b. Moves body to achieve a goal	D.3.c. Uses cause-and-effect to predict events and solve problems C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.b. Follows simple requests A.2.b. Moves body to achieve a goal	D.3.c. Uses cause-and-effect to predict events and solve problems C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.b. Follows simple requests A.2.b. Moves body to achieve a goal	D.3.c. Uses cause-and-effect to predict events and solve problems C.3.d. Marks or scribbles on paper A.3.a. Develops control of small muscles for manipulation and exploration C.1.b. Follows simple requests A.2.b. Moves body to achieve a goal





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<b>Class: Infant C (12-18 months)</b>	<b>FOCUS: Nursery Rhymes</b>	<b>Date: January 13-17, 2020</b>	<b>Week: 21</b>
<b>Approaches Toward Learning: Communication, Curiosity, Attention, Persistence</b>		<b>Parent Letter: Understanding Early Memory</b>	
<b>English Vocabulary: read, eyes, book</b>		<b>Spanish Vocabulary: leer, ojos, libro</b>	
<b>American Sign Language (ASL): read, book, I love you</b>			

<b>LESSON COMPONENTS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: with Lily name the children that are absent and send them well wishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to follow you lead.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Hello (L64)</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>• Hello (L64)</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>• Hello (L64)</li> <li>Read the <i>Little Miss Muffet</i> book to little ones and discuss proper holding of the book.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>•Making Green (C54) Place a small amount of blue finger paint on one of a baby's hands and yellow finger paint on the other hand. Show the child how to rub her hands together to create a new color. Read <i>Little Miss Muffet</i> to babies.</li> </ul>	<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>•Making Green (C54) Place a small amount of blue finger paint on one of a baby's hands and yellow finger paint on the other hand. Show the child how to rub her hands together to create a new color. Read <i>Little Miss Muffet</i> to babies.</li> </ul>	<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>•Making Green (C54) Place a small amount of blue finger paint on one of a baby's hands and yellow finger paint on the other hand. Show the child how to rub her hands together to create a new color. Read <i>Little Miss Muffet</i> to babies.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Safety Always (SE46) Remind children several times each day they are safe in the classroom with you. Sing "The Itsy Bitsy Spider" (<i>Frog Street Baby Songs CD.</i>)</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>•Safety Always (SE46) Remind children several times each day they are safe in the classroom with you. Sing "The Itsy Bitsy Spider" (<i>Frog Street Baby Songs CD.</i>)</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>•Safety Always (SE46) Remind children several times each day they are safe in the classroom with you. Sing "The Itsy Bitsy Spider" (<i>Frog Street Baby Songs CD.</i>)</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Pass the Beanbag (P47) Have children sit in a circle, while playing Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes p 71</i>) pass a beanbag around the circle.</li> </ul>	<ul style="list-style-type: none"> <li>•Pass the Beanbag (P47) Have children sit in a circle, while playing Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes p 71</i>) pass a beanbag around the circle.</li> </ul>	<ul style="list-style-type: none"> <li>•Pass the Beanbag (P47) Have children sit in a circle, while playing Jack-in-the-Box, Wake Up •Pass the Beanbag (P47) Have children sit in a circle,</li> </ul>	<ul style="list-style-type: none"> <li>•Pass the Beanbag (P47) Have children sit in a circle, while playing Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes p 71</i>) pass a beanbag around the circle.</li> </ul>	<ul style="list-style-type: none"> <li>•Pass the Beanbag (P47) Have children sit in a circle, while playing Jack-in-the-Box, Wake Up (<i>Frog Street Chants and Rhymes p 71</i>) pass a beanbag around the circle.</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:</b> Infant C (12-18 months) <b>Focus:</b> Opposites	<b>Date:</b> January 20-24, 2020 <b>Week:</b> 22
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Calming Your Baby
<b>English Vocabulary:</b> <i>hard, soft, little, big, inside, outside, opposites</i>	<b>Spanish Vocabulary:</b> <i>duro, suave, pequeno, grande, adentro, afuera, opuestos</i>

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Start Way to Start the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Opposites (L44) Introduce the concept of opposites.</li> <li>Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Book <i>Sing a Song of Opposites</i>.</li> <li>Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Opposites (L44) Introduce the concept of opposites.</li> <li>Play games with beanbags. Place a beanbag <i>on</i> your head and take it <i>off</i> your head.</li> <li>• Read the story "What's in the Box" (<i>Frog Street Welcome Guide</i>) p. 76</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Book <i>Sing a Song of Opposites</i>.</li> <li>Be aware of opportunities when you can narrate opposite actions that happen throughout your day.</li> </ul>	<ul style="list-style-type: none"> <li>• Opposites (L44) Introduce the concept of opposites.</li> <li>Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>).</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Color Day (C43) Have a color day for the color blue. Invite the children play with blue soft and hard toys. Encourage the babies to put the toys inside and outside the box.</li> </ul>	<ul style="list-style-type: none"> <li>•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></li> </ul>	<ul style="list-style-type: none"> <li>• Color Day (C43) Have a color day for the color green. Invite the children play with green big and little toys, paint with green paint, play with green play dough, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•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></li> </ul>	<ul style="list-style-type: none"> <li>• Color Day (C43) Have a color day for the color yellow. Invite the children play with yellow big and small balls. Encourage the babies to put the balls inside and outside the box.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>•Lunch Buddies (SE50) Position children at feeding time where they are facing a peer. Call attention to what children are eating and then leave little ones to enjoy looking at each other. Sing "Sing a Song of Opposites."</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Sit with the babies on your lap and do the finger play "Five Little Babies" p 96.</li> </ul>	<ul style="list-style-type: none"> <li>•Lunch Buddies (SE50) Position children at feeding time where they are facing a peer. Call attention to what children are eating and then leave little ones to enjoy looking at each other. Sing "Sing a Song of Opposites."</li> </ul>	<ul style="list-style-type: none"> <li>•<i>I Love You Rituals</i> by Becky Bailey Sit with the babies on your lap and do the finger play "Five Little Babies" p 96.</li> </ul>	<ul style="list-style-type: none"> <li>•Lunch Buddies (SE50) Position children at feeding time where they are facing a peer. Call attention to what children are eating and then leave little ones to enjoy looking at each other. Sing "Sing a Song of Opposites."</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>•Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions. Take big and small steps.</li> </ul>	<ul style="list-style-type: none"> <li>•Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions. Take big and small steps.</li> </ul>	<ul style="list-style-type: none"> <li>•Dumping Game Allow little ones to dump a box and after clean-up their mess. Make clean-up time fun by singing a song (<i>Frog Street Welcome Guide p 52</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Hokey Pokey (P48) Play Baby's Hokey Pokey (<i>Frog Street Baby Games CD</i>). Encourage little ones to follow your actions. Take big and small steps.</li> </ul>	<ul style="list-style-type: none"> <li>•Dumping Game Allow little ones to dump a box and after clean-up their mess. Make clean-up time fun by singing a song (<i>Frog Street Welcome Guide p 52</i>).</li> </ul>
<b>Objectives</b>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>



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



<b>Class:</b> Infant C (12-18 months) <b>Focus:</b> Opposites	<b>Date:</b> January 27-31, 2020 <b>Week:</b> 23
<b>Approaches Toward Learning:</b> Communication, Curiosity, Attention, Persistence	<b>Parent Letter:</b> Calming Your Baby
<b>English Vocabulary:</b> <i>hard, soft, little, big, inside, outside, opposites</i>	<b>Spanish Vocabulary:</b> <i>duro, suave, pequeno, grande, adentro, afuera, opuestos</i>

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>• UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos".</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet every child by name.</li> <li>•UNITE: <i>Frog Street Baby Songs CD</i></li> <li>Sing "Good Morning to You" • "Buenos días."</li> <li>• CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling.</li> <li>• CONNECT: You've Been Missed (SE62)</li> <li>Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes.</li> <li>• COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.</li> </ul>
Language Development	<ul style="list-style-type: none"> <li>•Photo Gallery (L46)</li> <li>Show little ones two or three photos from the Photo Activity Cards of big and little objects; explain the differences between the items.</li> <li>Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Read the Book <i>Sing a Song of Opposites</i>.</li> <li>Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Gallery (L46)</li> <li>Show little ones two or three photos from the Photo Activity Cards of big and little objects; explain the differences between the items.</li> <li>•Read the story "What's in the Box" (<i>Frog Street Welcome Guide</i>) p 76.</li> </ul>	<ul style="list-style-type: none"> <li>•Read the Book <i>Sing a Song of Opposites</i>.</li> <li>Be aware of opportunities when you can narrate opposite actions that happen throughout your day.</li> </ul>	<ul style="list-style-type: none"> <li>•Photo Gallery (L46)</li> <li>Show little ones two or three photos from the Photo Activity Cards of big and little objects; explain the differences between the items.</li> <li>Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>).</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<p>•More or Less (C58) Display a set of four blocks and a set of two blocks. Point out that the bigger pile has more blocks than the smaller pile. Sing this comparison song to the tune of "Mary Had a Little Lamb."</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>•More or Less (C58) Display a set of four blocks and a set of two blocks. Point out that the bigger pile has more blocks than the smaller pile. Sing this comparison song to the tune of "Mary Had a Little Lamb." Ask the babies to put the blocks inside the box.</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>•More or Less (C58) Display a set of four blocks and a set of two blocks. Point out that the bigger pile has more blocks than the smaller pile. Sing this comparison song to the tune of "Mary Had a Little Lamb." Ask the babies to put the blocks outside the box.</p>
<b>Social Emotional Development</b>	<p>•Stop and Go (SE66) Play Stop and Go. Say, "Go, go, go, go" and then suddenly say "stop!" Explain that children can move freely while you are saying "go" but they must stop and stand perfectly still when you say "stop."</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Sit with the babies on your lap and do the finger play "Five Little Babies" p 96.</p>	<p>•Stop and Go (SE66) Play Stop and Go. Say, "Go, go, go, go" and then suddenly say "stop!" Explain that children can move freely while you are saying "go" but they must stop and stand perfectly still when you say "stop."</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Sit with the babies on your lap and do the finger play "Five Little Babies" p 96.</p>	<p>•Stop and Go (SE66) Play Stop and Go. Say, "Go, go, go, go" and then suddenly say "stop!" Explain that children can move freely while you are saying "go" but they must stop and stand perfectly still when you say "stop."</p>
<b>Physical Development</b>	<p>•This Little Finger (P4) Play "This Little Piggy" using a baby's fingers. Wiggle each finger as you name each "piggy."</p>	<p>•This Little Finger (P4) Play "This Little Piggy" using a baby's fingers. Wiggle each finger as you name each "piggy."</p>	<p>•This Little Finger (P4) Play "This Little Piggy" using a baby's fingers. Wiggle each finger as you name each "piggy."</p>	<p>•This Little Finger (P4) Play "This Little Piggy" using a baby's fingers. Wiggle each finger as you name each "piggy."</p>	<p>•This Little Finger (P4) Play "This Little Piggy" using a baby's fingers. Wiggle each finger as you name each "piggy."</p>
<b>Objectives</b>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>	<p>C.1.c. Begins to understand the rules of conversation D.1.c. Shows interest in colors, shapes, patterns, and pictures E.4.a. Learns and uses words to describe what they are thinking and doing B.4.a. Shows interest and awareness of others B.4.c. Begins to develop personal relationships with peers A.2.b. Moves body to achieve a goal A.3.a. Coordinates hand and body movements</p>