



Theme: Celebrate Valentine

Class: Infant A

Week: February 13-17, 2017

I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALI: Active Learning for Infants LS: Learning Spaces							
Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
Monday To make a Valentine Card	Valentine's Card	Bend the Knees	Sign Language of the week: I love you Introduce the theme	<u>Who Do You Love?</u>	"If You're Happy and You Know It"	Learn the Valentine's Colors	Prop Box Play
Tuesday To paint a heart.	Hand Paint: A Heart	Baby Bicycle	Talk about the celebration	<u>Who Do You Love?</u>	"If You're Happy and You Know It"	Count the hearts	Dress up in red like Valentine
Wednesday To finish my Valentine's Card.	Valentine's Card I	The Turning Game	Talk about the colors used on Valentine's Day	<u>Who Do You Love?</u>	"If You're Happy and You Know It"	Learn the Valentine's Colors	Celebrate Valentine
Thursday My teacher loves me.	Paint a Valentine's Bear	Leg Games	Hug the babies and tell them how much you love them.	<u>Who Do You Love?</u>	"If You're Happy and You Know It"	Bubble Play	Bear Play I 262
Friday I love my family..	Valentine's Card II	Roll Over, Roll Over	Hug the babies and tell them how much you love them.	<u>Who Do You Love?</u>	"If You're Happy and You Know It"	<i>What's inside the card?</i>	Be My Valentine



Theme: Celebrate Valentine

Class: Infant B

Week: February 13-17, 2017

I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALI: Active Learning for Infants LS: Learning Spaces							
Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
Monday I can sing.	Valentine's Project I	Texture Walk I-88	Sign language of the week: I love you Words of the week: love, hug, family	<u>It's Time to Play</u>	"If You're Happy and You Know It"	What Color Is the Heart?	Caring for Baby I 125
Tuesday I love my family.	Make a Valentine's Collage	Bouncy Seat Barefoot I-88	Innovation flash cards Tell the babies mommy and daddy love them very much.	<u>Valentine's Friends</u>	"I Love You, You Love Me"	Count the Hearts	Let's Celebrate Valentine
Wednesday I can draw.	Drawing I 63	Stroll with Baby Dolls I-70	Explain to the babies there are different ways to show love.	<u>It's Time to Play</u>	"If You're Happy and You Know It"	Smelling Game I 65	Night! Night! I 63
Thursday My family loves me.	Valentine's Project II	Paper Ball Toss I-337	Picture of Family Talk about the family	<u>Valentine's Friends</u>	"I Love You, You Love Me"	Peek-a-Boo I 64	Do You Want to Be My Valentine?
Friday I can dance.	Sensory Bags	Chime Ball I-290	Talk about what makes this celebration special.	<u>Valentine's Friends</u>	"If You're Happy and You Know It"	Mirror Play I 64	Dance with the Music



Innovations Lesson Plan

Class: Infant C

Week: February 13-17, 2017

Theme: Celebrate Valentine

I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALO: Active Learning for Ones LS: Learning Spaces							
Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
Monday Teddy Bears are soft.	Paint a Valentine's Bear	Walk in a circle holding our teddy bears	Sign Language of the week: I love you Introduce the theme Words of the week: love, hearts, red	<u>Valentine Friends</u>	"If You're Happy and You Know It"	Peek a Boo (with Teddy bear)	<i>I am brown and soft Who am I?</i>
Tuesday I love my Mommy and Daddy.	Make a Valentine's Card	Inside Dramatic Play I 88	Show pictures of Mommies and Daddies. Tell the babies that they love them very much	<u>Valentine Friends</u>	"If You're Happy and You Know It"	Words for Every Picture ALO 46	Let's Celebrate Valentine
Wednesday My friends are sweet.	Frost a heart shaped cracker white and add red sprinkles	Texture Walk I 88	Have the babies sit together and talk about being friends in the classroom	<u>Valentine Friends</u>	"If You're Happy and You Know It"	<i>Where are my friends?</i>	Pretend to play house with our friends
Thursday My teacher gives me lots of hugs.	Stamp Kisses	Put hearts in and out of a decorated box	Tell the babies that their teachers love them and they always give them hugs	<u>Valentine Friends</u>	"If You're Happy and You Know It"	Heart Puzzles	Hugs and Kisses ALO 60
Friday Hearts can be big and little.	Glue on red paper small and large hearts	Put paper hearts on the floor and take turns following them	Show the babies different sizes of hearts (big and little)	<u>Valentine Friends</u>	"If You're Happy and You Know It"	<i>Do you know where the hearts are?</i>	Show Words with Actions ALO 54



Encouraging Healthy Emotional Growth

Dear Parents,

Emotional intelligence includes the ability to recognize and manage one's emotions. Babies, as early as one month old, display emotions that indicate they are keenly aware of what is happening around them. By four months, babies recognize differences in facial expressions (happy, sad, no expression). When babies are content they are more alert, attentive and responsive.

Around 16 months, a toddler's "sense of self" emerges. Toddlers begin to understand they have feelings and emotions that are separate from others. They begin to express their opinions. We often see this in the form of a tantrum. It is at this point that children's emotional repertoire grows to include self-consciousness, pride, shame, and embarrassment. These more complex emotions show the connection between thinking and feeling. It is at this point that little ones are ready for adults to coach them during emotional moments. This is called *emotional coaching*.

What You Can Do

According to Dr. John Gottman, author of *Raising an Emotionally Intelligent Child*, there are five steps to helping children learn to handle their emotions.

1. Be aware of emotions, both yours and your child's.
2. Connect with your child. Encourage your child to talk about his emotions.
3. Listen to your child without judgment.
4. Help your child name the emotion he is feeling.
5. Help your child find a solution to what he is feeling.

Value your child's range of feelings including not only the positive ones (happiness, surprise, calm) but also the negative ones (anger, fear, jealousy, disappointment).

Be a good role model by handling your emotions in a healthy way.

Show empathy for others and for your child.

Look at things from your child's point of view. If he is sad about a broken toy, don't tell him it is silly or that it is only a toy.

For more information on emotional coaching read *Raising an Emotionally Intelligent Child* by Dr. Gottman, *Pride and Joy* by Kenneth Barish or *Emotional Intelligence* by Daniel Goleman.



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Class: Infant A (0-3 months)- - -(3-6 months) Focus: Opposites	Date: February 20-24, 2017	Week: 25
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Encouraging Healthy Emotional Growth	
English Vocabulary: <i>big, little, hard, soft, inside, outside, opposites</i>	Spanish Vocabulary: <i>grande, pequeno, duro, suave, adentro, afuera, opuestos</i>	
American Sign Language (ASL) <i>inside, outside, opposites</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	•Outdoor Outing (L6) Hold a baby on your arms and take him/her outdoors. Walk around the area describing the things you see and how the weather feels. Are the leaves soft or hard? ----- •Shake, Shake, Rattle, Rattle (L12) Shake softly a rattle behind a baby. Notice if the baby turns to see the source of the sound. Do the same louder.	•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> . Explain what opposite means.	•Outdoor Outing (L6) Hold a baby on your arms and take him/her outdoors. Walk around the area describing the things you see and how the weather feels. Are the leaves soft or hard? ----- •Shake, Shake, Rattle, Rattle (L12) Shake softly a rattle behind a baby. Notice if the baby turns to see the source of the sound. Do the same louder.	•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> .	•Outdoor Outing (L6) Hold a baby on your arms and take him/her outdoors. Walk around the area describing the things you see and how the weather feels. <i>Are the leaves soft or hard?</i> ----- •Shake, Shake, Rattle, Rattle (L12) Shake softly a rattle behind a baby. Notice if the baby turns to see the source of the sound. Do the same louder.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Do You See Little/Big Balls? (C9) Lay a baby on the floor on her tummy. Gather some little and big objects. Place an object of each size and different color in a group in front of the baby. Sing "Sing a Song of Opposites" pointing to the little and big items. ----- •This Is Lily (C14) Using Lily the puppet show some little and big balls to babies. Allow the babies to play with the balls and put them inside and outside a basket.</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>•Do You See Little/Big Balls? (C9) Lay a baby on the floor on her tummy. Gather some little and big objects. Place an object of each size and different color in a group in front of the baby. Sing "Sing a Song of Opposites" pointing to the little and big items. ----- •This Is Lily (C14) Using Lily the puppet show some little and big balls to babies. Allow the babies to play with the balls and put them inside and outside a basket.</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>•Do You See Little/Big Balls? (C9) Lay a baby on the floor on her tummy. Gather some little and big objects. Place an object of each size and different color in a group in front of the baby. Sing "Sing a Song of Opposites" pointing to the little and big items. ----- •This Is Lily (C14) Using Lily the puppet show some little and big balls to babies. Allow the babies to play with the balls and put them inside and outside a basket.</p>
Social Emotional Development	<p>•Little Shoes (I 192) Place inside a basket baby booties, first shoes, and big doll shoes. Talk with babies as they play with the shoes. "You have little shoes, I have big shoes."</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Yes and No Games (150) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Big/Little Stuffed Animals (I193) Gather big and little stuffed animals and put them inside the basket. Narrate babies' actions as they play with the animals.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Yes and No Games (150) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5)</p>	<p>•Big/Little Stuffed Animals (I193) Gather big and little stuffed animals and put them inside the basket. Narrate babies' actions as they play with the animals. •Little Shoes (I 192) Place inside a basket baby booties, first shoes, and big doll shoes. Talk with babies as they play with the shoes. "You have little shoes, I have big shoes."</p>
Physical Development	<p>•Follow the Big Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby. ----- •Here Comes the Ball (P12) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby.</p>	<p>•Follow the Little Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby. ----- •Here Comes the Ball (P12) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby.</p>	<p>•Follow the Soft Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby. ----- •Here Comes the Ball (P12) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby.</p>	<p>•Follow the Big Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby. ----- •Here Comes the Ball (P12) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby.</p>	<p>•Follow the Soft Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby. ----- •Here Comes the Ball (P12) Place a baby on the floor on his/her tummy. Sit in front of her/him and roll a big ball slowly from side to side in front of the baby.</p>

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



Class: Infant B (6-12 Months) Focus: Opposites	Date: February 20-24, 2017 Week: 25
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Encouraging Healthy Emotional Growth
English Vocabulary: <i>big, little, hard, soft, inside, outside, opposites</i>	Spanish Vocabulary: <i>grande, pequeno, duro, suave, adentro, afuera, opuestos</i>

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: 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.
Language Development	•Baggie Book (L29) Make a baggie book with little and big objects. Sit with little ones individually and discuss the pictures.	•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> . Explain what opposite means.	•Baggie Book (L29) Make a baggie book with little and big objects. Sit with little ones individually and discuss the pictures.	•Read <i>Sing a Song of Opposites</i> • <i>Canta una cancion de opuestos</i> .	•Baggie Book (L29) Make a baggie book with little and big objects. Sit with little ones individually and discuss the pictures.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Tunnel Fun (C31) Play with the tunnel and tell babies they are crawling inside the tunnel and exiting outside the tunnel. 	<ul style="list-style-type: none"> •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> 	<ul style="list-style-type: none"> •Tunnel Fun (C31) Play with the tunnel and tell babies they are crawling inside the tunnel and exiting outside the tunnel. 	<ul style="list-style-type: none"> •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> 	<ul style="list-style-type: none"> •Tunnel Fun (C31) Play with the tunnel and tell babies they are crawling inside the tunnel and exiting outside the tunnel.
Social Emotional Development	<ul style="list-style-type: none"> •I Can Do It (SE21) Sing "Open, Shut Them" (<i>Frog Street Baby Songs CD</i>). Encourage little ones to open and close their hands. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play This Little Finger (119) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play This Little Finger (119) •<i>Frog Street Baby Songs</i> Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).
Physical Development	<ul style="list-style-type: none"> •Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •Kicking (P32) Exercise a baby's legs up and down after changing a diaper or during floor time while singing "Baby's Hokey Pokey" (<i>Frog Street Baby Games CD</i>).
Objectives	<ul style="list-style-type: none"> 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 C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books 	<ul style="list-style-type: none"> 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 C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books 	<ul style="list-style-type: none"> 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 C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books 	<ul style="list-style-type: none"> 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 C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books 	<ul style="list-style-type: none"> 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 C.3.a. Points to pictures when named by an adult C.3.a. Enjoys being read to and exploring books



Class: Infant C (12-18 months)	Focus: Opposites	Date: February 20-24, 2017	Week: 25
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Encouraging Healthy Emotional Growth	
English Vocabulary: <i>hard, soft, little, big, inside, outside, opposites</i>		Spanish Vocabulary: <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"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> Opposites (L44) Introduce the concept of opposites. Play games with beanbags. Place a beanbag <i>on</i> your head and take it <i>off</i> your head. Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> Read the Book <i>Sing a Song of Opposites</i>. Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>). 	<ul style="list-style-type: none"> Opposites (L44) Introduce the concept of opposites. Play games with beanbags. Place a beanbag <i>on</i> your head and take it <i>off</i> your head. Read the story "What's in the Box" (<i>Frog Street Welcome Guide</i>) p 76. 	<ul style="list-style-type: none"> Read the Book <i>Sing a Song of Opposites</i>. Be aware of opportunities when you can narrate opposite actions that happen throughout your day. 	<ul style="list-style-type: none"> Opposites (L44) Introduce the concept of opposites. Sing "Sing a Song of Opposites" • "Canta una cancion de opuestos" (<i>Frog Street Baby Songs CD</i>).

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •On and Off, Up and Down (C41) Give a baby a flashlight to explore. Demonstrate turning the light on and off. Say the words on and off and demonstrate the ASL signs for these words. 	<ul style="list-style-type: none"> •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> 	<ul style="list-style-type: none"> • Inside and Outside, Soft and Hard (C41) Give soft and hard items to the babies and encourage the little ones to put the items inside and outside the box. 	<ul style="list-style-type: none"> •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> 	<ul style="list-style-type: none"> • Inside and Outside, Big and Little (C41) Give the little ones big and small balls, encourage them to put the balls inside the box and outside the box.
Social Emotional Development	<ul style="list-style-type: none"> •Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps: turn the water on, wet hands, apply soap, rub hands together, move soap between fingers, rinse off the soap, dry hands on a paper towel and toss the paper towel into the trash. 	<ul style="list-style-type: none"> •<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. 	<ul style="list-style-type: none"> •Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps: turn the water on, wet hands, apply soap, rub hands together, move soap between fingers, rinse off the soap, dry hands on a paper towel and toss the paper towel into the trash. 	<ul style="list-style-type: none"> •<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. 	<ul style="list-style-type: none"> •Hand Washing (SE55) Take little ones to a hand washing sink one at a time. Describe the hand-washing steps: turn the water on, wet hands, apply soap, rub hands together, move soap between fingers, rinse off the soap, dry hands on a paper towel and toss the paper towel into the trash.
Physical Development	<ul style="list-style-type: none"> •Run to the Sun P46) Use a yellow ball or a yellow circle to represent the sun. place the "sun" in a grassy area and encourage little ones to begin at a start line and run to the sun and back. 	<ul style="list-style-type: none"> •Run to the Sun P46) Use a yellow ball or a yellow circle to represent the sun. place the "sun" in a grassy area and encourage little ones to begin at a start line and run to the sun and back. 	<ul style="list-style-type: none"> •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>). 	<ul style="list-style-type: none"> •Run to the Sun P46) Use a yellow ball or a yellow circle to represent the sun. place the "sun" in a grassy area and encourage little ones to begin at a start line and run to the sun and back. 	<ul style="list-style-type: none"> •Run to the Sun P46) Use a yellow ball or a yellow circle to represent the sun. place the "sun" in a grassy area and encourage little ones to begin at a start line and run to the sun and back.
Objectives	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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



Theme: International Week

Class: Infant A

Week: February 27-March 3, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALI: Active Learning for Infants LS: Learning Spaces</p>							
Monday I can paint a flag.	Finger Paint the Brazilian Flag	Kicking bells ALI 65	Sign language of the week: gentle touch, don't touch Introduce the theme Words of the week: Flag, dance, and sing	<u>Runaway Bunny</u> by Margaret Wise Brown	"Itsy Bitsy Spider" in Portuguese A Dona Aranha"	Glitter Bottles (colors of the flag)	Words for Baby's Feelings ALI 48
Tuesday I can roll over.	Watching Talking ALI 49	Rolling, Rolling	Talk about the colors of the flag.	<u>Runaway Bunny</u>	"It's a Small World"	Colored Reflections ALI 101	Sing with the Baby
Wednesday I can dance.	Sensory Bag (Whip cream)	Exercise with a Mirror ALI 65	Talk about how the sensory bag feels.	<u>Runaway Bunny</u>	"Itsy Bitsy Spider" in Portuguese A Dona Aranha"	Glitter Bottles (colors of the flag)	Dance with the Baby
Thursday I can listen to stories.	Baby Greeting ALI 48	Roll Over with Help ALI 66	Show the babies pictures of different flags.	<u>Runaway Bunny</u>	"It's a Small World"	Where's the flag?	Words for Baby's Feelings
Friday I can reach for the flag.	Watching Talking	Reach for the flag	Innovation Photo Library Review the words of the week.	<u>Runaway Bunny</u>	"Itsy Bitsy Spider" "It's a Small World"	Colored Reflections	Rock and Sing ALI 118



Theme: International Week

Class: Infant B

Week: February 27-March 3, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALI: Active Learning for Infants LS: Learning Spaces</p>							
Monday I can paint.	Paint the flag of the United States	Hold a Flag and make and make it move ALI 123	Sign language of the week: gentle, touch, don't touch Words of the week: Hug, flag, color	<u>The Colors of Your Flag</u>	"Hello Around the World"	Where's the flag?	March with the Music
Tuesday To learn about our flag.	Flag Collage	Outside Story Time	Explain that different flags have different colors	<u>The Colors of Your Flag</u>	"I Like to Live in Texas"	Practice Shapes	Puppet Show
Wednesday Textures feel different.	Cloth Texture	Texture Walk I 88	Explain to the babies we live in Texas	<u>The Colors of Your Flag</u>	"Hello Around the World"	Count the flags	Sing waving the flag
Thursday To listen to stories.	Sensory Bags	Outside Story Time	Teach the colors of the United States Flag.	<u>The Colors of Your Flag</u>	"I Like to Live in Texas"	Moving in the mirror I 353	Puppet Show
Friday To learn the colors of the flag.	First. Time Play Dough ALI 107	Pour and Fill ALI 133	Continue talking about the colors and the shape of the flag	<u>The Colors of Your Flag</u>	"Hello Around the World"	What color is the flag?	March with the music



Theme: International Week

Class: Infant C

Week: February 27-March 3, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALO: Active Learning for Ones LS: Learning Spaces</p>							
Monday To feel a flag.	Feel the texture of a flag	Dance to music from different cultures	Sign Language of the Week: gentle touch, don't touch Words of the week: flag and colors Introduce the theme	<u>I Love Parades</u>	"It's a Small World"	Where's the flag?	March with the Flag
Tuesday I can paint a flag.	Finger Paint the flag of Mexico	Jump up high ALO 81	Explain to the babies that countries have their own flags	<u>My Friends</u>	"Say Hello"	Colors and Shape of the Flag	Guess and Say ALO 58
Wednesday There are many different languages.	Glue on white paper the letters to Hello in Spanish	Squeeze Toys ALO 91	Show Flashcards of Spanish and English words of the week	<u>I Love Parades</u>	"It's a Small World"	Point and Name ALO 55	Sounds all Around (English, Spanish) I 282
Thursday I can make a collage.	Flag Collage	Follow the Leader ALO 81	Show a flag of the United States and talk about its colors	<u>My Friends</u>	"Say Hello"	Colors and Shape of the Flag	Let's Sing with the Flag
Friday I live in Texas.	Sensory Bags	Move to the Music "It's a Small World" ALO 73	Explain to the babies we live in Texas	<u>I Love Parades</u>	"It's a Small World"	Where is Texas?	March with the Flag



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Theme: Spring Fling

Class: Infant A

Week: March 6-10, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALI: Active Learning for Infants LS: Learning Spaces</p>							
Monday Rainbows are colorful.	Paint a Rainbow	Swinging Colors ALI 62	Sign language of the week: play and paint Introduce the lesson. Words of the week: spring, flower, grass	<u>Let's Paint a Rainbow</u> (Eric Carle)	"You Are My Sunshine"	Colors of the Rainbow	Mirror Face ITA 210
Tuesday I can feel with my hands.	Feeling Grass ALI 146	Opening Hands ITA 68	Teach the babies that in this there are many colorful flowers and grass.	<u>Let's Paint a Rainbow</u>	"You are My Sunshine"	Discovery Bottle ITA 36	These Little Hands of Mine ITA 71
Wednesday I can paint.	Finger paint a flower	Early Cycling ITA 69	Talk about the colors of the flowers	<u>Let's Paint a Rainbow</u>	"You are My Sunshine"	Jack-in-the-Box I 148	Foot Play CRI 71
Thursday Water can be warm.	Warm Water I 126	Spray Bottles I 133	Teach the babies that water can be cold or hot.	<u>Let's Paint a Rainbow</u>	"You are My Sunshine"	How Things Work ITA 34	Indoor Water Play TTS 272
Friday I can imitate a butterfly.	Watch Things Blow in the Wind ALI 146	Flap our wings (arms) like a butterfly	Explain to the babies the things they can see in the spring.	<u>Let's Paint a Rainbow</u> (Eric Carle)	"You Are My Sunshine"	Follow the butterfly (toy)	Pretend to be a butterfly and fly



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Theme: Spring Fling

Class: Infant B

Week: March 6-10, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: <i>The Comprehensive Infant Curriculum</i> CRI: <i>The Complete Resource Book for Infants</i> ITA: <i>Infant and Toddler Activities</i> ALI: <i>Active Learning for Infants</i> LS: <i>Learning Spaces</i></p>							
<p>Monday To learn about spring.</p>	<p>Paint a flower</p>	<p>Outdoor Time ITA 168</p>	<p>Sign language of the week: paint and play Introduce the theme Words of the week; spring flowers, sun</p>	<p><u>Spring Is Here</u></p>	<p>“Spring Moving”</p>	<p>Count the flowers</p>	<p>Pick the flowers</p>
<p>Tuesday I can grow plants.</p>	<p>Growing Plants I 202</p>	<p>Crawling Stretch ALI 70</p>	<p>Talk about activities you can your family on spring</p>	<p><u>Spring Is Here</u></p>	<p>“Five Green and Speckled Frog”</p>	<p>Where’s the plant</p>	<p>Going Places I 146</p>
<p>Wednesday I can feel with my feet.</p>	<p>Feeling Feet ITA 180</p>	<p>This Is the Way We Roll the Ball ALI 134</p>	<p>Explain to the babies different things we can do during spring.</p>	<p><u>Spring Is Here</u></p>	<p>“Spring Moving”</p>	<p>Weather Talk ALI 150</p>	<p>Open and Close Baby Play I 146</p>
<p>Thursday I can move like a leaf.</p>	<p>Flashlight Watch ITA 181</p>	<p>Move like leaves</p>	<p>Explain to the babies you can have fun dancing</p>	<p><u>Spring Is Here</u></p>	<p>“Five Green and Speckled Frog”</p>	<p>Listen to Sounds and their Names ALO 127</p>	<p>Moving to Music</p>
<p>Friday I can go on a picnic.</p>	<p>Bouncing on Grass ALI 149</p>	<p>Packing a Picnic Basket I 87</p>	<p>Explain to the babies during spring we can enjoy having a picnic with our family.</p>	<p><u>Spring Is Here</u></p>	<p>“Spring Moving”</p>	<p>Mirror with Curtain I 149</p>	<p>Going on a Picnic</p>



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Theme: Spring Fling

Class: Infant C

Week: March 6-10, 2017

Day of the Week	Sensory/Art Projects	Physical Development Outdoor Play	Picture File Vocabulary Enrichment	Books Literacy Fingerplays	Music/Songs Rhymes	Curiosity Construction	Dramatic Play Prop Boxes
<p>I: The Comprehensive Infant Curriculum CRI: The Complete Resource Book for Infants ITA: Infant and Toddler Activities ALO: Active Learning for Ones LS: Learning Spaces</p>							
Monday To learn about spring.	Stamp art of different kinds of flowers	Walking practice outside ALO 72	Sign Language of the week: paint and play Introduce theme of Spring. Words, flowers, leaves colors	<u>Thumper Counts To Ten</u>	“Good Morning to You”	Flowers ALO 169	Let’s pick the flowers
Tuesday I can wash my duck.	Wash the ducks	Pull Toys ALO 76	Tell the babies that when they are on the water, they are getting their bath	<u>Thumper Counts To Ten</u>	“Good Morning to You”	Where is my duck?	Going on a Picnic I 146
Wednesday The trees are getting leaves.	Paint the leaves green on white paper	Packing a picnic basket I 87	Tell the babies that in the spring trees start getting their leaves	<u>Thumper Counts to Ten</u>	“Good Morning to You”	How many leaves are on the tree?	Gardening
Thursday I can color the flowers.	Picture collage of different flowers	Walk and Carry ALO 77	Show flashcards of flowers. Explain that in the spring the flowers start growing	<u>Thumper Counts To Ten</u>	“Good Morning to You”	What color is the flower?	Going Places I 146
Friday The rabbit is white.	Glue cotton balls on the rabbit	Jump like a rabbit	Flashcard of rabbit and tell the babies that Mommy rabbits have their babies in the spring	<u>Thumper Counts To Ten</u>	“Good Morning to You”	I am white I jump a lot What am I	Feed the bunny



Class: Infant A (0-3 months)- - -(3-6 months) FOCUS: Conversation Starters	Date: March 13-17, 2017	Week: 28
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Encouraging Healthy Emotional Growth	
English Vocabulary: <i>rattle, book, sing, read</i>	Spanish Vocabulary: <i>sonaja, libro, cantar, leer</i>	

American Sign Language (ASL): *rattle, book, sing, read*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting" • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing one of your favorite songs to a baby in front of the baby's face. Babies need to watch the movements of your mouth and tongue as you sing in order to learn to speak. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. Tell baby where's the rattle making sure the bay watch the movements of your mouth. 	<ul style="list-style-type: none"> •Read <i>Dora's Ducks</i> Read the book and make pauses to show each page to the babies. 	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing one of your favorite songs to a baby in front of the baby's face. Babies need to watch the movements of your mouth and tongue as you sing in order to learn to speak. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. Tell baby where's the rattle making sure the bay watch the movements of your mouth. 	<ul style="list-style-type: none"> •Read <i>Dora's Ducks</i> Read the book and make pauses to show each page to the babies. 	<ul style="list-style-type: none"> •Sing to Baby (L2) Sing one of your favorite songs to a baby in front of the baby's face. Babies need to watch the movements of your mouth and tongue as you sing in order to learn to speak. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. Tell baby where's the rattle making sure the bay watch the movements of your mouth.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Jingle, Jingle (C7) Place a baby on the floor and put a scrunchie (cloth covered elastic pony tail holder and insert 3 jingle bells in it) around his/her ankle. Does the baby figure out that wiggling his/her leg makes the bells jingle?</p> <p>-----</p> <p>•Problem Solving (C18) Play some music and place a baby on his/her tummy at one end of a towel and place a colorful toy at the other end of the towel. observe if the baby can figure out that he/she can pull the towel to get the toy.</p>	<p>•Photo Activity Cards 5, 8 rattle • sonaja book • libro</p> <p>Teach the ASL signs for <i>rattle • sonaja</i> <i>book • libro</i> <i>sing • cantar</i> <i>read • leer</i></p>	<p>•Jingle, Jingle (C7) Place a baby on the floor and put a scrunchie (cloth covered elastic pony tail holder and insert 3 jingle bells in it) around his/her ankle. Does the baby figure out that wiggling his/her leg makes the bells jingle?</p> <p>-----</p> <p>•Problem Solving (C18) Play some music and place a baby on his/her tummy at one end of a towel and place a colorful toy at the other end of the towel. observe if the baby can figure out that he/she can pull the towel to get the toy.</p>	<p>•Photo Activity Cards 5, 8 rattle • sonaja book • libro</p> <p>Teach the ASL signs for <i>rattle • sonaja</i> <i>book • libro</i> <i>read • leer</i></p>	<p>•Jingle, Jingle (C7) Place a baby on the floor and put a scrunchie (cloth covered elastic pony tail holder and insert 3 jingle bells in it) around his/her ankle. Does the baby figure out that wiggling his/her leg makes the bells jingle?</p> <p>-----</p> <p>•Problem Solving (C18) Play some music and place a baby on his/her tummy at one end of a towel and place a colorful toy at the other end of the towel. observe if the baby can figure out that he/she can pull the towel to get the toy.</p>
Social Emotional Development	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play "Five Little Babies" (96-97)</p>	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>	<p>•<i>I Love You Rituals</i> by Becky Bailey Interactive finger play "Five Little Babies" (96-97)</p>	<p>•Hug Me (SE4) Throughout the day give all the babies gentle and loving touches. Say "I Love You Rhyme" while hugging and cuddling a little one.</p> <p>-----</p> <p>•See and Do (SE20) Make a sound and encourage a baby to copy it. Try a variety of sounds.</p>
Physical Development	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>	<p>•This Little Finger • Este dedito (P4) Play This Little Piggy using a baby's fingers. Wiggle each finger as you name each "piggy."</p> <p>-----</p> <p>•Hand-to-Knee Stretch (P18) Lay a baby on the floor on his back. Play Mary Had a Little Lamb (<i>Frog Street Baby Games CD</i>). Exercise arms and legs.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher</p>	<p>C.1.a. Enjoys adults singing D.1.b. Uses senses to investigate environment to discover what objects and people do, how things work, and ho they can make things happen B.1.a. Responds with smiles and cooing when picked up by a the teacher</p>
	<p>----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>	<p>----- C.1.a. Turns toward sounds or voice of teachers D.2.cb Shows imagination, creativity, and uses a variety of strategies to solve problems B.1.a. Imitates familiar adult's body language and sounds A.2.b. Moves body to achieve a goal</p>



Class: Infant B (6-12 months)	Focus: Conversations Starters	Date: March 13-17, 2017	Week: 28
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence		Parent Letter: Encouraging Healthy Emotional Growth	
English Vocabulary: rattle, number 1, number 2		Spanish Vocabulary: sonaja, numero 1, numero 2	

American Sign Language (ASL): rattle, number 1, number 2

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: 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. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: Sing "Morning Chant" • "Saludo de la mañana" (<i>Frog Street Welcome Guide</i> p 72). •CALM: Teach the children "smell the flower" taking a deep breath and "blow the candle" exhaling. •CONNECT: Welcome back friends who have been absent with Lily. •COMMIT: Remind infants several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •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. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". •CALM: 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.. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •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.
Language Development	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round • El Carrusel</i> Count the horses on the cover. 	<ul style="list-style-type: none"> •Photo Activity Card 5 rattle • sonaja Shake the rattle. Talk about the noise it makes •Teach ASL signs for rattle • sonaja number 1 • numero 1 number 2 • numero 2 	<ul style="list-style-type: none"> •Sound Vibrations (L24) Speak in a high voice and then in a low voice. Place a baby's hand on your throat as you speak. 	<ul style="list-style-type: none"> •Photo Activity Card 5 rattle • sonaja Shake the rattle. Talk about the noise it makes •Teach ASL signs for rattle • sonaja number 1 • numero 1 number 2 • numero 2 	<ul style="list-style-type: none"> •Sound Vibrations (L24) Speak in a high voice and then in a low voice. Place a baby's hand in front of your mouth as you speak. •Read <i>Merry-Go-Round • El Carrusel</i>
Cognitive Development	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •Make a rattle Shake the rattle fast and then soft and talk about the different sounds it makes. 	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •Shake the Rattle Make rattles with different things inside and talk about different sounds. 	<ul style="list-style-type: none"> •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. •Different shades of green

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play Dancing Hands (p 93) 	<ul style="list-style-type: none"> •Pat-a-Cake Feet (SE22) Talk about a baby's sweet feet that will take him anywhere. Make different sounds with your feet.
Physical Development	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward. 	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •Forward and Backward (P26) Invite babies to crawl forward or backward. Demonstrate crawling backward.
Objectives	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening 	<ul style="list-style-type: none"> B.1.b. Shows social interaction with a smile and mutual eye gaze B.1.c. Claps and smiles back and forth with familiar adults D.2.c. Begins to repeat actions to get and effect D.3.b. Looks in right direction for toys dropped or partly hidden by blanket C.3.c. Enjoys playing with language-like sounds C.3.c. participates in activities or songs that require listening



Class: Infant C (12-18 months)	Focus: Conversation Starters	Date: March 13-17, 2017	Week: 28
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Encouraging Healthy Emotional Growth	
English Vocabulary: <i>ball, book, block</i>		Spanish Vocabulary: <i>pelota, libro, bloque</i>	
American Sign Language (ASL): <i>please, thank you, block</i>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "The More We Get Together" • "Si estamos todos juntos". CALM: Invite children to follow you lead. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box. 	<ul style="list-style-type: none"> Greet every child by name. UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días". CALM: Invite children to "smell the flower" taking a deep breath and "Blow the candle" exhaling. CONNECT: You've Been Missed (SE62) Have Lily the puppet recite the rhyme and give a returning child a kiss when she finishes. COMMIT: Tell children our classroom is a safe place. Put the children's pictures in the Safe box.
Language Development	<ul style="list-style-type: none"> Please and Thank You (L59) Say "please" and "thank you" when you interact with little ones. Ask them to hand you a ball by saying "hand me the ball, please." Then say "thank you" when the ball is handed to you. 	<ul style="list-style-type: none"> Read <i>Catch the Ball</i>. Show the babies how to throw and how to catch a ball. 	<ul style="list-style-type: none"> Please and Thank You (L59) Say "please" and "thank you" when you interact with little ones. Ask them to hand you a ball by saying "hand me the ball, please." Then say "thank you" when the ball is handed to you. 	<ul style="list-style-type: none"> Read <i>Catch the Ball</i>. Show the babies how to throw and how to catch a ball. 	<ul style="list-style-type: none"> Please and Thank You (L59) Say "please" and "thank you" when you interact with little ones. Ask them to hand you a ball by saying "hand me the ball, please." Then say "thank you" when the ball is handed to you.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Sandbox Treasures (C44) Bury small balls in the sandbox. Challenge little ones to find the buried "treasure." Talk about he balls they find. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 22, 23, and 24 ball • pelota book • libro block • bloque ball, book, and book begin with the letter "b." •Teach the ASL signs for <i>please • por favor</i> <i>thank you • gracias</i> <i>block • bloque</i> 	<ul style="list-style-type: none"> •Sandbox Treasures (C44) Bury small balls in the sandbox. Challenge little ones to find the buried "treasure." Talk about he balls they find. 	<ul style="list-style-type: none"> •Photo Activity Library Cards 22, 23, and 24 ball • pelota book • libro block • bloque ball, book, and book begin with the letter "b." •Teach the ASL signs for <i>please • por favor</i> <i>thank you • gracias</i> <i>block • bloque</i> 	<ul style="list-style-type: none"> •Sandbox Treasures (C44) Bury small balls in the sandbox. Challenge little ones to find the buried "treasure." Talk about he balls they find.
Social Emotional Development	<ul style="list-style-type: none"> •Feeling Blocks (SE57) Encourage little ones to stack the blocks. Sit with a child and talk about the emotions represented on the cards. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •Feeling Blocks (SE57) Encourage little ones to stack the blocks. Sit with a child and talk about the emotions represented on the cards. 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Physically active game (p199) Cotton Ball Blow Encourage the children to blow cotton balls on the table. 	<ul style="list-style-type: none"> •Feeling Blocks (SE57) Encourage little ones to stack the blocks. Sit with a child and talk about the emotions represented on the cards.
Physical Development	<ul style="list-style-type: none"> •Throw and Catch Balls Show the little ones how to throw and catch a ball. 	<ul style="list-style-type: none"> •Throw and Catch Balls Show the little ones how to throw and catch a ball. 	<ul style="list-style-type: none"> • Ball Holder (P52) Give little ones a muffiin tin and balls to fit inside each cup. Demonstrate placing one ball into each muffin cup and then remove the balls. 	<ul style="list-style-type: none"> •Throw and Catch Balls Show the little ones how to throw and catch a ball. 	<ul style="list-style-type: none"> • Ball Holder (P52) Give little ones a muffiin tin and balls to fit inside each cup. Demonstrate placing one ball into each muffin cup and then remove the balls.
Objectives	<p>C.1.b. Follows simple requests C.1.c. Begins to understand the rules of conversation D.1.b. Uses tools to solve problems D.1.d. Develops knowledge of the natural environment in the outdoor area of the program A.3.b. coordinates eye and hand movements D.2.d. Learns and begins to use match concepts during daily routines and experiences</p>	<p>C.1.b. Follows simple requests C.1.c. Begins to understand the rules of conversation D.1.b. Uses tools to solve problems D.1.d. Develops knowledge of the natural environment in the outdoor area of the program A.3.b. coordinates eye and hand movements D.2.d. Learns and begins to use match concepts during daily routines and experiences</p>	<p>C.1.b. Follows simple requests C.1.c. Begins to understand the rules of conversation D.1.b. Uses tools to solve problems D.1.d. Develops knowledge of the natural environment in the outdoor area of the program A.3.b. coordinates eye and hand movements D.2.d. Learns and begins to use match concepts during daily routines and experiences</p>	<p>C.1.b. Follows simple requests C.1.c. Begins to understand the rules of conversation D.1.b. Uses tools to solve problems D.1.d. Develops knowledge of the natural environment in the outdoor area of the program A.3.b. coordinates eye and hand movements D.2.d. Learns and begins to use match concepts during daily routines and experiences</p>	<p>C.1.b. Follows simple requests C.1.c. Begins to understand the rules of conversation D.1.b. Uses tools to solve problems D.1.d. Develops knowledge of the natural environment in the outdoor area of the program A.3.b. coordinates eye and hand movements D.2.d. Learns and begins to use match concepts during daily routines and experiences</p>



don't touch

don't touch

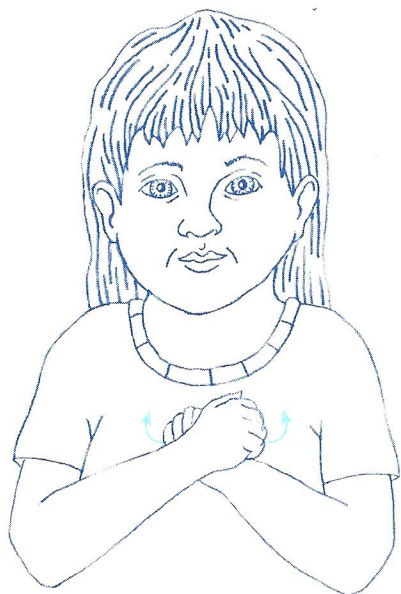
A combination of NO and TOUCH. The index and middle finger snap to the thumb indicating NO. Then the middle finger of the same hand taps the back of the other hand (TOUCH).



gentle touch

gentle touch

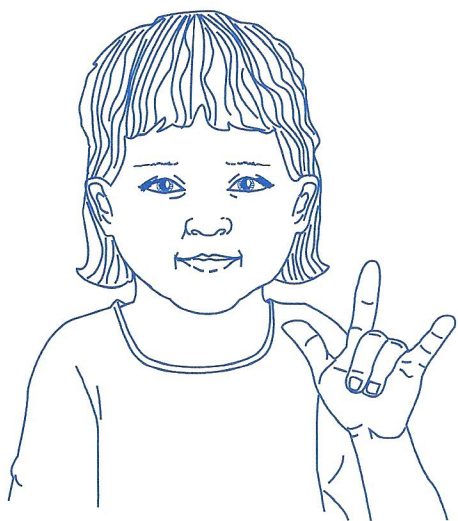
One hand gently "pets" the back of the other hand.



hug

hug

Both arms pull inward as if hugging something.



I love you

I love you

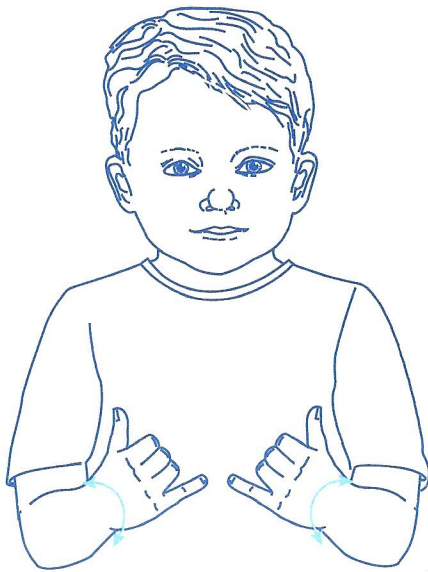
Extend your pinky, forefinger, and thumb.



paint

paint

The movement of the fingers represents a paintbrush applying paint to a surface.



play

play

The thumbs and pinky fingers of both hands are extended and shake back and forth.