

Lesson Planner

Theme 9
Traditional Songs

Week 1

Twinkle, Twinkle Little Star

Starting the Day

- Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation) (B.3.d.)
- Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.)

Language Development

- Listens with interest to language of others (C.1.a.)
- Engages with stories and books (C.3.c.)
- Understands that pictures can represent real things in the environment (C.3.e.)

- Twinkle, Twinkle Little Star
- Star
- The Special Surprise

Cognitive Development

- Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.)
- Begins to develop interests and skills related to numbers and counting (D.2.f.)
- Makes things happen and watches for results and repeats actions (D.1.d.)

- Photo Activity Cards (41)
- Count the Stars
- Small-to-Large Stars
- Glowing Stars
- Nighttime Routine
- Twinkling Lights

Social Emotional Development

- Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.2.f.)
- Begins to learn and internalize rules, routines, and directions (B.3.e.)
- Understands and begins to use oral language for conversation and communication (C.2.c.)

- Star Light
- Star Gazing
- Be Very Quiet
- Pass the Star
- Goodnight

Physical Development

- Coordinates eye and hand movements (A.3.c.)
- Develops control of large muscles for movement, navigation, and balance (A.2.a.)

- Hidden Stars
- Stop-and-Go Stars
- Tracing Stars
- Don't Get Caught
- Nighttime Dance

Outdoor Play

- Develops increasing ability to change positions and move body from place to place (A.2.b.)

- Catch a Falling Star
- Star, Star, Moon
- Star Search

Learning Centers

- Fine Motor
 - Develops control of small muscles for manipulation and exploration (A.3.c.)
- Pretend and Learn
 - Uses imitation in pretend play to express creativity and imagination (D.4.b.)
- Creativity Station
 - Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing (D.5.a.)
- Sensory
 - Pays attention and exhibits curiosity in people and objects (D.1.a.)

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Week 2

Itsy Bitsy Spider

Starting the Day

- Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.)
- Shows confidence in increasing abilities (B.2.c.)
- Demonstrates receptive language skills and communication strategies (C.1.d.)

Language Development

- Develops a playful interest in repetitive sounds and words (rhythm, rhyme, alliteration) (C.3.b.)
- Develops control of large muscles for movement, navigation, and balance (A.2.a.)
- Develops an understanding that symbols/pictures can be "read" by others (C.3.g.)

- Itsy Bitsy Spider
- Frog Street Nursery Rhymes
- The Spider and the Toad

Cognitive Development

- Pays attention and exhibits curiosity in people and objects (D.1.a.)
- Makes things happen and watches for results and repeats actions (D.1.d.)
- Develops language skills in structured language contexts, such as through storytelling and reenacting (C.2.e.)

- Photo Activity Cards (47, 48)
- Sun-Dried Art
- Up and Down
- Sun Puppets
- Song Sequence
- Pulleys

Social Emotional Development

- Develops increasing ability to identify own emotional responses and those of others (B.2.g.)
- Develops an ability to be creative and expressive through art (D.5.b.)
- Develops small muscle control and coordination (A.3.b.)

- Spider Safety
- Paper Plate Spiders
- Try, Try Again
- Fanciful Spider Puppets

Physical Development

- Begins to develop interests and skills related to numbers and counting (D.2.f.)
- Coordinates eye and hand movements (A.3.c.)
- Moves body to achieve a goal (A.2.c.)

- Shadow Spiders
- Elephants and Spiders
- Spider Walk
- Finger Paint Spiders
- Spider Legs
- Spider Web Mazes

Outdoor Play

- Develops knowledge of the natural environment in the outdoor area of the program (D.1.g.)

- House Inspection
- Bubble Watch
- Wash the Spider Out

Learning Centers

- Science
 - Applies knowledge to new situations (D.2.c.)
- Creativity Station
 - Develops skill and confidence with processes of art, such as drawing, collage, painting, and constructing (D.4.a.)
- Pretend and Learn
 - Uses imitation in pretend play to express creativity and imagination (D.4.b.)
- Sensory
 - Makes things happen and watches for results and repeats actions (D.1.d.)

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Week 3

The Wheels on the Bus

Starting the Day

- Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.)
- Develops emerging skills in caring and cooperation (B.4.f.)
- Develops an increasing ability to take another's point of view and to empathize with others (B.4.g.)

Language Development

- Demonstrates receptive language and expressive language skills (C.1.d.)
- Listens with interest to language of others (C.1.a.)
- Understands and begins to use oral language for conversation and communication (C.2.c.)

- The Wheels on the Bus
- My Aunt Violet
- Circle

Cognitive Development

- Shows interest in songs, rhymes, and stories (C.3.a.)
- Shows interest in colors, shapes, patterns, and pictures (D.1.c.)
- Makes things happen and watches for results and repeats actions (D.1.d.)

- Photo Activity Cards (49, 50)
- Slotted Cans
- Things that Roll
- Wheel Tracks
- Small-to-Large Circles
- My Little Red Wagon

Social Emotional Development

- Develops an expectation that words, books, and pictures can amuse delight, comfort, inform and excite (C.3.d.)
- Develops emerging skills in caring and cooperation (B.4.f.)
- Develops increasing ability to identify own emotional responses and those of others (B.2.g.)

- Crying Babies
- Bus-Wheel Snack
- Say What?
- Getting There
- Bus Behavior

Physical Development

- Uses imitation in pretend play to express creativity and imagination (D.4.b.)
- Develops control of small muscles for manipulation and exploration (A.3.b.)

- Rolling Wheels
- Windshield Wipers
- Play Dough
- Trains Have Wheels
- Wiper Painting

Outdoor Play

- Develops the attitude of an "explorer"—competent, confident learner who asks questions and makes discoveries (D.1.e.)

- Tricycle Wheels
- Bus Search
- Rolling Tires

Learning Centers

- Science
 - Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen (D.1.b.)
- Creativity Station
 - Uses objects in new ways or in pretend play (D.4.a.)
- Construction
 - Applies knowledge to new situations (D.2.c.)
- Pretend and Learn
 - Uses imitation in pretend play to express creativity and imagination (D.4.b.)

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Week 4

Five Little Ducks

Starting the Day

- Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.)
- Develops the inclination and ability to communicate, pay attention, and respond appropriately to others (B.3.f.)
- Develops responsive and reciprocal communication skills, such as turn-taking (B.4.e.)

Language Development

- Uses consistent sounds, gestures, or words to communicate for a variety of purposes (C.2.a.)
- Engages with stories and books (C.3.c.)

- | | |
|--|---|
| <input type="checkbox"/> Five Little Ducks | <input type="checkbox"/> The Runaway
Cookie Parade |
| <input type="checkbox"/> I Saw a Ship
A-Sailing | |

Cognitive Development

- Develops an ability to be creative and expressive through a variety of activities, such as pretend play, art, and music (D.5.b.)
- Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.)
- Develops the attitude of an "explorer" (D.1.e.)

- | | |
|--|---|
| <input type="checkbox"/> Photo Activity Card
(61) | <input type="checkbox"/> Duck Puppets |
| <input type="checkbox"/> Feather Moving | <input type="checkbox"/> Duck Talk |
| <input type="checkbox"/> Feather Painting | <input type="checkbox"/> Sink and Float |

Social Emotional Development

- Develops the attitude of an "explorer" (D.1.e.)
- Develops the inclination and ability to communicate (B.3.f.)
- Establishes secure relationships with primary caregivers (B.1.a.)

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Tickle Games | <input type="checkbox"/> Floaters and
Droppers |
| <input type="checkbox"/> Responding | <input type="checkbox"/> Birthday
Preparations |
| <input type="checkbox"/> Duck Feet | |

Physical Development

- Develops an increasing ability to keep a steady beat through chants, dances, and movement to rhythmic patterns (A.2.f.)
- Develops increasing ability to change positions and move body from place to place (A.2.b.)

- | | |
|--|---|
| <input type="checkbox"/> Flap Your Wings | <input type="checkbox"/> Duck Action Rhyme |
| <input type="checkbox"/> Duck Tracks | <input type="checkbox"/> A Feather on My Back |
| <input type="checkbox"/> Ducky Hokey Pokey | <input type="checkbox"/> Feed the Duck |

Outdoor Play

- Searches for missing or hidden objects (D.3.b.)

- | |
|--|
| <input type="checkbox"/> Duck, Duck, Goose |
| <input type="checkbox"/> Duck Search |
| <input type="checkbox"/> Keep the Feather Up |

Learning Centers

- | | |
|--|---|
| <input type="checkbox"/> Construction <ul style="list-style-type: none">• Develops language skills in structured language contexts, such as through storytelling and reenacting (C.2.d.) | <input type="checkbox"/> Science <ul style="list-style-type: none">• Shows imagination, creativity, and uses a variety of strategies to solve problems (D.2.b.) |
| <input type="checkbox"/> Creativity Station <ul style="list-style-type: none">• Uses tools and different actions on objects (A.3.d.) | <input type="checkbox"/> Sensory <ul style="list-style-type: none">• Uses senses to investigate environment (D.1.b.) |