WELCOME: A Little About Me
• Child-centered
• Intentional and integrated
• Special emphasis on social-emotional development

Domain Based Activities

• Adaptations for special needs and younger learners
• Challenge opportunities

Differentiated Instruction

• High interest
• Songs, stories, rhymes, finger plays and games
• Opportunities to laugh and play

Joyful Learning
TODAY’S AGENDA

• Brain Smart Start
• Lesson Planning
• Modifications and Adaptations
• Family Engagement
• Modeling a Lesson
Brain Smart Start - WHY?

- Sets the tone for the entire day
- A predictable routine = comfort
- Thematically Connected
Frog Street Toddler
Let’s begin our day with a
*Brain Smart Start*

1. Unite
2. Calm
3. Connect
4. Build Community
WHY SING?

✓ Increases alertness
✓ Enhances memory
✓ Improves brain processing
✓ Syncs the brain to patterns
Eyes, Eyebrows, Mouth and Nose

Sing to tune: “Head, Shoulders, Knees and Toes”

Eyes, eyebrows, mouth and nose
Mouth and nose.
Eyes, eyebrows, mouth and nose
Mouth and nose.
Cheeks and tongue and teeth and chin
Eyes, eyebrows, mouth and nose.
Mouth and nose.
Starting the Day

Frog Street Toddler
Let’s begin our day with a

Brain Smart Start

1. Unite
2. Calm
3. Connect
4. Build Community
Smell a flower.

Blow out a candle.
Frog Street Toddler

Let’s begin our day with a

*Brain Smart Start*

1. Unite
2. Calm
3. Connect
4. Build Community
Starting the Day

3 Connect

Direct eye contact
Fully present
Element of touch
Joyful/Playful
I Like Your Nose

I like your nose.

I like your eyes.

I like your ears.

I like your chin.
Frog Street Toddler

Let's begin our day with a

Brain Smart Start

1 Unite
2 Calm
3 Connect
4 Build Community
Today I will open my heart and mind to explore Frog Street Toddler!
EARLY BRAIN DEVELOPMENT RESEARCH

“What you teach me birth to three will be what matters most to me.”

Pam Schiller, Ph.D.
• Early Brain Development Research
• Learning Domains
  Language Development
  Cognitive Development – Thinking Skills
  Social Development/Emotional Intelligence
  Physical Development
• Conscious Discipline®
• Intentionality
Acting with Intention

“One activity each day from each domain for each child.”

Dr. Pam Schiller
**My Face**

### Language Development

**Activity Choices**

**Story Time**

I Look in the Mirror
- Share poems with children one at a time as you both look into a mirror.

- I look in the mirror and what do I see?
  - I see a funny face looking at me.
  - A scratched up nose, twisted mouth, squinty eyes, and two fuzzy eyebrows—what a surprise!

- I look in the mirror and what do I do?
  - Giggle and laugh at the sight of you.

Precious Faces - Corazones Preciosos
- Ask children what Max is doing to try to help the children. After a few readings, ask children to point to facial features. As they become familiar with the book, have them show you a happy face and sad face.

- Discuss reasons why children might be sad or happy.

Jeepers Peepers
- Place a Peep Peep Puppet on your hand. Discuss the size of the eyes.

“Humpty Dumpty’s New Ears” - “Las orejas nuevas del Sr. Huevito” Story Folder
- Display the story props. Tell the story. Ask: How many times did Sr. Huevito fall?

- Have children touch their ears when they hear the word “ear” or “ears” in the story.

- Display the story props. Ask: Do you think Humpty Dumpty looks better with or without ears? Why?

Add your own stories and use appropriate books from your library:
- Baby Faces by Margaret Miller
- Baby Faces by DK Publishing
- Baby Faces by Playskool

**Cognitive Development**

### Activity Choices

**Did You Know?**

Activities that support cause-and-effect relationships and problem-solving develop foundational skills for lifelong learning. When little ones bang on a drum, point out that the harder they bang, the louder the sound. Encourage children to figure out how a puzzle fits back together.

**Photo Activity Cards**

- Present Photo Activity Cards: #1 (face - card)
  - Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion.
  - Teach the ASL signs for face and ears.

- Musical Search
  - Hide a musical toy. Invite children to use their ears to find the hidden toy.
  - Adaptation: Provide clues if children are unable to locate the toy.

- Loudest Sound
  - Shake jingle bells. Invite children to use their ears to determine which box makes the loudest sound and which makes the softest sound.
  - Adaptation: Place the bells in clear containers so children can see which container has the largest number of bells.

- Face Puzzles
  - Invite children to put together their Face Puzzle (p. 42).

- Use photos that are cut into more than four pieces for older toddlers who are ready for the challenge.

**Eyes Are Helpers**

- Invite children to think of things that are easier to do because they can use their eyes (walk, get dressed, eat). Teach the ASL sign for eyes (p. 2).

- Invite children to try doing a task with their eyes closed (e.g., build with blocks, complete a puzzle).

**Safety First**

- Teach children this safety rhyme. Place a beach towel on the floor to represent a street. Invite children to recite the rhyme as they practice crossing the “street.”

- Stop, Look and Listen
  - Stop, look, and listen.

- Before you cross the street, first use your eyes and ears. Then use your feet.

Debates, Irene y escuchar
- Si una calle quieres cruzar
  - Debe determinar, mirar y escuchar.

- Ojo y orejas primero hay que usar.

- Y después los pies para caminar.
**Social Emotional Development**

**Activity Choices**

**Special Kisses**

Teach little ones to give Eskimo kisses (rub noses) and butterfly kisses (flutter eyelashes against someone’s cheek).

**Did You Know?**

Children form a primary attachment with parents and a secondary attachment with caregivers. Divide children into groups and assign a designated caregiver to each group. When children are stressed, make sure they have access to their designated caregiver.

**Washington Square**

Begin by teaching children the first verse of this poem. After they are familiar with it, teach the variation by substituting the last two lines.

From here to there
Beginning square on child’s palm
Continue moving square around palm end to end

To Washington Square
Continue moving square
When I get near
I’ll tickle your ear

Variation:
When I get there
I’ll mess up your hair

Sing this song at naptime. Explain that when we sleep we close our eyes to block out the light. You could also say the poem “Be Very Quiet” (Quedate muy quieto) (p. 44).

**Physical Development**

**Activity Choices**

**Nose the Ball**

Place a small ball on the floor. Have children get into a crawling position and move the ball with their nose. Ask: Is it more difficult to move the ball with your hands or your nose? ¿Qué es más difícil empujar la pelota, con las manos o con la nariz? Have children repeat the game using their chin to move the ball. Teach the ASL signs for nose and chin (p. 2). Adaptation: Hold the ball to non-mobile children. Ask them to trace their nose with the ball. Continue with other body parts (cheek, ear, eye, knee).

**Pat-a-Cake**

Play this clapping game with children. Clapping is a social expression that demonstrates gratitude, pleasure, or excitement. Clapping also helps children develop coordination. Clapping to a rhyme increases little ones’ attention to rhythm and rhyme.

*Pat-a-Cake*

Pat-a-cake, pat-a-cake, baker’s man.
Bake me a cake as fast as you can.
Roll it! (roll hands over each other)
And put it on the lawn for baby and me.

Prepare to peel!

Amase la masa, prepare un pastel, sirvase panadería, no tarden en el. Amase, estire, escupe una “B” y póngala en el horno, para mí y el bebé.

**Stop and Go**

Show children the Stop-And-Go Circles (p. 43). Explain that red means stop and green means go or start. Give a command, such as jump – sail and have children jump when they see the green circle and stop jumping with they see the red circle. Continue with other commands, such as turn, and have children jump.

**Simon Says**

Play Simon Says. Encourage children to use their ears to listen carefully for directions. Do not eliminate children from the game. Just play for fun.
Lesson Planning

- A variety of activities are offered within each domain.
- Select at least one activity from each domain.
Blue upward arrows point to more challenging activities for the toddler who is developmentally more mature.
Differentiated Instruction

Adaptations are offered throughout the program to suggest options to modify an activity.
“Parents as Partners” letters provide helpful “Did You Know” facts and give ideas to continue building skills at home.
It is your turn to model!

• Visit the theme.
• Review the assigned week.
• Explore the materials.
• Use lesson planner to choose weekly activities.
• Share your findings with the group!
LET’S REFLECT!
What did you learn today?
My heart to your heart – I wish to you well.
My elbow to your elbow – I wish you well.
My back to your back – I wish you well.
My eyes to your eyes – I wish you well.

How can we help everyone we know?
How can we help each other grow?

Sometimes it is hard to know what to do.
Wishing them well connects me and you.
Wishing them well connects me and you.