



# Winter: Winter Tracks

## ART Explosion

### OVERVIEW

In this activity children will learn about how the weather changes during winter and what we do to keep warm during this time of the year. Children will get to paint using mittens and toy cars to make snow tracks.

### SKILLS

• DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others • DRDP I&T - #3 SSD3 – Self Expression • DRDP I&T - #4 SSD4 – Empathy • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Let's look at Winter (Bilingual Book) by: Sarah L. Schuette
- Spanish Book: Veamos el Invierno por: Sarah L. Schuette
- Painting mittens
- Shallow pan
- Paper plates
- Large construction paper (white, black)
- Tempera paint (blue, red, green, white)
- Small toy car

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place paint on paper plates, one per color
- Place construction paper on shallow pan

### INTRODUCTION

- Introduce topic to students.
- Ask children how the weather changes during winter (cold, frost in the ground, snow).
- Ask the children what are some of the things we need to do to keep warm (stay inside a warm place, turn on the heater, wear warm clothes; like boots, hat, scarf, mittens, jacket)

### ACTIVITY #1

#### Read Book

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.

### ACTIVITY #2

#### Sing and Dance

Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.

- English – Snow
- Spanish – El Invierno

### ACTIVITY #3

Inform children that they will now be making "Mitten Prints".

- Give each child a shallow pan with a sheet of white construction paper.
- Give each child a mitten to put on and let them know they will painting with the mitten.
- Place a paper plate with every paint color (blue, red, green) on each table for children to share.
- Instruct the children to put the mitten on their hand and place their hand on the paint and then on the paper.
- Repeat the same process with different colors of paint, overlapping the prints as desired.
- Once the children are done with this activity let the paints dry and let the children know they will be doing a second activity.

**ACTIVITY #4**

Inform children that they will now be doing "Snow Tracks".

- Give each child a shallow container with black construction paper.
- Place two paper plates with white paint on each table for children to share.
- Give each child a toy car to paint with.
- Instruct the children to roll the vehicle wheels in paint and then maneuver the vehicle on the paper, adding more paint as needed.
- They can repeat the same process overlapping the tracks as desired.

**TALK ABOUT IT**

Ask children to go back to the rug or carpet to discuss the following:

- Ask children about their art project.
- Ask them questions about the book that was read and what they learned during class?

**PARENT TIP SHEET**

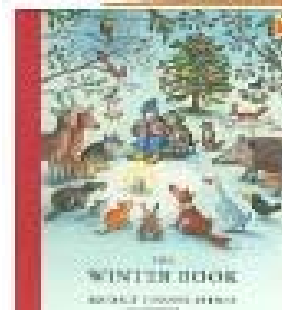
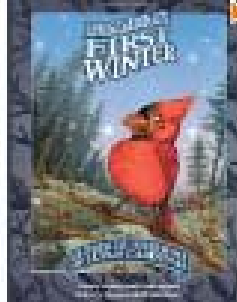
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about winter by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Winter



## BOOKS



## ACTIVITIES

### Winter Wonderland

#### What You Need:

- Frosty Mix (3 tsp. liquid starch, 4tsp. salt)
- Black Construction Paper
- White crayon
- Paintbrush

#### What You Do:

Make the frosty mix by stirring the salt into the liquid starch. Then have your child draw on the paper with a white crayon. Then have your child paint the paper with the frosty mix to give the painting a frosty glow.

### Winter Wonderland

#### What You Need:

- Whipped Soap Paint (1 cup soap flakes, 1/2 cup water)
- Rubber Ball
- Blue Construction Paper
- Bowl
- Electric mixer or hand mixer

#### What You Do:

Make the whipped soap paint by combining the water and soap flakes in a bowl. Use an electric mixer or hand mixer to whip the ingredients into a frosting-like texture. (Use the mixture shortly after making it.) Have your child dip the ball in the paint and then press the ball on the paper. Repeat these steps as desired.

## SONGS

### Winter is Here

(Sung to the tune of "My Bonnie Lies Over the Ocean")

The leaves from trees have all fallen down.  
The branches stand bare in the night.  
The snowflakes are making huge piles.  
My boots are all covered in white.  
Winter, winter, winter is finally here-it's here!  
Winter, winter, winter is finally here!

### Snow

(Use hand movements to supplement the song)

Snow, snow falling down  
Falling on the ground  
Falling here and falling there  
And falling everywhere!



# Consejos Para Padres: Invierno



## LIBROS



## ACTIVIDADES

<p><b>El País de las Maravillas de Invierno</b></p> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Mezcla de Helado (3 tsp. de liquido de Storch, 4tsp. de sal)</li> <li>• Papel Negro de Construcción</li> <li>• Crayola blanco</li> <li>• Pincel para pintar</li> </ul> <p><b>Que se Hace:</b></p> <p>Haga la mezcla de helado batiendo la sal en el líquido de Storch. Luego haga que su niño dibuje en el papel con un Cariola blanco. Cuando termine su dibujo haga que su niño pinte el papel con la mezcla de helado para darle brillo al dibujo.</p>	<p><b>El País de las Maravillas de Invierno</b></p> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Pintura Batida de Jabón (1 taza de copo de jabón (soap flakes), ½ taza de agua</li> <li>• Pelota de Goma</li> <li>• Papel Azul de Construcción</li> <li>• Plato</li> <li>• Batidora Eléctrica o Batidora de Mano</li> </ul> <p><b>Que se Hace:</b></p> <p>Haga la mezcla de pintura batida de jabón combinando el agua y el copo de jabón en un plato. Use una batidora eléctrica o una batidora de mano para mezclar los ingredientes y hacer la textura de helado. (Use la mezcla en cuanto este echa.) Haga que su niño ponga la pelota de goma en la pintura y luego la presione en el papel. Repita estos pasos varias veces.</p>
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## CANCIONES

<p><b>El Invierno</b></p> <p>El Invierno a llegado mucho frío hace hoy saltaremos a la comba mis amiguitos y yo si tu quieres calentarte tu también vas a saltar abrigado con chaqueta frío no vas a pasar.</p>	<p><b>El Invierno ya Llegó</b></p> <p>EL invierno ya llego Corre que te corre Y tendrás calor. Si hace frío, guantes y bufanda. Si es que nieva, gorro con pompón. Y si llueve, abre tu paraguas. El invierno ya llego. Corre que te corre Y tendrás calor. Ten cuidado, no pises los charcos. Ponte el abrigo para el frío. Cuando hay hielo, anda con cuidado. El invierno ya llego.</p>
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# Winter: Winter Mittens

## Barney & Friends

### OVERVIEW

In this activity children will learn about the winter season. Children will participate in a read-aloud, sing a song, and complete a hands-on activity.

### SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #29 COG10 – Classification and Matching • DRDP I&T - #33 MPD3 – Fine Motor • DRDP I&T - #34 MPD4 – Hand-Eye Coordination

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Winter by: Joan Early Macken
- Spanish Book: Invierno por: Joan Early Macken
- English Barney Clip: It's C-C-Cold!
- Spanish Barney Clip: El Invierno
- Two paper mittens per child, made from various colors
- Crayons
- Glue
- Optional decorations: pom-poms, small square pieces of tissue paper, jewels, stickers
- Yarn
- Hole puncher
- Scissors

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut out mittens made from construction paper
- Make a hole on the top of each mitten
- On the classroom tables, place the cardstock paper mittens in the center of the table in a disorganized fashion so that the children will have to search for two matching mittens.

### INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Explain to children that winter is one of the 4 seasons we have throughout the year.
- Ask children if they can think of some signs that let us know that winter is here. What type of clothes do we have to wear during winter to keep us warm? What holidays do we celebrate?
- Explain the activities that children will be doing during class;
  - Book reading (show the actual book)
  - Sing a song (name the title of the song to be sung/music to be played)
  - Hands-on activity (describe the activity we will be completing today)
  - Book cuddling (explain to children and parents that lesson themed books will be made available to them to share while all children finish their hands-on activity)
  - Circle time (explain that we will conclude our class on the carpet in circle time)

### ACTIVITY #1

#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read book, engaging children in the story by asking questions, or pointing out new words.

## ACTIVITY #2

### Sing Song/Watch Barney Clip:

- Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.
  - English – Two Mittens
  - Spanish – El Invierno
- **Show Barney & Friends clip:** It's C-C-Cold! / Barney-el Invierno

## ACTIVITY #3

### Hands on Activity:

Inform children that they will now be making something special to take home. Show children a sample of the activity that they will be doing, describing all of the materials needed to complete the activity.

- Tell children that they will be making Winter Mittens.
- Instruct children to look at the center of the table for two mittens that are the same color, one for their left and one for their right.
- After each child finds two mittens, invite them to color their mittens. Tell them they can decorate their mittens with the decorations on the table (pom poms, tissue paper, stickers, etc.).
- Ask parents to assist children by cutting a piece of yarn and placing it thru the holes on the mitten to tie the pair together.
- When children are done, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to pick out a book to share with their parents.



## ACTIVITY #4

### Book Cuddling:

Invite parents to find a comfortable spot around the classroom to sit with their child and enjoy a book related to Winter.

- Encourage parents to ask their children questions about circumstances that arise in the book to help deepen their child's understanding about the Winter Season.

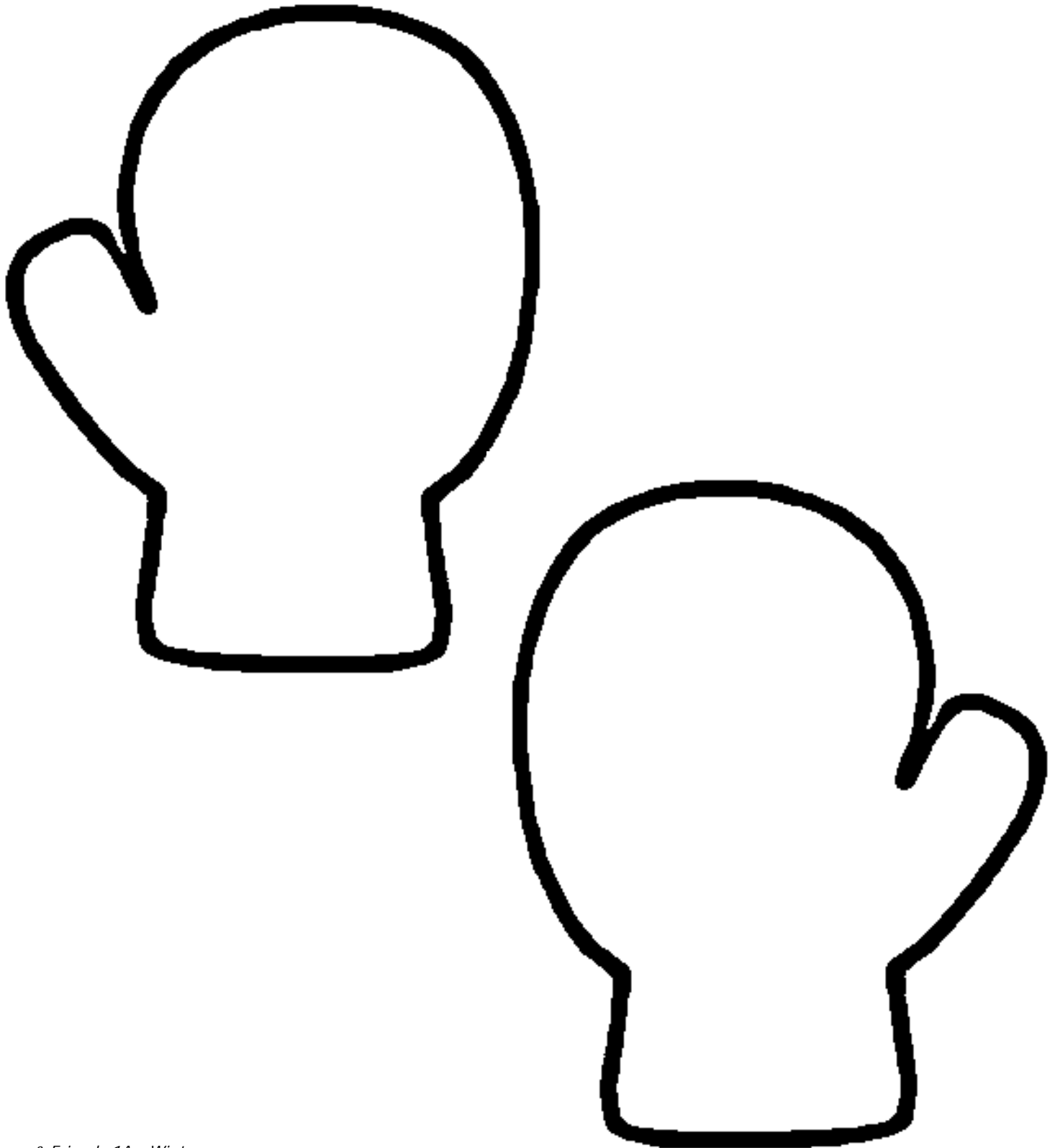
## TALK ABOUT IT

Ask children to go back to the rug or carpet to discuss the following:

- Discuss what the children learned today about the winter season.
- Ask children if they remember when Winter occurs (before Spring, after Fall).
- Ask them to share what their favorite thing to do in the winter is (go to snow, celebrate Christmas/Hanukah, drinking hot cocoa).
- **Show closing Barney & Friends clip**

## PARENT TIP SHEET

Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the winter by reading, singing, and completing some of the suggested activities.

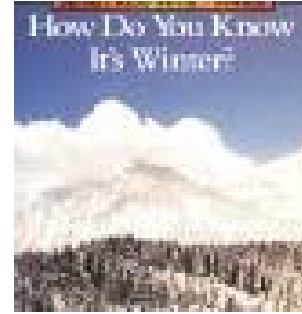
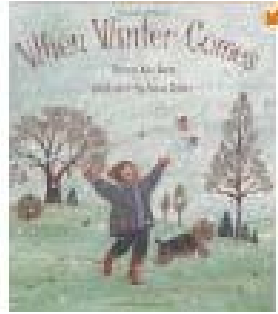
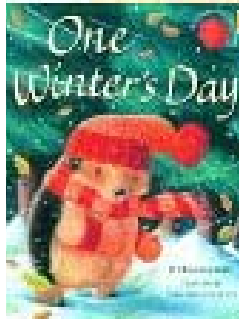




# Parent Tip Sheet: Winter

# Barney & Friends

## BOOKS



## ACTIVITIES

### Its Snowing

#### What You Need:

- Paper Plate
- Markers/Crayons
- White Mini Snowflake Cutout
- Red Tongue Cutout
- Cotton Balls
- Glue and Tape
- Scissors

#### What You Do:

Draw a partially open mouth on a paper plate for your child. Then have your child color the plate and draw a nose and eyes to complete the face. Then have your child glue cotton balls around the plate so they resemble a hood. Have your child glue a mini snowflake cutout on the tongue cutout. Next, help your child by cutting a slit in the mouth, slide the tongue into the slit, and then tape the tongue in place.

### A Snowman

#### What You Need:

- Large White Construction Paper
- Black Marker
- Cotton Balls
- Glue
- Large Buttons
- Fabric Scraps
- Foam Carrot Noses

#### What You Do:

On a large Construction paper draw a snowman with a black marker. Then have your child glue cotton balls inside the outline. After the outline is filled in, have your child add collage materials, such as buttons, fabric scraps, and craft foam-carrot noses to decorate their snowman.

## SONGS

### Falling Snow

(Sung to "When the Saints Go Marching In")

Oh, when the snow  
Begins to fall,  
I'll build a snowman round and tall.  
Oh, how I love the cold, cold weather  
When the snow begins to fall.

And then I'll lie  
Down in the Snow  
And move my arms and legs just so.

Oh, how I love to make snow angels  
When the snow begins to fall.

### Two Mittens

(Sung to the tune of, "She'll Be Comin' Round the Mountain")

I'll be wearing "two warm mittens" when it  
snows. (clap, clap)  
I'll be wearing "two warm mittens" when it  
snows. (clap, clap)  
I'll be wearing "two warm mittens".  
I'll be wearing "two warm mittens".  
I'll be wearing "two warm mittens" when it  
snows. (clap, clap)

\*Additional verses: two warm boots (stomp),  
one warm hat, (pat), one warm jacket (zip).





# Consejos Para Padres: Invierno

## Barney Y Amigos

### LIBROS



### ACTIVIDADES

#### Esta Nevando

##### Que Necesita:

- Plato de Papel
- Marcadores/Crayolas
- Un pequeño Copo de Nieve Cortado
- Una lengua Roja
- Bolas de Algodón
- Pegamento y Cinta
- Tijeras

##### Que se Hace:

Dibuje una boca parcialmente abierta en un plato de papel para su niño. Luego haga que su niño coloree el plato y dibuje una nariz y ojos para completar la cara. Luego haga que su niño pegue bolas de algodón alrededor del plato para que parezca un gorro. Haga que su niño pegue el pequeño copo de nieve en la lengua. Luego ayude a su niño cortando una raja en la boca, ponga la lengua por la cortada, y luego con la cinta pegue la lengua en su lugar.

#### Hombre de Nieve

##### Que Necesita:

- Papel Grande de Construcción Blanco
- Marcador Negro
- Bolas de Algodón
- Pegamento
- Botones Grandes
- Pedasos de Tela
- Una nariz Cortada Anaranjada

##### Que se Hace:

En un papel de construcción grande dibuje un mono de nieve usando un marcador negro. Luego haga que su niño pegue bolas de algodón en el interior del mono de nieve. Cuando aya terminado de pegar los algodones en el mono de nieve haga que su niño lo decore usando los botones, los pedasos de tela y la nariz.

### CANCIONES

#### El Invierno

El Invierno a llegado  
mucho frío hace hoy  
saltaremos a la comba  
mis amiguitos y yo  
si tu quieres calentarte  
tu también vas a saltar  
abrigado con chaqueta  
frío no vas a pasar.

#### El Invierno ya Llegó

EL invierno ya llego  
Corre que te corre  
Y tendrás calor.  
Si hace frío, guantes y bufanda.  
Si es que nieva, gorro con pompón.  
Y si llueve, abre tu paraguas.  
El invierno ya llego.  
Corre que te corre  
Y tendrás calor.  
Ten cuidado, no pises los charcos.  
Ponte el abrigo para el frío.  
Cuando hay hielo, anda con cuidado.  
El invierno ya llego.



# Letter Recognition: Learning My Letters: A, B, C

# Compu Kids

## OVERVIEW

In this activity children will learn the basic essentials of early reading such as phonemic awareness, letter recognition, letter to sound relationship, and listening comprehension.

## SKILLS

- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #20 LLD8 – Phonological Awareness
- DRPD - #21 LLD9 – Letter and Word Knowledge
- DRDP - #22 LLD10 – Emergent Writing
- DRDP - #2 SSD2 – Recognition of Own Skills and Accomplishments

## MATERIALS & PREPARATION

### MATERIALS:

- IPAD/Kindle Fire/Nook Notebooks (6)
- IPAD/Kindle Fire/Nook Application (English/Spanish)
- Electronics rules
- Worksheet (s) (1 per child)
- Pencil (1 per child)
- Alphabet Phonics Song
- Homework

### PREPARATION:

- Ensure all Electronic Notebooks are fully charged
- Download and test applications:
  - **Lesson #1:** <https://itunes.apple.com/us/app/abcs-and-me/id370155659?mt=8>
  - **Lesson #2:** <https://itunes.apple.com/us/app/abc-phonics-rocks!-free-for/id384319421?mt=8>
  - **Lesson #3:** <https://itunes.apple.com/us/app/alphabet-tracing/id374493089?mt=8>
  - **Lesson #4:** <https://itunes.apple.com/us/app/abc-pocketphonics-letter-sounds/id299342927?mt=8>
  - **Lesson #5:** <https://itunes.apple.com/us/app/abc-spelling-magic-short-vowel/id429301553?mt=8>

## INTRODUCTION

- Provide application Instructions
- Introduce topic to the children
- Explain to the children the rules to the class. And at the same time, emphasis that each child is to be careful with the IPAD/Kindle Fire because they are expensive electronics.
- Before you instruct the children to recite the alphabet, explain to the children that each letter has a sound. Not all letters have the same sound.
- Tell the children that each letter sound could either be a soft, hard, short or long sound.
- Now, instruct the children to recite the alphabet phonics song.
- Tell the children that each lesson and activity will help them to become early readers and that is cool because....reading rocks!

## ACTIVITY #1

- **Lesson #1:** ABC's and Me: ABC app (ABC with pumpkin image)
  - Make sure the child repeats and enunciates the sound correctly.
- **Lesson #2:** ABC Phonics: Word app (Says words in bold)
  - Have the children spread apart in the class
  - Tell the children they must listen carefully to each sound and try to match the letters to the sounds in order to get it correct.
- **Lesson #3:** Alphabet tracing (capital letters)
  - Explain the difference of capital and lower case letters before they begin the lesson.
  - Tell the children that this activity they will need to use their pointer finger to complete the lesson.
  - Complete A-Z tracing lesson.
- **Lesson #4:** ABC Pocket Phonics
  - Letter Sounds and Writing: Children will need to say letter sound and trace letter correctly using their pointer finger.
  - Word Game: Children will listen carefully to each sound and try to match the letters to the sounds in order to get it correct and complete a two to three word.
- **Lesson #5:** Spelling Magic (3-Letter Words)
  - Word Jumble/ Moveable Alphabet: Children will choose a vowel (a-e-i-o-u) or words with double consonants. Pictures will appear on screen and they will have to look at the picture, name it and spell out word using movable letters with letter sounds.

## ACTIVITY #2

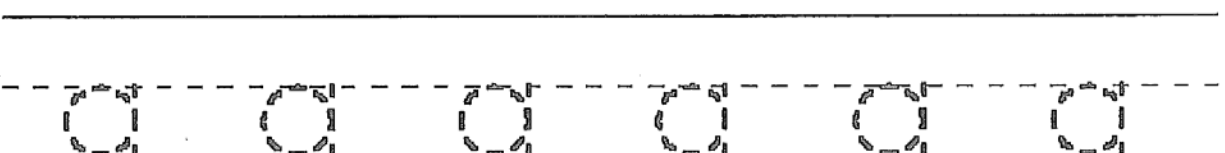
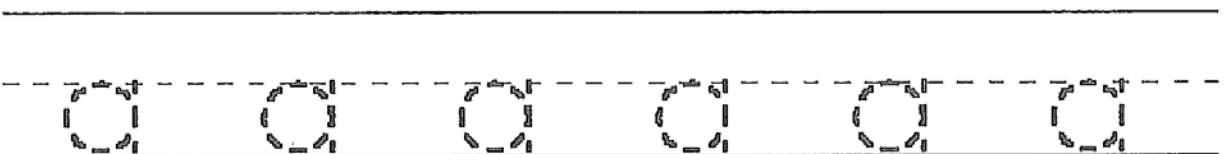
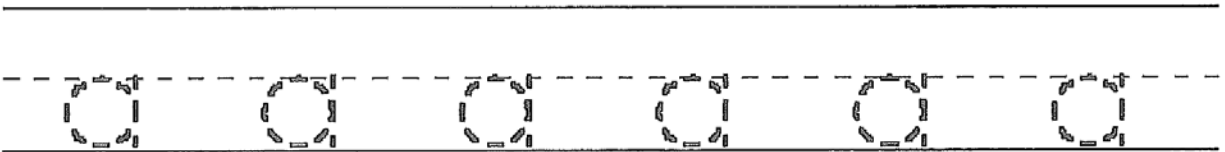
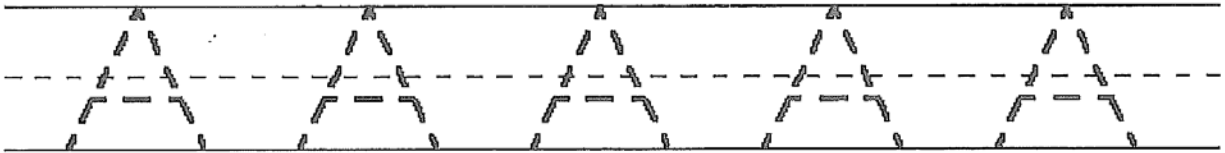
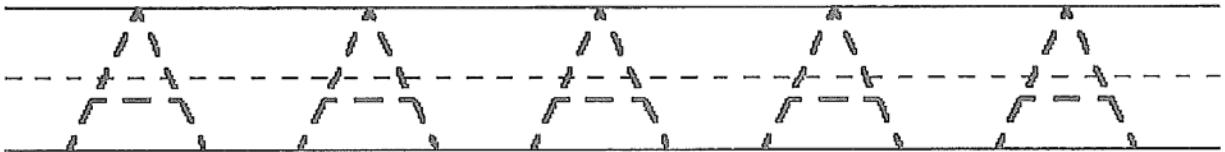
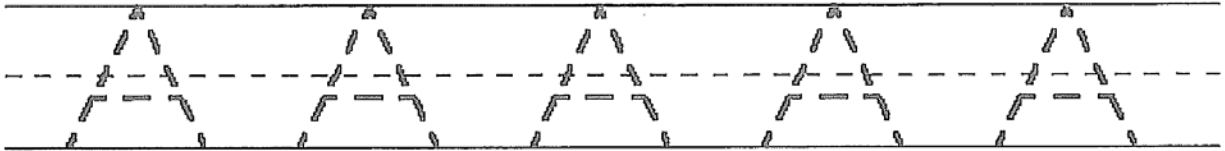
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters A, B, C

## HOMEWORK

Hand out the pre-writing worksheets and tell the children they are to complete their worksheets at home and bring them back the next time they come to the center. To get a prize from the treasure box!

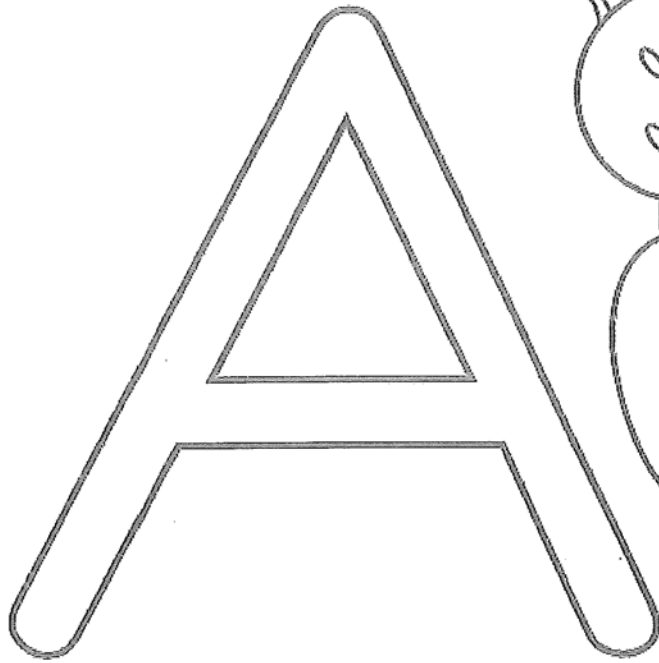
\*\*If you notice a child struggling to trace with finger on IPAD/Kindle Fire/Nook Notebooks and/or on the worksheet, hand the child a tracing worksheet for beginning writers.

Name \_\_\_\_\_

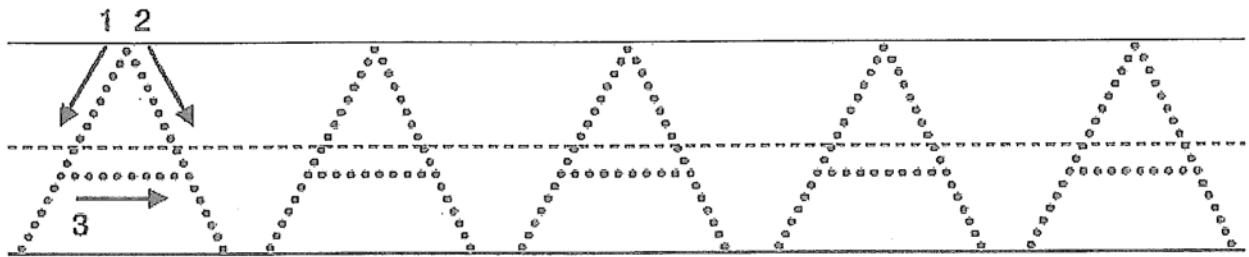


Nombre

Fecha



abeja



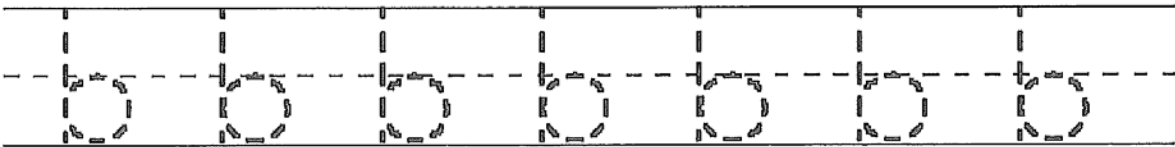
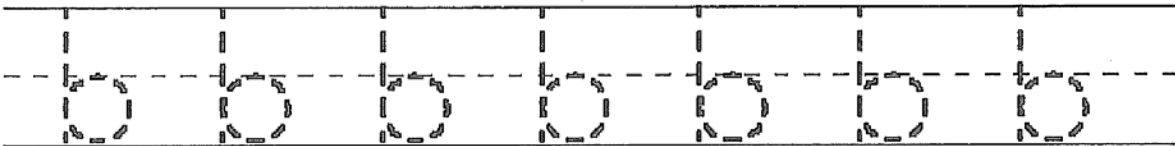
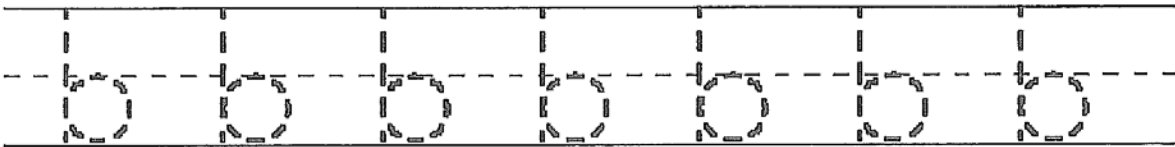
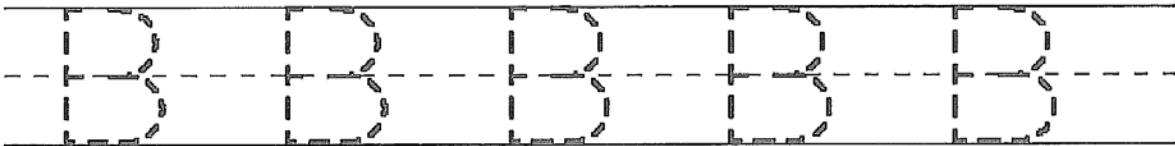
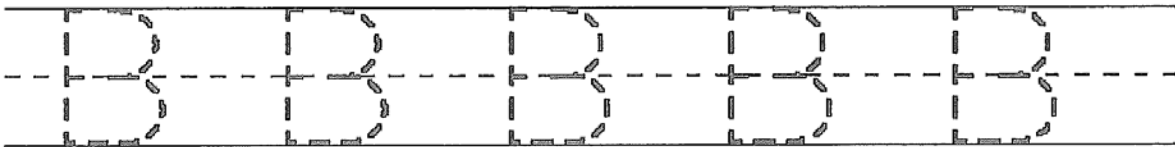
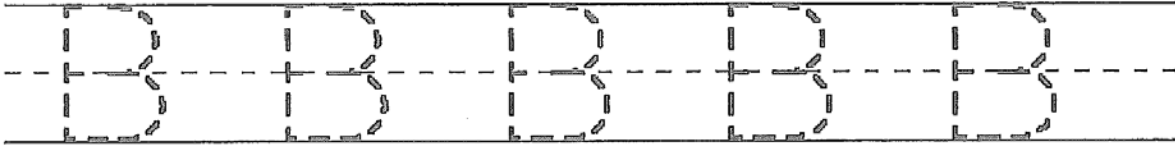
Instructions: trace and then copy letters or words

A a A a A a A a

A a A a A a A a

A a A a A a A a

Name \_\_\_\_\_



Instructions: trace and then copy letters or words


up up up up up

up up up up up

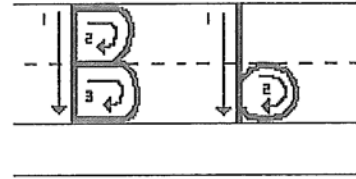
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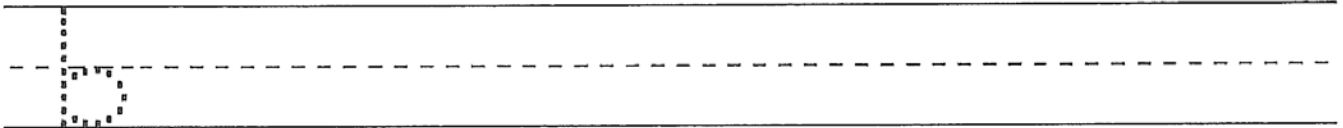
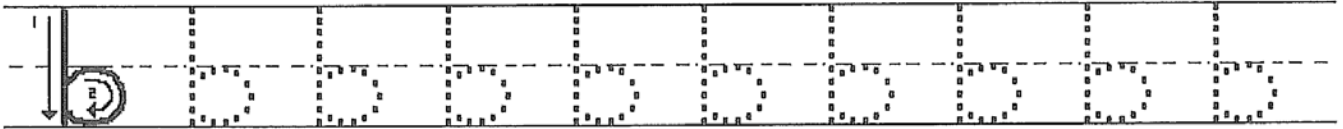
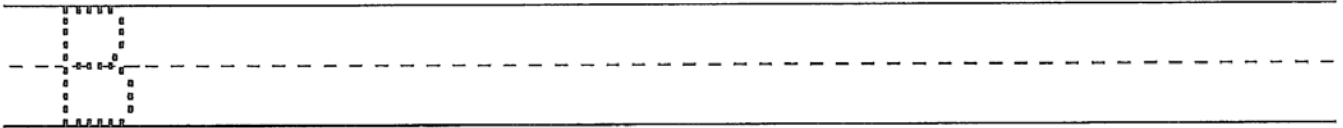
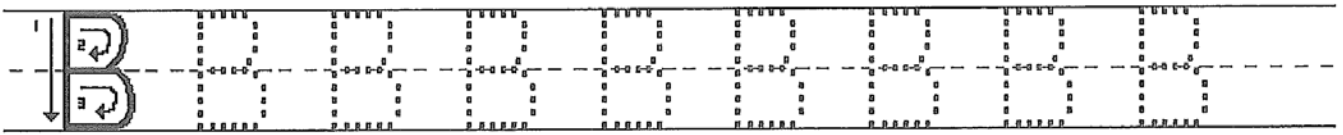
Me llamo: \_\_\_\_\_



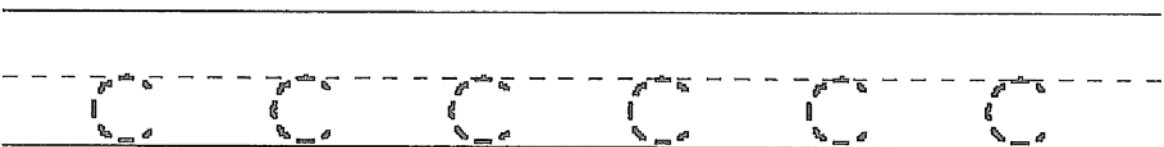
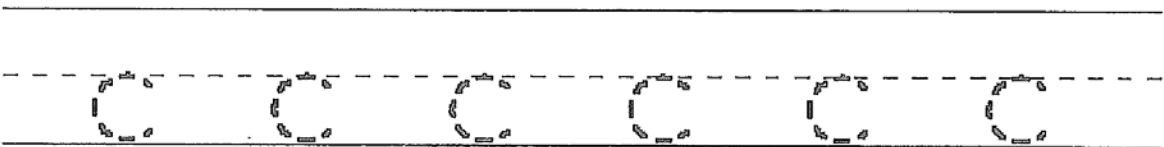
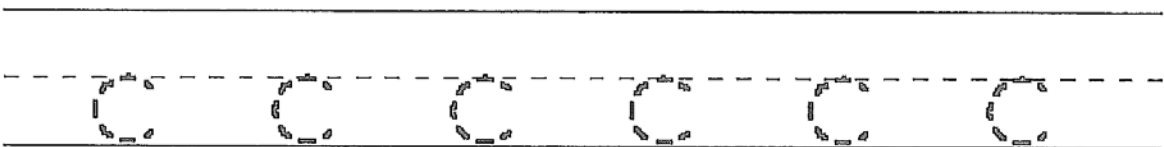
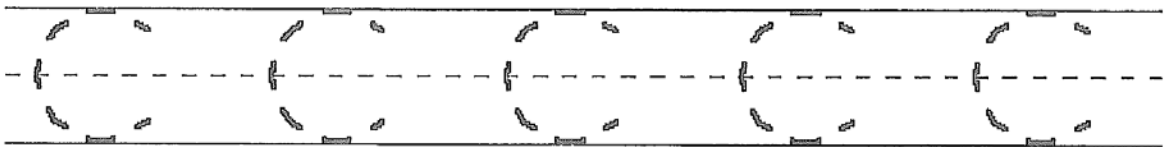
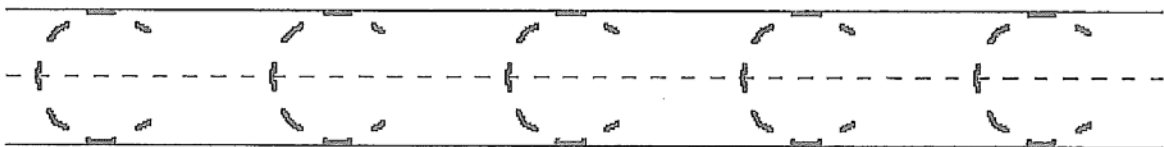
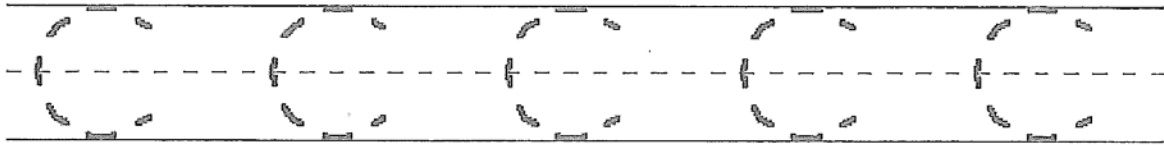
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es para  
**BIBLIOTECA**  
(F)



*Para ver la animación,  
mueva su ratón sobre  
una letra.*



Name \_\_\_\_\_



Instructions: trace and then copy letters or words

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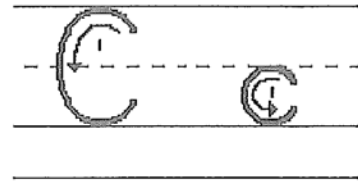
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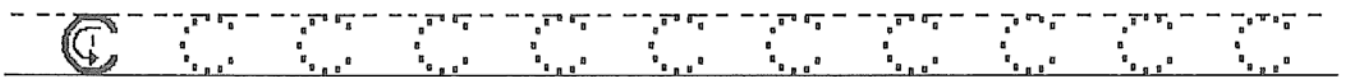
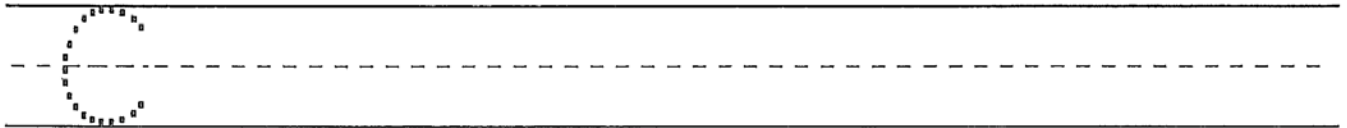
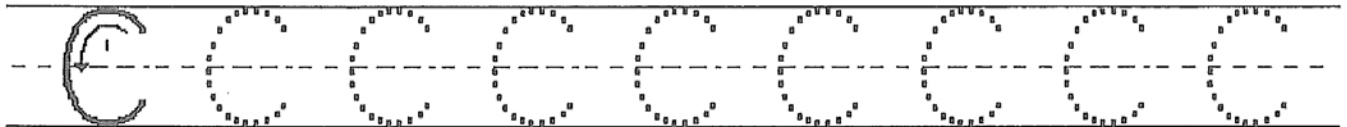
Me llamo: \_\_\_\_\_



C  
es para  
**CALABAZA**  
(F)



*Para ver la animación,  
mueva su ratón sobre  
una letra.*





# Introduction

## Cuddle Crew

### INTRODUCTION

In our Cuddle Crew classes we encourage parent –child bonding. Bonding is essential for a baby. Bonding with your baby is probably one of the most pleasurable aspects of infant care. If you and your partner both hold and touch your infant frequently, your little one will soon come to know the difference between your touches. Touch becomes an early language as babies respond to skin-to-skin contact. It's soothing for both you and your baby while promoting your baby's healthy growth and development.

### INFORMATION

- The Curriculum used for this class is called: Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers.
- Parents receive activity sheets to help with their infants growth and development.
- Parents usually receive up to 8 activities per month for each of the areas of development being reviewed in class.
- The instructor models the first activity for parents. Parents are then able to do some activities in class with their infant and receive assistance from the instructor if needed. All materials needed for activities are provided in class.
- Parents will take all activities home to put in practice for the month and to interact with their infant.
- Each month there is a different area of development that is presented to parents.

### AREAS OF DEVELOPMENT

The areas of development we review are:

- **Communication:** Having back-and-forth communication between infant and caregiver, matching infants' coos and babbles, promote gestures and fist words, encourage reading to babies, etc.
- **Gross Motor:** Exercising, lying on tummy and looking up, rolling over, sitting, bouncing and rocking pulling up, ball rolling. etc.
- **Fine Motor:** Holding objects, mouthing, grasping objects in two hands, shaking and banging toys, realizing toys on purpose, activating cause-and-effect toys, throwing and dropping, etc.
- **Intellectual:** Looking, tracking objects, introducing color, imitating, taking rings off spindle, learning object functions, finding things, etc.
- **Discovery:** Using all of the senses, massaging, feeling textures, listening to sounds, exploring a texture box, etc.
- **Social:** Imitating facial expressions, looking in mirror, laughing, playing peek a boo, expressing feelings, playing back-and-forth games, waving "bye-bye" and saying, "hi", blowing a kiss, exploring body parts, pretending, etc.

### WRAP-UP

- Parents will receive 5 Baby Bucks for attending each class.
- Parents have the opportunity to socialize with other parents that have infants with same age range.
- It's ok if your baby goes to sleep in class. Parents will be able to take activities home.
- If parents have older siblings, child care will be provided while mother and infant are in class.
- We are open to suggestions to help us reach the needs of parents.



# Introducción

## Grupo de Bebes

### INTRODUCCIÓN

En las clases infantiles de apego se fomenta el apego de padres con sus hijos. El apego es esencial para un infante. El apego y el cuidado de su bebe son probablemente los aspectos mas placenteros de esta etapa. Cuando su pareja y usted abrazan y tocan a su infante con frecuencia, su pequeñín pronto reconocerá la diferencia de sus toques. El tocar se convierte en comunicación temprana y así es como sus bebes responden al contacto de piel a piel. Es relajante para los padres el estar promoviendo buena salud, y buen desarrollo y crecimiento para su bebe.

### INFORMACIÓN

- El currículo que se utiliza para esta clase se llama: "Principios Hermosos." El currículo de desarrollo es para infantes y pequeñines.
- Los Padres reciben información de actividades para ayudarles con el crecimiento y desarrollo de sus infantes.
- Los Padres usualmente reciben 8 actividades de sugerencia por mes de cada una de las áreas de desarrollo que son parte del tema de la clase.
- La instructora presenta y modela la primera actividad a los padres. Después los padres tienen la oportunidad de hacer algunas de las actividades durante el tiempo que están en clase y cuentan con el apoyo de la instructora si es necesario. Todos los materiales necesarios están disponibles para usarse durante la clase.
- Los padres pueden llevarse la información de actividades a sus hogares para poner en practica por el resto del mes y así mantener buena interacción con sus bebes.
- Cada mes se presentan diferentes áreas de desarrollo a los padres.

### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

- **La comunicación:** tener una comunicación reciproca entre el infante y la proveedora, el imitar sonidos, copear gestos, y mover el puño de la mano motiva a que los infantes aprendan comunicación temprana.
- **Los Movimientos de Motriz Fina:** sostener objetos, usar el tacto, curiosear y activar juguetes de causa y efecto. El tocar juguetes con las dos manos, golpear, aventar y dejar caer juguetes.
- **Los Movimientos de Motriz Amplios:** Es el ejercicio de, acostarse boca abajo y mirar hacia arriba, el rodar hacia los lados, sentarse, rebotar, mecerse, y jalarse hacia arriba.
- **Intelectual:** mirar, distinguir objetos, poner y quitar aros del eje, aprender la función de los objetos, y buscar cosas.
- **Descubrir:** Usan todos los sentidos, masajes, textura del tacto, escuchar sonidos, y explorar la textura de una caja.
- **Social:** Imitar expresiones faciales, mirar al espejo, saludar y decir adiós despidiéndose moviendo las manos, decir "hola" aventar un beso, explorar partes del cuerpo, y jugar a usar la imaginación.

### AL-FINAL

- Los padres recibirán un cupón del valor de 5 "Baby Bucks" por cada vez que asistan a la clase de infantes.
- Los padres tendrán la oportunidad de socializar con otros padres con infantes de la misma edad.
- Si es permitido que los infantes se duerman durante la hora de la clase. Los padres podrán llevarse la información de actividades a sus hogares.
- Si los padres tienen más pequeñines y necesitan cuidado de niños. El personal les ofrece cuidado de niños durante la que están participando en clase con su infante.
- Sus sugerencias son bienvenidas para ayudarles en sus necesidades.



# Gross Motor Checking Reflexes

Cuddle Crew 1  
0-6 months

## GOAL

To elicit the baby's reflexes (some of which are temporary).

## EXPERIENCE

1. **Hand grasp** (clenched-fist reflex): Lay the baby on her stomach. The baby's hands should touch the surface she is lying on, and they will probably remain fisted. Typically, this reflex is present until about 3 months.
2. **Asymmetrical tonic neck reflex** (ATNR, fencing position): Lay the baby on her back. Place one hand on her chest to stabilize her. While you gently turn her head to one side, watch her arms. Note that when her head is turned to the right, the left arm will flex and the right arm will straighten, and vice versa. Typically, this reflex is present until the baby is about 4 months old.
3. **Moro reflex** (arms up, hands open): Cradle the baby in one arm to support her head, back, and bottom. Place your other hand on her chest. Still cradling the baby, slightly lower the baby's head and body and then quickly return to the beginning position. Note if the baby brings her arms up and extends them with her hands open. Typically, this reflex is present until about 4 months.
4. **Rooting reflex** (sucking): Stroke the corners of the baby's mouth and upper or lower lip. Note if the baby turns her head toward you and tries to suck your finger. (This may not occur just after feeding.) The rooting reflex ends a couple of months after birth when the baby begins to turn her head voluntarily.

## MATERIALS

None



# Movimientos Gruesos

## Chequear los Reflejos

Grupo de Bebes 1  
0-6 meses

### META

Para obtener los reflejos del bebé (algunos de los cuales son temporales).

### EXPERIENCIA

1. **Alcanzar la mano** (apretar la mano en un puño-reflejo): Acueste al bebé sobre su estómago. Las manos del bebé deben tocar la superficie donde el bebé este acostado, y probablemente sus manos permanezcan en un puño. Típicamente, este reflejo está presente hasta los 3 meses.
2. **Reflejo Asimétrico tónico del cuello** (posición de cerca): Acueste al bebé en su espalda. Coloque una mano en el pecho para estabilizarlo. Mientras que gira suavemente la cabeza del bebé hacia un lado, mire sus brazos. Tenga en cuenta que cuando la cabeza del bebé se gira a la derecha, el brazo izquierdo se doblará y el brazo derecho se va enderezar, y viceversa. Típicamente, este reflejo está presente hasta que el bebé tiene 4 meses de edad.
3. **Reflejo de Moro** (brazos arriba, manos abiertas): Abrase al bebé en una mano como si estuviera acostado en una cuna para apoyar su cabeza, espalda, y la parte inferior. Coloque su otra mano en el pecho del bebé. Siga abrazando al bebé, y poco a poco baje la cabeza del bebé y el cuerpo, luego regrese rápidamente a la posición inicial. Note si el bebé pone sus brazos hacia arriba y los extiende con las manos abiertas. Por lo general, este reflejo está presente hasta los 4 meses.
4. **Reflejo de enraizamiento** (chupar): Frote las esquinas de la boca del bebé y también el labio superior o inferior. Note si el bebé voltea la cabeza hacia usted y trata de chupar su dedo. (Esto no puede ocurrir justo después de comer.) El reflejo de enraizamiento termina unos meses después del nacimiento cuando el bebé comienza a girar la cabeza de forma voluntaria.

### MATERIALES

Ninguno





## Gross Motor Exercising

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to exercise muscles and to enjoy movement.

### EXPERIENCE

With the baby lying on his back, do these exercises in a gentle, slow, and supportive way. Make eye contact and talk softly. Never force, and stop if the baby does not seem to be enjoying the experience.

1. **Knee bends.** Hold onto the baby's calves. Push his legs to his chest, then straighten his legs. Repeat 8 times.
2. **Alternating knee bends.** Hold onto the baby's calves. Bend the left leg while straightening the right. Alternate. Repeat 8 times.
3. **Arm crosses.** While holding the baby's hands, cross his arms over his chest. Straighten the baby's arms at shoulder level. Repeat 8 times.
4. **Arm raises.** Take the baby's hands and lower his arms to his side, then raise them over his head. Repeat 8 times. Do again, this time alternating arms.
5. **Foot-to-hand stretch.** Bring the baby's right calf to his left hand. Straighten his foot and raise his hand over his head so he is not stretched out. Change sides. Repeat 4 times. This exercise enables the baby to move in a reciprocal way across two sides of his body, motions he uses again in crawling.
6. **Sit-ups.** Hold the baby's hands and slowly pull him to a sitting position. If necessary, support his head with one hand while holding his hands with your other hand. Return the baby to his back. Repeat 2–4 times.

### MATERIALS

None



# Movimientos Gruesos Ejercicio

Grupo de Bebes 1  
0-6 meses

## META

Para que el bebé ejercite los músculos y disfrute del movimiento.

## EXPERIENCIA

Con el bebé acostado sobre su espalda, haga estos ejercicios de manera suave, lentos, y de apoyo. Haga contacto visual y hable en voz baja. Nunca a la fuerza, y pare si el bebé no parece estar disfrutando la experiencia.

1. **Doblar las rodillas.** Agarre las pantorrillas del bebé. Empuje las piernas del bebé contra su pecho, luego enderece sus piernas. Repita 8 veces.
2. **Alternando dobles de rodillas.** Agarre las pantorrillas del bebé. Doble la pierna izquierda mientras endereza la pierna derecha. Alternar. Repita 8 veces.
3. **Cruzar los brazos.** Mientras agarra la mano del bebé, cruce los brazos sobre su pecho. Enderece los brazos del bebé a la altura del hombro. Repita 8 veces.
4. **Levantar los brazos.** Tome las manos del bebé y baje sus brazos a su lado y luego levántelas por encima de su cabeza. Repita 8 veces. Hágalo de nuevo, esta vez alternando los brazos.
5. **Estirar los pies a manos.** Traiga la pantorrilla derecha del bebé a su mano izquierda. Estire la pierna y levante la mano sobre su cabeza para que este estirado. Cambiar de lados. Repita 4 veces. Este ejercicio permite al bebé moverse de manera recíproca a través de dos lados de su cuerpo, movimientos que utiliza cuando gatea.
6. **Abdominales.** Detenga las manos del bebé y lentamente estírelo para que se siente. Si es necesario, apoye su cabeza con una mano mientras sostiene sus manos con la otra mano. Acueste al bebé de nuevo en su espalda. Repita 2-4 veces.

## MATERIALES

Ninguno



## Gross Motor

### Lying on Tummy and Looking Up

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby's back and neck muscles to develop and become stronger.

#### EXPERIENCE

1. Lay the baby on his tummy on a comfortable pad. Place toys and puppets at his eye level. If he does not seem to like this position (and some babies have a definite preference), put yourself at his level. Talk to him. Hold a puppet or toy at his eye level and encourage him to look at it. Make this a "fun" position for the baby to be in. Gradually increase the "tummy time" from one session to the next.
2. Place a mirror in front of the baby and encourage him to look at himself in the mirror.
3. Lay the baby on his tummy with his arms draped over a small exercise roll. Many babies love this position. This will immediately give him a new vista. Encourage him to hold his head up high by holding or placing an interesting toy above him to attract him.
4. Lay the baby on his tummy over a partially deflated, large beach ball, while steadying his trunk with your hands.

**Note:** Watch closely during exercises 3 and 4 so the baby does not slip off the roll or ball.

#### MATERIALS

Comfortable pad; exercise roll such as a small pillow or a rolled up blanket or towel; interesting toys and puppets; mirror; beach ball



# Movimientos Gruesos

## Acostado Boca Abajo y Mirando hacia Arriba

Grupo de Bebes 1  
0-6 meses

### META

Para que los músculos de la espalda y el cuello del bebé se desarrollen y se vuelven más fuertes.

### EXPERIENCIA

1. Coloque al bebé boca abajo sobre un cojín cómodo. Coloque los juguetes y títeres a la vista del bebé. Si parece que no le gusta esta posición (y algunos bebés tienen una preferencia definida), póngase a su nivel. Habla con él. Sostenga un títere o un juguete a su altura de los ojos y alentamos a mirarlo. Haga que la posición en la que este el bebé sea "divertida". Poco a poco aumente el "tiempo boca abajo" de una sesión a otra.
2. Coloque un espejo en frente del bebé y anímelo a mirarse a si mismo en el espejo.
3. Coloque al bebé boca abajo con los brazos envueltos sobre un rodillo pequeño de ejercicio. A muchos bebés les encanta esta posición. Esto inmediatamente le dará una nueva vista. Anímelo a mantener la cabeza en alto deteniendo o colocando un juguete interesante por encima de él para atraerlo.
4. Coloque al bebé boca abajo sobre una parcialmente desinflada, pelota de playa grande, mientras usted estabiliza el tronco del bebé con sus manos.

**Nota:** Vea de cerca durante los ejercicios 3 y 4 para que el bebé no se resbale del rodillo o la pelota.

### MATERIALES

Un cojín cómodo; rodillo de ejercicio como una pequeña almohada o una cobija enrollada o una toalla, juguetes interesantes y títeres; espejo; pelota de playa



## Gross Motor Balancing on a Bolster

Cuddle Crew 1  
0-6 months

### GOAL

For the baby's balancing skills to develop further.

### EXPERIENCE

1. Place the baby on her tummy, lengthwise on a bolster (long pillow or cushion). With one hand on her hip, slowly roll the bolster to the right and then to the left. When your baby is accustomed to the motions, roll the bolster farther toward each side. Help her extend her arms to feel the floor and pause so she has a chance to feel each hand firmly on the floor. Be sure not to roll the bolster so far that her hand gets caught.
2. Do the same thing with just the baby's legs.
3. Now do the same thing with both the arms and the legs touching the floor.
4. Now, with the baby leaning over the bolster in a crosswise position, place an attractive toy such as a puppet by the bolster, and encourage the baby to reach for the toy as the bolster rolls in that direction. Say, "Can you reach the toy?"

**Note:** Use your hands to balance the baby carefully so that she does not slip off the bolster.

### MATERIALS

Bolster, toy



# Movimientos Gruesos

## Mantener el Equilibrio sobre una Almohada

Grupo de Bebes 1  
0-6 meses

### META

Para que las habilidades de equilibrio del bebé se desarrollen aún más.

### EXPERIENCIA

1. Coloque al bebé boca abajo, a lo largo de un soporte (almohada o cojín). Con una mano en la cadera del bebé, poco a poco rodé el soporte a la derecha y luego a la izquierda. Cuando su bebé está acostumbrado a los movimientos, rodé el soporte mas adelante para cada lado. Ayúdelo a extender los brazos para sentir el suelo y hacer una pausa para que tenga la oportunidad de sentir cada mano firmemente en el suelo. Asegúrese de no rodar el soporte tan lejos que su mano se atrape.
2. Haga lo mismo con las piernas del bebé.
3. Ahora haga lo mismo con los brazos y las piernas tocando el suelo.
4. Ahora, con el bebé apoyado en la almohada en una posición transversal, coloque un juguete atractivo, como un títere junto de la almohada, y anime al bebé a alcanzar el juguete mientras la almohada roda en esa dirección. Diga: "¿Puedes alcanzar el juguete?"

**Nota:** Utilice sus manos para equilibrar al bebé con cuidado para que no se resbale del soporte.

### MATERIALES

Un soporte (almohada o cojín), juguete



## Gross Motor

### Placing Weight on Feet

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to place weight on his feet.

#### EXPERIENCE

The baby should gradually be able to put more of his weight on his feet when held in a standing position.

Sit down and stand the baby in your lap. Support him with your hands but encourage him to put his weight on his feet.

Place the baby in a bouncer that allows his feet to touch the floor. Many infants seem to like this position.

**Note:** *Never leave a child unsupervised in a bouncer.*

#### MATERIALS

Bouncer



## Movimientos Gruesos

### Colocando Peso en los Pies

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé coloque peso en sus pies.

#### EXPERIENCIA

El bebé poco a poco debe ser capaz de poner más de su peso sobre sus pies cuando es sostenido de pie.

Siéntese y pare al bebé en sus piernas. Apóyelo con sus manos, pero anímelo a poner su peso en sus pies.

Coloque al bebé en un "brinca-brinca" que permita a sus pies tocar el suelo. A muchos bebés parece que les gusta esta posición.

*Nota: Nunca deje a un bebé sin supervisión en un "brinca-brinca".*

#### MATERIALES

Brinca-brinca





## Gross Motor Rolling Over

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to experience rolling from front to back or back to front.

### EXPERIENCE

Some babies roll over front to back first and others go back to front first. You can use leg crossover exercises with a baby to strengthen the torso muscles needed for rolling.

1. **Front to back:** Position the baby on her tummy. Slowly draw a toy across her field of vision from one side to the other. Then move the toy up and down so she has to look over her shoulder to follow it. In doing so, many babies will roll over to keep the toy in view. Place the baby on her tummy again. Now flex the baby's left knee and fold her right arm under her chest. A turn from front to back may follow automatically.
2. **Back to front:** Lay the baby on her back. Now flex the left hip and raise her left buttock, stretch her right arm out and upward, and then roll her toward the right and onto her tummy.

Rolling over is a skill that infants who are developing typically may master as early as 1 month or as late as 6 months. Don't become impatient and worry if a baby doesn't roll right away. Have fun with the exercises.

### MATERIALS

None



# Movimientos Gruesos

## Dar Vuelta

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé tenga la experiencia de dar vuelta de adelante hacia atrás o de atrás hacia adelante.

### EXPERIENCIA

Algunos bebés dan vuelta de adelante hacia atrás y otros de atrás hacia adelante primero. Usted puede utilizar el cruce de ejercicios para las piernas con un bebé para fortalecer los músculos del torso necesarios para dar vuelta.

1. **Adelante hacia atrás:** Coloque al bebé boca abajo. Despacio pase un juguete a través de su campo de visión de un lado a otro. Luego mueva el juguete hacia arriba y abajo para que tenga que mirar por encima de su hombro para seguirlo. De este modo, muchos bebés darán la vuelta para mantener el juguete a la vista.

Coloque al bebé boca abajo otra vez. Ahora doble la rodilla izquierda del bebé y doble su brazo derecho debajo de su pecho. Una vuelta de adelante hacia atrás puede seguir de forma automática.

2. **Atrás hacia delante:** Acueste al bebé en su espalda. Ahora doble la cadera izquierda y levante el trasero izquierdo, estire su brazo derecho hacia arriba, y luego déle vuelta hacia la derecha para que la coloque en su estomago.

Dar vuelta es una habilidad que los niños que se están desarrollando normalmente pueden dominar tan pronto como un mes o tan tarde como 6 meses. No se impaciente y se preocupe si el bebé no se da vuelta de inmediato. Diviértase con los ejercicios.

### MATERIALES

Ninguno



## Gross Motor Sitting

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to progress toward sitting upright.

### EXPERIENCE

Sit on the floor for a short time with the baby sitting between your legs. Your presence gives the baby a safe feeling, and you can catch him if he begins to waver in this position.

After the baby can sit fairly well on his own but is still not totally ready for independent sitting, prop him up with firm pillows. Put some interesting toys around him to make sitting more fun.

Another way to support a baby is to line a firm box or laundry basket with pillows in such a manner that the baby is supported while sitting.

**Note:** *Be sure to stay close by with these activities.*

### MATERIALS

Firm pillows, box or laundry basket, toys



# Movimientos Gruesos

## Sentarse

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé progrese hacia sentarse en posición vertical.

### EXPERIENCIA

Siéntese en el piso por un corto tiempo con el bebé sentado entre sus piernas. Su presencia le da al bebé una sensación de seguridad, y usted puede agarrarlo si empieza a flaquear en esta posición.

Después de que el bebé pueda sentarse bastante bien por si mismo, pero todavía no está totalmente listo para estar sentado solo, apóyelo con almohadas firmes. Ponga unos juguetes interesantes a su alrededor para hacer más divertido sentarse.

Otra forma de apoyar a un bebé es de alinear una caja firme o un canasta de ropa con almohadas de tal manera que el bebé se apoye al estar sentado.

**Nota:** *Asegúrese de estar cerca con estas actividades.*

### MATERIALES

Almohadas firmes, una caja o canasta de ropa, juguetes



## Gross Motor Preparing to Crawl

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to experience more freedom of movement in preparation for crawling.

### EXPERIENCE

Put the baby on a firm pillow or bolster and encourage her to scoot over it. This will teach the baby how it feels to have her trunk lifted off of the floor.

Place the baby on a smooth floor (laying face down or on her hands and knees), and put your hand against her feet when she pulls them up under her. When she extends her legs, she will slide forward.

Let the baby crawl over your legs when you are sitting on the floor. Many infants can easily scoot this way.

### MATERIALS

Pillow or bolster



# Movimientos Gruesos

Prepararse para Gatear

Grupo de Bebes 1  
0-6 meses

## META

Para que el bebé tenga la experiencia de más libertad de movimiento en la preparación para gatear.

## EXPERIENCIA

Ponga al bebé sobre una almohada firme o un soporte y anímelo a moverse sobre el. Esto enseñará al bebé cómo se siente tener su cuerpo levantado del suelo.

Coloque al bebé sobre una superficie lisa (boca abajo o en las manos y las rodillas), y ponga su mano sobre sus pies cuando el las estire para arriba debajo de el. Cuando extienda sus piernas, el se deslizará hacia adelante.

Deje que el bebé gatee sobre sus piernas cuando usted esté sentada en el suelo. Muchos bebés pueden fácilmente moverse de esta manera.

## MATERIALES

Almohada o soporte



# Introduction

## Cuddle Crew

### INTRODUCTION

In our Cuddle Crew classes we encourage parent –child bonding. Bonding is essential for a baby. Bonding with your baby is probably one of the most pleasurable aspects of infant care. If you and your partner both hold and touch your infant frequently, your little one will soon come to know the difference between your touches. Touch becomes an early language as babies respond to skin-to-skin contact. It's soothing for both you and your baby while promoting your baby's healthy growth and development.

### INFORMATION

- The Curriculum used for this class is called: Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers.
- Parents receive activity sheets to help with their infants growth and development.
- Parents usually receive up to 8 activities per month for each of the areas of development being reviewed in class.
- The instructor models the first activity for parents. Parents are then able to do some activities in class with their infant and receive assistance from the instructor if needed. All materials needed for activities are provided in class.
- Parents will take all activities home to put in practice for the month and to interact with their infant.
- Each month there is a different area of development that is presented to parents.

### AREAS OF DEVELOPMENT

The areas of development we review are:

- **Communication:** Having back-and-forth communication between infant and caregiver, matching infants' coos and babbles, promote gestures and fist words, encourage reading to babies, etc.
- **Gross Motor:** Exercising, lying on tummy and looking up, rolling over, sitting, bouncing and rocking pulling up, ball rolling. etc.
- **Fine Motor:** Holding objects, mouthing, grasping objects in two hands, shaking and banging toys, realizing toys on purpose, activating cause-and-effect toys, throwing and dropping, etc.
- **Intellectual:** Looking, tracking objects, introducing color, imitating, taking rings off spindle, learning object functions, finding things, etc.
- **Discovery:** Using all of the senses, massaging, feeling textures, listening to sounds, exploring a texture box, etc.
- **Social:** Imitating facial expressions, looking in mirror, laughing, playing peek a boo, expressing feelings, playing back-and-forth games, waving "bye-bye" and saying, "hi", blowing a kiss, exploring body parts, pretending, etc.

### WRAP-UP

- Parents will receive 5 Baby Bucks for attending each class.
- Parents have the opportunity to socialize with other parents that have infants with same age range.
- It's ok if your baby goes to sleep in class. Parents will be able to take activities home.
- If parents have older siblings, child care will be provided while mother and infant are in class.
- We are open to suggestions to help us reach the needs of parents.



# Introducción

## Grupo de Bebes

### INTRODUCCIÓN

En las clases infantiles de apego se fomenta el apego de padres con sus hijos. El apego es esencial para un infante. El apego y el cuidado de su bebe son probablemente los aspectos mas placenteros de esta etapa. Cuando su pareja y usted abrazan y tocan a su infante con frecuencia, su pequeñín pronto reconocerá la diferencia de sus toques. El tocar se convierte en comunicación temprana y así es como sus bebes responden al contacto de piel a piel. Es relajante para los padres el estar promoviendo buena salud, y buen desarrollo y crecimiento para su bebe.

### INFORMACIÓN

- El currículo que se utiliza para esta clase se llama: "Principios Hermosos." El currículo de desarrollo es para infantes y pequeñines.
- Los Padres reciben información de actividades para ayudarles con el crecimiento y desarrollo de sus infantes.
- Los Padres usualmente reciben 8 actividades de sugerencia por mes de cada una de las áreas de desarrollo que son parte del tema de la clase.
- La instructora presenta y modela la primera actividad a los padres. Después los padres tienen la oportunidad de hacer algunas de las actividades durante el tiempo que están en clase y cuentan con el apoyo de la instructora si es necesario. Todos los materiales necesarios están disponibles para usarse durante la clase.
- Los padres pueden llevarse la información de actividades a sus hogares para poner en practica por el resto del mes y así mantener buena interacción con sus bebes.
- Cada mes se presentan diferentes áreas de desarrollo a los padres.

### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

- **La comunicación:** tener una comunicación reciproca entre el infante y la proveedora, el imitar sonidos, copear gestos, y mover el puño de la mano motiva a que los infantes aprendan comunicación temprana.
- **Los Movimientos de Motriz Fina:** sostener objetos, usar el tacto, curiosar y activar juguetes de causa y efecto. El tocar juguetes con las dos manos, golpear, aventar y dejar caer juguetes.
- **Los Movimientos de Motriz Amplios:** Es el ejercicio de, acostarse boca abajo y mirar hacia arriba, el rodar hacia los lados, sentarse, rebotar, mecerse, y jalarse hacia arriba.
- **Intelectual:** mirar, distinguir objetos, poner y quitar aros del eje, aprender la función de los objetos, y buscar cosas.
- **Descubrir:** Usan todos los sentidos, masajes, textura del tacto, escuchar sonidos, y explorar la textura de una caja.
- **Social:** Imitar expresiones faciales, mirar al espejo, saludar y decir adiós despidiéndose moviendo las manos, decir "hola" aventar un beso, explorar partes del cuerpo, y jugar a usar la imaginación.

### AL-FINAL

- Los padres recibirán un cupón del valor de 5 "Baby Bucks" por cada vez que asistan a la clase de infantes.
- Los padres tendrán la oportunidad de socializar con otros padres con infantes de la misma edad.
- Si es permitido que los infantes se duerman durante la hora de la clase. Los padres podrán llevarse la información de actividades a sus hogares.
- Si los padres tienen más pequeñines y necesitan cuidado de niños. El personal les ofrece cuidado de niños durante la que están participando en clase con su infante.
- Sus sugerencias son bienvenidas para ayudarles en sus necesidades.





## Gross Motor Bouncing and Rocking

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to experience self-bouncing and self rocking. Self-bouncing and rocking give baby a sense of motor effectiveness (i.e., a sense that “I can make this happen!”) and they reward motion.

### EXPERIENCE

Babies find bouncing and rocking great fun, especially when they can make these actions themselves.

Put baby in a bouncer or activity rocker. Such an apparatus allows the baby to initiate the motion of rocking. Stay close as she bounces. Help her make the motion if she doesn't seem to do it spontaneously.

Play bouncing games with baby on your knee, such as, “Ride a cock-horse, to Banbury Cross, to see an old lady upon a white horse. Rings on her fingers, and bells on her toes, she shall have music wherever she goes.” Later, move baby to your ankle and bounce more vigorously.

Some children take to bouncing activities and others don't seem to like them. If your child isn't excited about the bouncing, try it later.

**Note:** Carefully observe pound restrictions on bouncer chairs and rockers. These are typically not appropriate for babies older than 1 year of age.

### MATERIALS

Bouncer, baby activity rocker



# Movimientos Gruesos

## Saltar y Mecerse

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé tenga la experiencia de saltar y mecerse solo. Saltar y mecerse le dan al bebé un sentido de eficacia del motor (es decir, la sensación de que "puedo hacer que esto suceda!") y que recompensa el movimiento.

### EXPERIENCIA

Los bebés encuentran saltar y mecerse muy divertido, especialmente cuando pueden hacer estas acciones ellos solos.

Ponga al bebé en un "brinca-brinca" o en una mecedora. Este aparato permite que el bebé inicie el movimiento de mecerse. Manténgase cerca mientras brinca. Ayúdele hacer la moción si no parece que lo hace de forma espontánea.

Juegue juegos de brincar con el bebé en su rodilla y cántele canciones como, "Todos los domingos con papito voy a los caballitos y una vuelta doy." Más tarde, mueva al bebé a su tobillo y salte con más fuerza.

Algunos niños les gustan las actividades de brincar y otros no parece que les gusta. Si su hijo no está muy interesado en brincar, inténtelo más tarde.

*Nota: Observe cuidadosamente las restricciones de libras en los brinca-brincas y las mecedoras. Estas no suelen ser adecuadas para los bebés mayores de 1 año de edad.*

### MATERIALES

Brinca- brinca, mecedora para bebés



## Gross Motor Turning and Stretching

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to build torso muscles and confidence in moving.

### EXPERIENCE

Begin with baby in a sitting or crawling position. Put toys slightly out of her reach and encourage her to reach and stretch for them. You may use an apparatus on which the toy is hung slightly out of reach so baby needs to stretch a little to grasp the toy.

When she is sitting, dangle a toy on a short ribbon and encourage her to reach and stretch.

Invite her to grasp the end of a stretchy piece of material. An old sock works well. Pull on the other end and encourage her to pull her end. This tugging will help her to use her arm and shoulder muscles. Don't let go of the fabric too quickly or it will snap her.

For a child who is not yet crawling, put an attractive toy just out of her reach. Encourage her to scoot and stretch to get the toy.

### MATERIALS

Toys on short ribbons, stretchy material such as a sock, apparatus for sitting where toy is hung above baby's eye level to encourage reaching



## Movimientos Gruesos

### Dar Vuelta y Estirarse

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé desarrolle los músculos del torso y la confianza en el movimiento.

#### EXPERIENCIA

Comience con el bebé en la posición de sentado o gateando. Ponga juguetes un poco fuera de su alcance y anímelo a alcanzar y estirarse para agarrarlos. Usted puede usar un aparato en el que se cuelga el juguete un poco fuera de su alcance para que el bebé necesite estirarse un poco para agarrar el juguete.

Cuando el bebé este sentado, cuelgue un juguete en un listón cortó y anímelo a alcanzarlo y a estirarse.

Invite al bebé a agarrar el final de una pieza de material elástica. Un calcetín viejo funciona bien. Jale el otro extremo y anímelo a que jale su lado de el. Este estirón le ayudará a utilizar su brazo y los músculos del hombro. No deje ir el material demasiado rápido o de lo contrario lo golpeará.

Para un bebé que todavía no gatea, ponga un juguete atractivo fuera de su alcance. Anímelo a estirarse y gatear para agarrar el juguete.

#### MATERIALES

Juguetes en un listón, materiales elásticos como un calcetín, aparatos para que se siente donde el juguete se cuelga sobre el nivel del ojo del bebé para animarlo a alcanzarlo



## Gross Motor Pulling Up

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn to pull herself up.

### EXPERIENCE

Help the baby get the feeling of being on her feet by pulling herself up during play.

Give the baby the opportunity to pull herself to her feet by grasping a dowel rod.

Put her near low furniture when sitting so she can pull herself up when she is ready to try it on her own.

**Note:** *Protect her so that she does not slip.*

### MATERIALS

Dowel rod



## Movimientos Gruesos Estirarse para Arriba

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda a estirarse para arriba.

### EXPERIENCIA

Ayuda al bebé agarrar la sensación de estar en sus pies, estirándose a sí misma durante el juego.

Dé al bebé la oportunidad de ponerse de pie sujetando una vara de la clavija.

Ponga al bebé cerca de muebles bajos cuando este sentado para que pueda estirarse para arriba cuando este dispuesto a intentarlo por su cuenta.

*Nota: Proteja al bebé para que no se resbale.*

### MATERIALES

Vara de la clavija



## Gross Motor Playing Crawling Games

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to sit and crawl in different ways.

### EXPERIENCE

Let baby crawl in (or sit in, if not crawling yet) boxes and laundry baskets.

Let baby crawl in a carpet-covered barrel or play tunnel. If you don't have one, make one with blankets and furniture.

Make an obstacle course with foam shapes or boxes and pillows. Create ways for baby to go high, low, in, out, over, and under spaces.

Roll a toy under a table and encourage baby to get it. Or, move an attractive toy around so baby needs to move to find it. Laugh when she finds the toy and have fun with this.

Grab baby by her legs. When she pulls to get away, tug a little and then let her go. Make her work a little to get away (as long as it is fun for her).

Sit by baby and when she leans on you, act like you are falling over. Laugh and tell her she pushed you over. Sit up and let her do it again.

Play crawling Peekaboo. Move around the room, playing Peekaboo from each new place. Encourage the baby to look for you, play Peekaboo, and crawl to join you in each new place.

### MATERIALS

Boxes, laundry basket, tunnel, foam-covered shapes and materials, pillows, blankets, balls, interesting toys



# Movimientos Gruesos

## Jugar Juegos de Gatear

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé se siente y gatee de diferentes maneras.

### EXPERIENCIA

Deje que el bebé gatee en (o se siente en, si todavía no gatea) cajas y canastas para la ropa.

Deje que el bebé gatee en un barril cubierto de alfombras o un túnel de juego. Si no tiene uno, haga uno con cobijas y muebles.

Haga una pista con obstáculos usando formas de esponjas o cajas y almohadas. Crie maneras para que el bebé vaya alto, bajo, adentro, afuera, sobre, y por debajo de los espacios.

Rodé un juguete debajo de una mesa y anime al bebé a que lo agarre. O, mueva un juguete atractivo para que el bebé necesite moverse para encontrarlo. Ríase cuando encuentre el juguete y diviértase con esto.

Agarre al bebé por las piernas. Cuando se estire para escaparse, estire un poco y luego déjelo ir. Haga que trabaje un poco para escaparse (siempre y cuando sea divertido para el).

Siéntese junto del bebé y cuando se apoye en usted, actúe como si se va a caer. Ríase y dígame que el la empujó. Siéntese y deje que lo haga de nuevo.

Juegue gateando Peekaboo. Muévase por la habitación, jugando Peekaboo por cada lugar nuevo. Anime al bebé a buscarla, a que juegue Peekaboo, y a gatear para unirse a usted en cada nuevo lugar.

### MATERIALES

Cajas, una canasta para ropa, túnel, formas y materiales de esponja, almohadas, cobijas, pelotas, juguetes interesantes





## Gross Motor Exercising

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to develop strength, flexibility, and balance.

### EXPERIENCE

The following exercises build strength and gross motor skills.

Partially deflate a large beach ball. While helping the baby balance, lay him on his back on the ball. Gently roll the ball back and forth, which encourages baby to lift his head and torso to maintain his balance. Do the same with the baby on his tummy.

Using a smaller beach ball, roll baby face forward until he catches himself with his hands. Somersault him over or let him walk over on his hands.

Put the baby on an appropriate surface (e.g., safe table, carpeted floor) with his hands on the surface and encourage him to walk on his hands wheelbarrow fashion while you support his torso. When he can do this, move your hands to his hips, knees, and then ankles.

Lay the baby lengthwise on a large bolster. Roll the bolster to the left and right as baby reaches out to correct imbalances.

**Note:** Always make sure the baby is able to breathe properly.

### MATERIALS

Oversized beach ball, regular beach ball, bolster



# Movimientos Gruesos Ejercicios

Grupo de Bebes 2  
6-12 meses

## META

Para que el bebé desarrolle fuerza, flexibilidad y equilibrio.

## EXPERIENCIA

Los siguientes ejercicios construyen fuerza y las destrezas de movimientos gruesos.

Parcialmente desinfe una pelota de playa grande. Mientras que ayuda al equilibrio del bebé, acuéstelo de espaldas sobre la pelota. Gire suavemente la pelota hacia adelante y hacia atrás, lo cual anima al bebé a levantar la cabeza y el torso para mantener el equilibrio. Haga lo mismo con el bebé en su estomago.

Usando una pelota de playa más pequeña, gire la cara del bebé hacia adelante hasta que se agarre con las manos. Haga una voltereta sobre él o deje que camine sobre la pelota con sus manos.

Ponga al bebé en una superficie adecuada (por ejemplo, una mesa segura, piso alfombrado) con las manos del bebé en la superficie anímelo a caminar con sus manos de manera de carretilla mientras usted apoya su torso. Cuando puede hacer esto, mueva las manos de usted a las caderas del bebé, las rodillas, y luego los tobillos.

Acueste al bebé a lo largo de una almohada grande. Gire la almohada a la izquierda y a la derecha mientras el bebé alcanza a corregir los desequilibrios.

*Nota: Asegúrese de que el bebé pueda respirar correctamente.*

## MATERIALES

Pelota grande de playa, pelota de playa regular, almohada



# Gross Motor

## Crawling Up and Down Stairs

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn to crawl up stairs and to come down the stairs.

### EXPERIENCE

1. **Crawling up stairs:** Put the baby on the steps and stay with him while he learns to climb. Watch to see that he doesn't turn around or lose concentration as he goes. Later, you might put a gate on the third step so that the baby cannot go too high. The baby can then practice climbing on his own fairly safely.

You can also purchase or make a set of small steps. Many of the various rocking boats available commercially flip over to a stair side that is low, safe, and great for practice. Low footstools and boxes can also be used for climbing practice.

2. **Crawling down stairs backwards:** Position baby on the stairs in a crawling position. Turn him so his feet come down the steps first, the safest way for a baby to navigate stairs independently. Only allow him to come down the stairs in this fashion. Whenever he starts to come down any other way, turn him around so he understands this is the way to come down stairs.

Help the baby turn himself around to get off a bed, hassock, small box, or imitation stairs. Soon he will learn to always turn himself around, and you will feel more comfortable that he knows how to lower himself.

**Note:** Always supervise an infant on elevated furniture or stairs.

### MATERIALS

Steps, low objects to climb on



# Movimientos Gruesos

## Subir y Bajar las Escaleras

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda a subir y bajar las escaleras.

### EXPERIENCIA

- Subiendo por las escaleras:** Ponga al bebé en los escalones y quédese con él mientras él aprende a subir. Mire a ver si él no se voltea o pierde concentración a medida que avanza. Más tarde, puede poner una puerta en el tercer escalón para que el bebé no pueda ir demasiado alto. El bebé entonces podrá subir las escaleras solo para practicar porque será bastante segura.  
También usted puede comprar o hacer una serie de pequeños escalones. Muchos de los varios bancos mecedoras disponibles comercialmente se voltean a un lado que tienen escaleras que son bajas, seguras, y excelentes para practicar. Escabeles bajos y cajas también se pueden utilizar para practicar escalando.
- Bajando por las escaleras al revés:** Ponga al bebé en las escaleras en una posición para gatear. Volteé al bebé para que sus pies vengán abajo del escalón primero, la manera más segura para un bebé navegar las escaleras solo. Sólo permítale bajar las escaleras de esta manera. Cuando comienza a bajar de otra manera, voltéelo para que el entienda que este es la manera para bajar las escaleras.

Ayuda al bebé a voltearse para bajarse de una cama, cojín, pequeña caja, o las escaleras de imitación. Pronto aprenderá a dar la vuelta solo, y usted se sentirá más cómoda que sabe bajarse solo.

*Nota: Siempre supervise a un bebé en los muebles altos o escaleras.*

### MATERIALES

Escalón, objetos bajos para trepar



## Gross Motor Ball Rolling

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn to push a ball and to play another give-and-take game.

### EXPERIENCE

Encourage baby to sit with her legs spread apart. Sit facing her in the same position. Roll a small ball to her, saying "ball," and encourage her to roll it back to you. You may need to guide her hands to push the ball the first several times. Experiment with what is the best sized ball for your baby.

Sing a song about rolling the ball to the baby, whether you make it up yourself or know another one. "I roll the ball to \_\_\_\_, she rolls it back to me." Repeat the song until the baby becomes familiar with it.

### MATERIALS

Small, medium, and large balls



## Movimientos Gruesos

### Rodar la Pelota

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé aprenda a empujar una pelota y jugar un juego de dar-y-tomar.

#### EXPERIENCIA

Anime a su bebé a sentarse con las piernas separadas. Siéntese frente a él en la misma posición. Rodé una pelota pequeña a él, diciendo "pelota", y anímelo a rodarla de nuevo a usted. Puede que tenga que guiar sus manos para empujar la pelota las primeras veces. Experimente para ver cual es el mejor tamaño de una pelota para su bebé.

Cante una canción acerca de rodar la pelota al bebé, si usted se sabe una canción o la inventa. "Yo voy a rodar la pelota a \_\_\_\_, el me la va a rodar para atrás a mi. " Repita la canción hasta que el bebé se familiarice con ella.

#### MATERIALES

Pelotas pequeñas, medianas y grandes



## Gross Motor Walking with Support

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to experience standing and walking in a natural way.

### EXPERIENCE

Arrange some boxes and chairs so that they are a few inches apart. (Spread the chairs farther apart as baby gets older.) Play a game in which you put a toy on one of the chairs or boxes and then let baby throw the toy off. Then pick up the toy and move it to another chair or box. Encourage him to go get the toy and throw it off again.

Get a wagon or activity walker. Let the baby push it to walk, if she is interested.

### MATERIALS

Boxes and chairs arranged in a trail, small and interesting toys, toy such as a wagon or activity walker that supports child while he walks



## Movimientos Gruesos

### Caminando con Apoyo

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé tenga la experiencia de pararse y caminar de una manera natural.

#### EXPERIENCIA

Organizar unas cajas y sillas para que estén a unos cuantos centímetros de distancia. (Separe las sillas más alejadas como el bebé vaya creciendo.) Juegue un juego en el que usted pone un juguete en una de las sillas o cajas y luego deje que el bebé tire el juguete al suelo. Luego recoja el juguete y muévalo a otra silla o caja. Anímelo a ir a agarrar el juguete y que lo tire de nuevo.

Agarre un vagón o un andador. Deje que el bebé lo empuje para caminar, si el está interesado.

#### MATERIALES

Cajas y sillas acomodadas en un caminito, juguetes pequeños e interesantes, un juguete como un vagón o andador que apoye al niño mientras camina





# Winter: Bear Hand Print

## Family Storytime

### OVERVIEW

In this class children will learn about winter and polar bears. They will participate in an interactive reading activity and extend the learning with a corresponding hands-on art project. At the conclusion of the class, families will have the opportunity to share reading time together, choosing from a library of books related to the winter learning theme.

### INFANT & TODDLER SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #11 SSD11 – Interactions with Peers • DRDP I&T - #12 SSD12 – Relationship with Familiar Peers • DRDP I&T - #13 SSD13 – Social Understanding • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #20 COG1 – Cause and Effect • DRDP I&T - #29 COG10 – Classification and Matching • DRDP I&T - #30 COG11 – Space and Size

### PRESCHOOL AGED SKILLS

• DRDP PS - #7 SSD7 – Relationship with Adults • DRDP PS - #8 SSD8 – Cooperative Play with Peers • DRDP PS - #12 SSD12 – Shared Use of Space and Materials • DRDP PS - #16 LLD4 – Language in Conversation • DRDP PS - #17 LLD5 – Interest in Literacy • DRDP PS - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adults • DRDP PS - #19 LLD7 – Concepts about Print • DRDP PS - #27 COG1 – Cause and Effect • DRDP PS - #34 MATH4 – Classification • DRDP PS - #35 MATH5 – Measurement

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Hush Little Polar Bear by: Jeff Mack
- Spanish Book: El Gran Oso Polar por: Jack Tickle
- White washable paint
- Blue construction paper
- Black marker
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place white paint into containers and place on each activity table.
- Place blue construction paper at each child's place setting to indicate that it is a workspace.
- Place black sharpie pens at each activity table.
- Place winter themed library books in classroom for use during the family book sharing portion of the class.
- Prepare give-away books (English/Spanish) for distribution at the end of class.

### INTRODUCTION

- Ask parents and children to sit in a circle on the carpet.
- Introduce the topic of winter to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the winter season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during winter. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe what you might wear in the winter that you would not wear in the summer, what sports are played in the winter and how the earth looks different in the winter than it does in the spring or summer.
- Ask families what are some of the things they like to do when it is cold outside? Go to the snow, drink hot chocolate, etc?

### ACTIVITY #1

#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book (front cover, back cover, spine).
- Ask the children if they can predict what the book will be about.
- Based on the cover children should predict that the book will be about a polar bear or snow. Activate prior knowledge by asking the children what they know about polar bears. Let them know polar bears live in cold environments.
- Lead the class into a discussion about bears. The color of bears, the size, etc.
- Finally read the book to the children.
- As you read the story engage the children by:
  - Discussing any new and unfamiliar words during the story.
  - Asking questions such as:
    - What is going on in the story?
    - What do they see?
    - What is going to happen next?

### ACTIVITY #2

#### Hands-on Art Activity:

- Let children know they will be creating a polar bear craft activity.
- Ask parents to help by painting the palm of their child's hand white.
- Instruct children to make a handprint on the construction paper (upside-down).
- Using fingers and white paint, tell children they can make some snow on the ground and snowflakes in the air.
- Also, you might add a fingerprint for a tail on the bear's body.
- When dry, tell parents that they can finish the project by using a marker to outline the bear and to draw in a face and claws.



### ACTIVITY #3

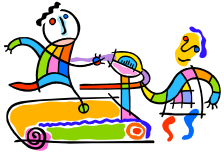
#### Family Book Sharing:

- Encourage children to choose a book from the bookshelf and to share it as a family. Each family can find a quiet place in the center to share books that address the topic of winter.

### TALK ABOUT IT

Ask families to go back to the rug or carpet to discuss the following:

- What do you like about winter? Why?
- What new things have you learned about winter today?
- How is winter different from fall?
- Inform families that before leaving, all children (under the age of 10) can choose a book from the give-away bookshelf to enjoy at home.



# Winter: It's Snowing

## Motor Movements

### OVERVIEW

In this activity children will learn that exercising is part of healthy habits thru play, singing, and dancing. Children will move and stretch their bodies using different props. Children will also experience the concepts of: participating in class, following directions, and taking turns.

### SKILLS

• DRDP - #5 SSD5 – Taking Turns • DRDP - #12 SSD12 – Shared Use of Space and Materials • DRDP - #13 LLD1 – Comprehension of Meaning • DRDP - #14 LLD2 – Following Increasingly Complex Instructions • DRDP - #35 MATH4 – Measurement • DRDP - #38 PD1 – Gross Motor Movement • DRDP - #39 PD2 - Balance • DRDP - #42 HLTH2 – Healthy Lifestyle • DRDP - #43 HLTH3 – Personal Safety

### MATERIALS & PREPARATION

#### MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Hula hoops
- Boxes
- Tables
- Step stools
- Exercise tunnel
- Paper plates
- Various balls

#### PREPARATION:

- Prepare all materials and CD of selected songs.

### INTRODUCTION

#### Greet & Welcome Children:

- Instruct children to sit around in a circle. Introduce yourself, and ask each child to announce to their friends what their name is. After all children have introduced themselves, let them know that today we are going to talk about the importance of exercise.
- Explain that exercise is moving our bodies, thru playing, walking, dancing, stretching, jumping, hopping, and by doing sports like; soccer, football, baseball, and basketball.
- Ask children what kinds of exercise they like to do at home, at school, or at the playground?

#### Explain Safety Rules:

- Please ask children to listen at all times and follow instructions, ask children to respect other child's personal space, and if running is part of the activity, be very careful - do not bump other children or horse play in the classroom.

**ACTIVITY #1****Warm Up:**

- Have children make a circle. Give each child a colorful scarf, and explain to them that they will be getting their bodies ready to move by playing with their scarf and following the instructions provided by the teacher.
- Set the distance perimeter for the children by modeling to them where the end of the carpet, rug, or wall is, so that they understand the commands that will be given.
- Begin the music. As you give the following commands, move your arms in circles, inwards, upwards, downwards, left and right. Model for the child each command:
  - A. "Walk side ways,"
  - B. "Take tiny step."
  - C. "Walk backwards"
  - D. "Take uneven steps"
  - E. "Freeze"
  - F. "Fall to the floor"
  - G. "Rise up"
  - H. "Hop on one foot"
- When you are done, ask children how they feel? Ask if they are ready to get their bodies moving? Instruct children to advance to the next activity.

**ACTIVITY #2****Music and Movement:**

- Let children know that we will be dancing and moving our bodies. Instruct children to follow along and to copy your movements as we sing the song/listen to the song together.
- Suggested songs:
  - English – Cloudy Day
  - Spanish – Invierno

**ACTIVITY #3**

**Gross Motor Activity (Walk, Run, Hop, Gallop, Skip):** Gross motor skills are physical skills that involve large muscle groups. Walking, jumping, leaping and climbing are just some examples of gross motor skills that children must work on to perfect.

- **Obstacle Course:**
  - Set up an obstacle course with objects such as shoe boxes to jump over, tables to crawl under, step stools to jump from, hoops to jump in, and exercise tunnels to crawl through.
  - Ask children to make a single file line and to wait until the music starts to begin the obstacle course. Let children know that when they have finished the course, they should get in the back of the line to repeat the course again.
  - Instruct children to use various methods of movements between obstacles, such as tiptoeing, bouncing or skipping.
  - Tell children that when the music stops, it is time to "freeze" until they hear the next set of instructions.

**ACTIVITY #4**

*This activity can be done if time permits.*

**Gross Motor Activity:**

- **Paper Plate Skating:**
  - Give each child two paper plates.
  - Demonstrate how the children can use the paper plates as skates to skate around the room (on the carpet).
  - Tell children that when the music begins, they can use their new "skates" to pretend that they are ice skating around the room.
  - Tell children that when the music stops, it is time to "freeze" until they hear the next set of instructions.

**ACTIVITY #5**

**Hand/Eye Coordination Activity (Catch, Carry, Throw, Kick, Lift):** These activities focus on the coordination of small muscle movements which occur in body parts such as the fingers, toes, and wrists, usually in coordination with the eyes.

- **Roll the Ball**
  - Ask children to sit down with their legs wide open (or in "criss, cross, applesauce if you have limited space).
  - Explain the activity of having each child take turns passing a ball to another child. When the other child receives the ball, instruct that child to take a turn and pass it to someone new.
  - Explain the different ways of passing the ball by; handing, rolling, and softly bouncing.
  - Play music in the background as children are completing the activity.
  - Have children do three cycles depending on group size.

## ACTIVITY #6

### Cool Down:

- Bending:
  - Toe Touch: Ask children to stand with feet apart and knees slightly bent. Instruct children to bend forward and try to touch their ankles or their toes. Ask them to walk their fingers up their legs. Repeat.
- Stretching:
  - Shoulder Shrugs and rolls: Ask children to shrug their shoulders up and down. Repeat. Ask children to roll their shoulders forward and backward. Repeat
- Twisting:
  - Belly Button Circles: Ask children to pretend their belly button is the middle of a circle. Do three circles to the right and then three circles to the left as if using a hula hoop. Repeat the belly button circles, but this time start with three circles to the left then three circles to the right.

## TALK ABOUT IT

### Have children to sit down in the carpet to discuss the following:

- Ask children if they can remember the class activities they did today?
- Tell children that doing exercise in fun ways is good for our bodies and it helps to build strong muscles and to be healthy!
- Talk to children about what exercises they could do at home indoors and outdoors.



## Winter: Music & Movement Songs

## Motor Movements

### ENGLISH

#### Cloudy Day

The day is cloudy and the wind is bold. Dress up warmly, you mustn't get cold!  
Put on your coat and zip it up tight, put on your left boot, put on your right.  
Put on your scarf and put on your hat, put on your mittens and clap-clap-clap!  
Go outside and play and play.  
Come in again, and then we'll say-  
Take off your coat that was zipped up tight,  
take off your left boot, take off your right.  
Take off your scarf, take off your hat,  
take off your mittens, and then take a nap!

Note: Act out which body part each object goes to while you sing.

### SPANISH

#### Invierno

Por campos y valles que hay bajo el sol, se acerca un viejito huraño y barbón.  
Es el invierno que vuelve otra vez  
con su blanca capa de nieve tras él.  
La noche es muy larga, mejor es dormir y en nuestra cama soñar  
con el osito que allá entre la nieve de invierno se pone a jugar.  
Pero al cabo a mí me gusta el frío  
y me río con esta canción.  
Si el viejito quiere mandar nieve,  
que la mande de limón.  
Y si tú quieres venir conmigo, trae tu gato, vamos a pasear.  
Si el gatito tiene mucho frío,  
¡lo pondremos a bailar!



# Winter: Snowman Friend

## My 5 Senses

### OVERVIEW

In this activity children will learn about winter through their 5 senses. Children will listen to a story about winter, explore their 5 senses with the help of winter items and do a snowman activity.

### SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Familiar Adults
- DRDP I&T - #14 LLD1 – Language Comprehension
- DRDP I&T - #16 LLD3 – Communication of Needs, Feelings, and Interests
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #23 COG4 – Memory
- DRDP I&T - #25 COG6 – Curiosity

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Winter by: JoAnn Early Macken
- Spanish Book: Invierno por: JoAnn Early Macken
- Bells
- Snow (1 scoop of Insta-Snow powder and 2 ounces of water)  
Link for Instant Snow:  
<http://www.stevespanglerscience.com/product/instant-snow>
- Air freshener deodorants-royal pine
- Ginger bread/cookies
- Snow man picture without eyes, nose, mouth, or hands
- Markers (colors of your choice)
- Search and Find worksheet

#### PREPARATION:

- Make a sample of snowman activity.
- Make copies of Search and Find worksheets
- Make snowman picture for use during introduction
- Prepare station for each sense:
  - **Hearing:** Shaking bells
  - **Sight:** Identification of the color of snow
  - **Touch:** Children can feel the snow
  - **Taste:** Invite children to taste items made with ginger
  - **Smell:** Invite children to smell the royal pine

### INTRODUCTION

5 Minutes

- Explain to children that seeing; hearing, smelling, tasting, and feeling are the five senses.
- Tell children that people use their senses to learn about the world.
- Introduce topic to students: Winter
- Tell the children that today they will learn about winter through their five senses. Ask them to help you name some signs that let us know that we are in the season of winter (snow, snowman, cold weather, pine trees, holiday music, bells, and holidays).
- Use a snowman drawing to introduce children to the five senses.
- Show them a picture of a snowman without eyes, ears, mouth, nose, or hands.
- Ask children to think about the important features that the snowman is missing.
- Prompt them to suggest that the snowman needs eyes.
- Ask a child to come up and help you draw the eyes on the snowman with a marker. Then ask the child why we need eyes?
- Follow the same procedure and ask another friend to add ears, nose, mouth, and hands.

### ACTIVITY #1

10 Minutes

#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read book, engaging children in the story by asking questions, or pointing out new words.

<p><b>ACTIVITY #2</b></p> <p>5 Minutes</p>	<p><b>Sing and Dance:</b>          Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.</p> <ul style="list-style-type: none"> <li>• English – Snow Ball</li> <li>• Spanish - Canción Del Invierno</li> </ul>
<p><b>ACTIVITY #3</b></p> <p>15 Minutes</p>	<p><b>Sensory Stations:</b>          Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> <li>○ <b>Hearing station:</b> Children can shake the bells to listen to the sound they make.</li> <li>○ <b>Sight station:</b> Children can look at the snow and name its color.</li> <li>○ <b>Touch station:</b> Children can feel the snow and tell their parent how it feels (soft, cold, etc).</li> <li>○ <b>Taste station:</b> Children will taste ginger bread and ginger bread cookies. Parents can ask how it tastes.</li> <li>○ <b>Smell station:</b> Children can smell the royal pine. Parents can ask how does it smell and see if they can guess what is it.</li> </ul>
<p><b>ACTIVITY #4</b></p> <p>5 Minutes</p>	<p><b>Search and Find:</b></p> <ul style="list-style-type: none"> <li>• Invite children to complete the Spot the Difference worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations.</li> <li>• Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.</li> </ul>
<p><b>TALK ABOUT IT</b></p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> <li>• Ask children if they can remember the 5 senses that they explored today with winter items.</li> <li>• Ask them what color was the snow. Ask them how the snow felt (cold, soft, fluffy, etc).</li> <li>• Ask them what their favorite item of food was that they had an opportunity to taste.</li> </ul>
<p><b>PARENT TIP SHEET</b></p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about winter by reading, singing, and completing some of the suggested activities.</p>





# SPOT THE DIFFERENCE

## My 5 Senses

Find and circle 9 differences between the picture on the left and the picture on the right.







# Encuentra la Diferencia

## Mis 5 Sentidos

Encuentra y circula 9 diferencias entre la imagen de la izquierda y la imagen a la derecha.

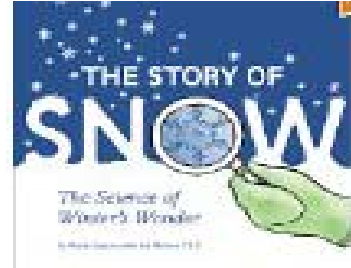




# Parent Tip Sheet: Winter

# My 5 Senses

## BOOKS



## ACTIVITIES

### Squeezable Fun

#### What You Need:

- Tub
- Cotton Balls
- Non-mentholated Shaving Cream

#### What You Do:

Invite your child to explore the texture of a tub of cotton ball. Tell him you guys are going to pretend its snow. Next, apply non-mentholated shaving cream to the cotton balls. Then invite your child to explore the cotton balls again, encouraging him to describe the texture. With this activity your child will explore the sense of touch.

### Squeezable Fun

#### What You Need:

- Kool-Aid or Jell-O (in powder form)
- Ice
- Paper

#### What You Do:

Make ice in a Popsicle mold. Sprinkle Kool-Aid or Jell-O on your child's paper. Let him use the ice Popsicle to push the powder around and create a really neat design. With this activity your child will explores the sense of touch and smell. (Powder paint works as well)

## SONGS

### Five Little Snowmen

Five little snowmen standing in a row.  
(Hold up five fingers; stand up straight like soldier.)

Each had two eyes and a carrot nose.  
(Point to eyes; point to nose.)

Along came the sun and shone all day,  
(Form sun with hands; wipe sweat from brow.)

And one little snowman melted away.  
(Hold up one finger; slowly "melt" to the ground.)

Four little snowmen...  
Three little snowmen...  
Two little snowmen...  
One little snowman...

### Snowball

I made myself a snow ball as perfect as could be.

I thought I'd keep it as a pet and let it sleep with me.

I made it some pajamas and a pillow for it's head.

Then, last night it ran away.  
But first -- it wet the bed.



# Consejos Para Padres: Invierno

## Mis 5 Sentidos

### LIBROS



### ACTIVIDADES

#### Bolas de Nieve

##### Que Necesita:

- Bañera
- Bolas de Algodón
- Crema de Afeitar (no mentolada)

##### Que se Hace:

Invite a su niño a explorar la textura de una tina de bola de algodón. Dígale que van a pretender que es nieve. Después, aplique crema de afeitar no mentolada a las bolas de algodón y pídale a su hijo que las explore de nuevo. Anímelo a describir la textura. Con esta actividad su hijo explorara el sentido del tacto.

#### Bolas de Nieve

##### Que Necesita:

- Kool-Aid o Gelatina (Jell-O) en forma de polvo
- Hielo
- Papel

##### Que se Hace:

Haga hielo en un molde de paletas. Espolvoree Kool-Aid o Jell-O en el papel de su hijo. Deje que use la paleta de hielo para empujar el polvo alrededor y crear un diseño muy limpio. Con esta actividad su hijo explorara el sentido del tacto y el olfato. (La pintura de polvo también funciona)

### CANCIONES

#### Invierno, Invierno

Invierno, Invierno  
Porque que nos gustara?

Por la nieve blanca y por las fiestas que habrá,

El frío de Invierno ya tiene solución,  
El gorro, los guantes y la calefacción.

#### Canción Del Invierno

Faltan ya pocos días para que cambiemos de estación y comience el invierno.

Los días son más cortos, hace más frío y nos abrigamos muy bien con gorro, bufanda, abrigo y guantes.

Esta canción nos va a ayudar a que nuestros peques entiendan los cambios que se producen en esta nueva época del año.



# Winter: Mitten Matching Game

Playing to  
Learn

## OVERVIEW

Children will be learning about the season of winter as they play games. They will pin the nose on the snowman, play a mitten matching game and a memory game with their parents. Children will be learning their colors as they play the matching and memory games.

## SKILLS

• DRDP – #5 SSD5 – Taking Turns • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #29 COG3 – Memory and Knowledge • DRDP – #35 MATH4 – Measurement • DRDP – #38 PD1 – Gross Motor Movement • DRDP – #40 PD3 – Fine Motor Skills

## MATERIALS & PREPARATION

### Materials:

- Mitten matching game pieces: 20 cards per bag (2 of each color)
- Snowman face template
- Paper carrots: 1 per child
- Bandana or blindfold
- Ziploc bags
- Game prizes
- Stickers

### Preparation:

- Prepare take home activity set for each participant: mitten matching game
  - Make copies of mitten template, cut them and place each set in a Ziploc bag.
- Make copies of snowman face and carrots. Cut out carrots.

## INTRODUCTION

- Introduce topic to students: Tell children that today's game has to do with winter.
- Ask the children if the weather is cold or hot during winter time.
- Ask them, what are some signs that let us know that winter is here?
- Ask them what clothing items do we wear during this season to keep us warm?

## ACTIVITY #1

### Pin the Nose on the Snowman:

- Tell children we will first play "Pin the Nose on the Snowman".
- Tape the snowman shape to a wall (child's height).
- Give each child a carrot with rolled tape attached.
- One at a time, blindfold the children and have them try to stick their nose onto the snowman.
- Measure to see which child is able to place the nose onto the snowman correctly or which one is the closest. The winner gets a prize.

Explain to parents that playing this game helps strengthen the following skills:

- Their child's ability to control large/gross motor movements.
- Their child's ability to measure distance.
- Their child's ability to take turns.
- Their child's ability to interact with peers and familiar adults.



## ACTIVITY #2

### Matching Game:

- Let children know they will now be playing a mitten matching game.
- Pass out a Ziploc bag to every child. Let parents and children know that there are 20 cards in each bag. Each bag contains pairs of mittens with different colors: red, yellow, green, blue, olive, pink, grey, purple, white, and black.
- Instruct parents to place one mitten of each color side up on the table.
- Children will use the other set of mittens to match colors in their hand with the colors on the table. Have children say the name of each color mitten as they match them.
- Have children point out other objects in the room that are the same color as each mitten.

Explain to parents that playing this game helps strengthen the following skills:

- Their child's ability to recognize and identify colors.
- Their child's ability to group and classify objects.
- Their child's ability to compare and contrast two objects.

## ACTIVITY #3

### Memory Game:

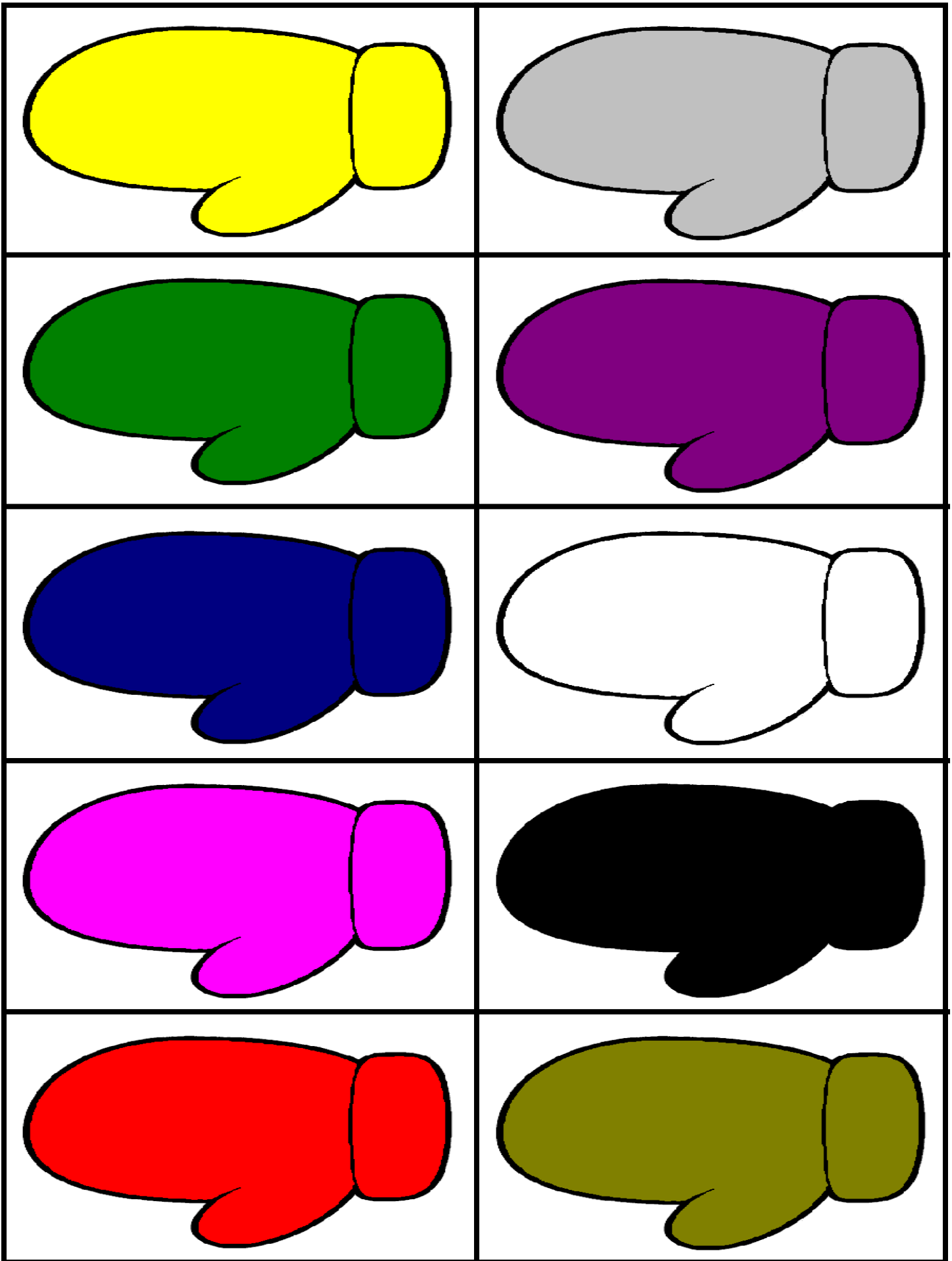
- Tell children and parents that they will now use the same cards to exercise their memory skills!
- Instruct parents to place all 20 cards face down on the table.
- Children and parents will take turns finding matching mittens by turning over two cards at a time.
- If a match is found, that player receives another turn. If a match is not found, play goes to the other player.
- The player with the most pairs of matching mittens is the winner!
- Ask children to name the color of each card as it is turned over. Parents can help if the child is struggling.

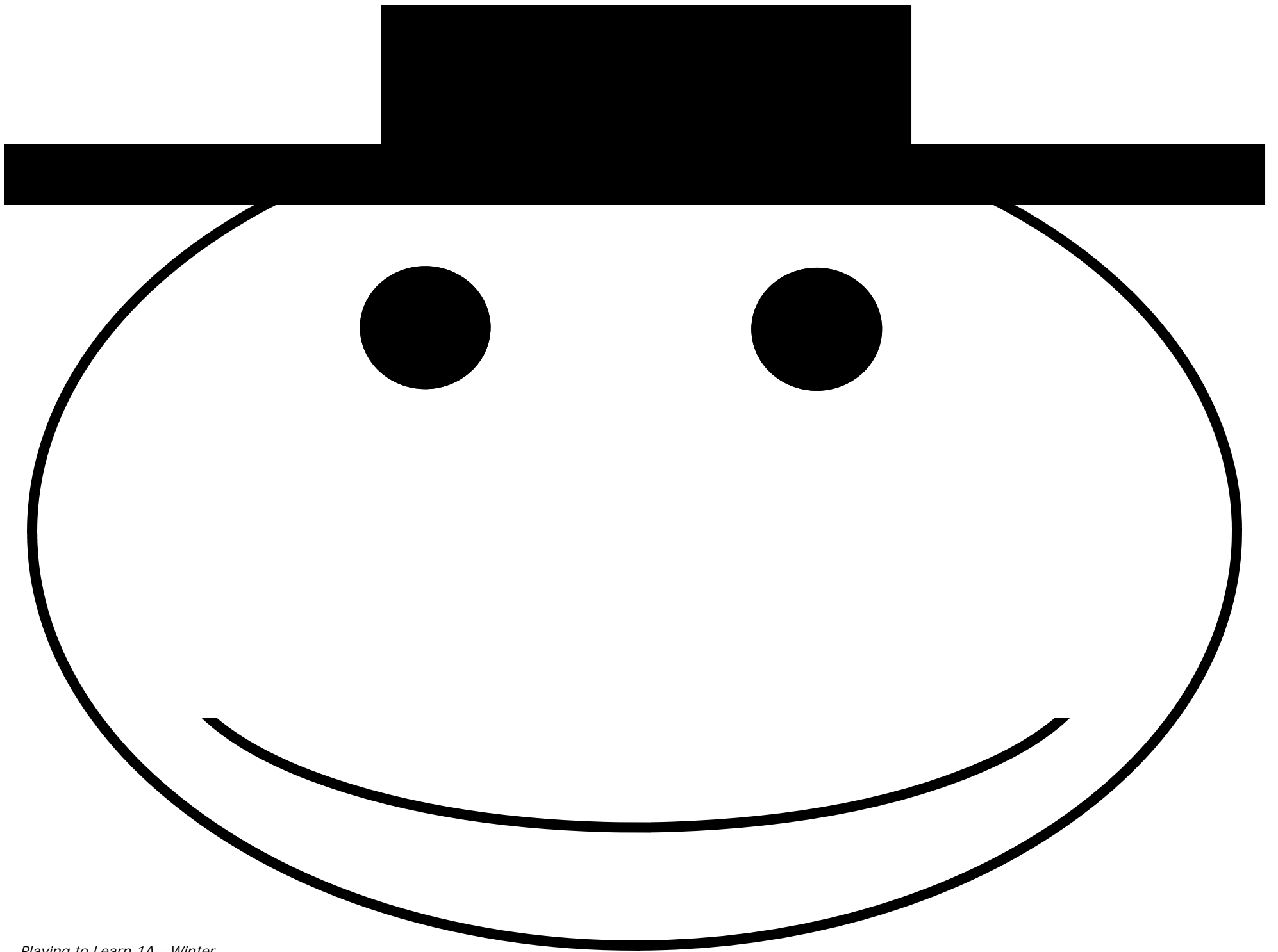
Explain to parents that playing this game helps strengthen the following skills:

- Their child's ability to follow rules and instructions.
- Their child's ability to take turns.
- Their child's ability to concentrate and focus.
- Their child's ability to remember and recall information.
- Their child's ability to compare and contrast two objects

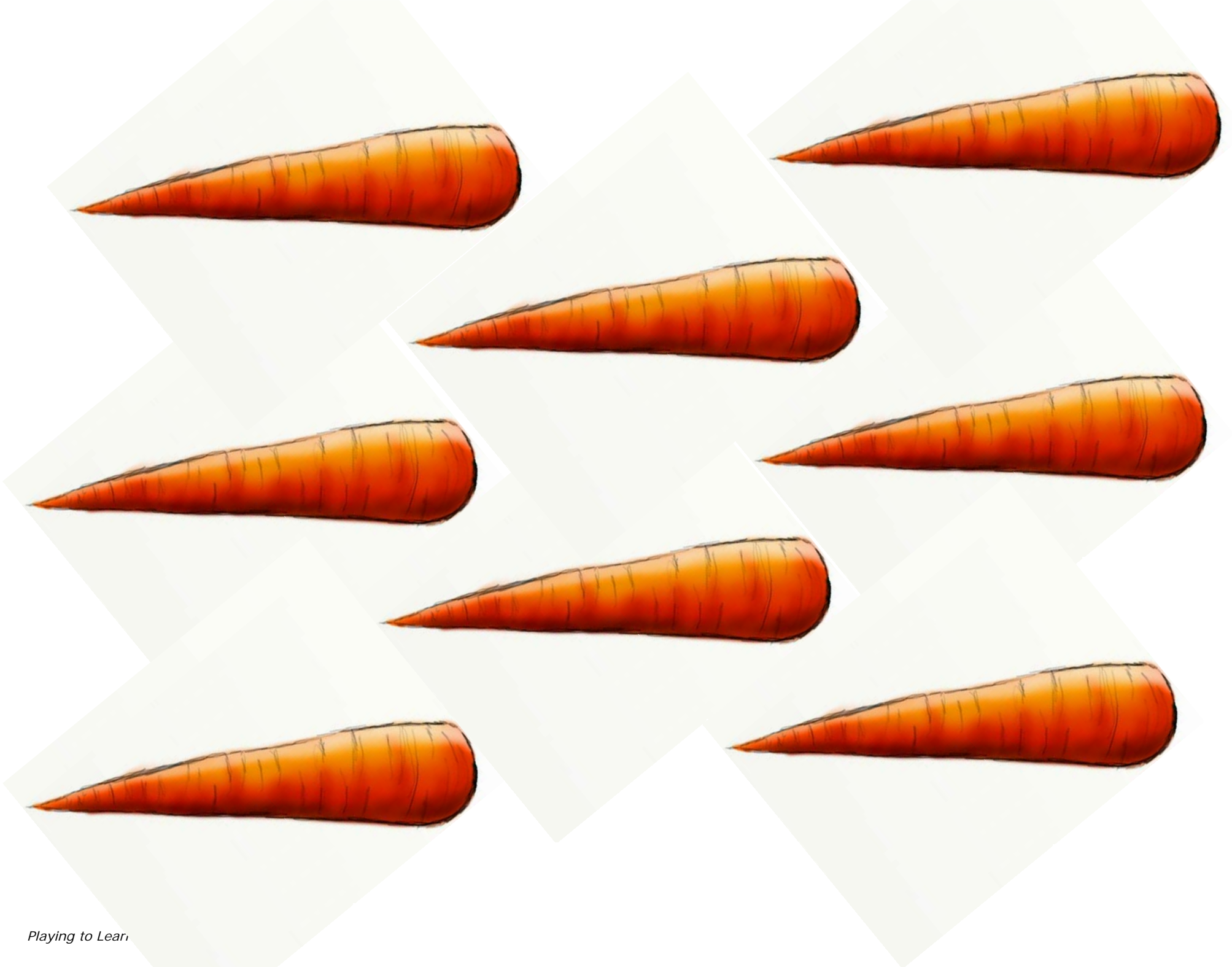
## TALK ABOUT IT

- Talk to the children about the games they played. Ask children how the games they played reminded them of winter.
- Ask them, what are some of the things they have done or will do during winter time?
- Remind parents that playing games is a good way to teach their children skills that will help them be successful when they go to Kindergarten.
- Give each child a sticker prior to leaving the classroom.











# Winter: Stuff the Mitten

## Sesame Street Fun!

### OVERVIEW

In this activity children will learn about Winter and the things that occur during this season. Children will lace a mitten and color animals to take home to be able to retell the story, "The Mitten" that we read in class.

### SKILLS

- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #29 COG3 – Memory and Knowledge
- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Mitten by: Jan Brett
- Spanish Book: El Mitón por: Jan Brett
- English Video/Sesame Street: Winter
- Spanish Video/Plaza Sésamo: El Invierno
- Mittens made of Construction Paper (2-per child)
- Yarn Laces
- Template with animal pictures
- Template with "The Mitten" story
- Scissors
- Crayons
- Whole Puncher
- Glue

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut out mittens made from construction paper
- Make holes using a whole puncher around the mitten for children to lace
- Make copies of template with animal pictures and story

### INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children that today they will be learning about the season called Winter.
- Ask children: What are some of the signs that nature provides to us to let us know that winter is here (snow, no leaves on the trees, cold air, winter holidays)
- Ask children: What are some of the clothes we wear during winter to keep us warm? (Jacket, boots, scarf, hat, mittens)

### ACTIVITY #1

#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read Book, engaging children in the story by asking questions, or pointing out new words.

### ACTIVITY #2

#### Sing Song/Watch Sesame Street Clip:

- Tell children that we will now be singing a song. (The Songs can be found on the Parent Tip Sheet.)
  - English – Mittens for Snowtime
  - Spanish – El Invierno
- [Show Sesame Street Clip: El Invierno / Winter](#)

### ACTIVITY #3

**Hands-on Activity:** Inform children that they will now be making something special to take home. Show children a sample of the activity that they will be doing, describing all of the materials needed to complete the activity.

- Explain to the children that they will be lacing their own mitten and coloring pictures of animals just like the story we read in class.
- They will cut the animal pictures and place them inside their mitten to take home and retell the story to their family.
- Pass out two mitten templates to each child and a lace. Have the children cut the mitten using scissors. Then instruct children to punch holes around the mittens so that they can lace the mitten together.
- Instruct children to lace the string thru all the holes in the mittens. They will lace both mittens together to make one.
- Give each child a template with animal pictures. Tell the children they are now going to color the animals using crayons.
- Give each child a pair of scissors. Once they are done coloring have the children cut the pictures along the dotted lines.
- Give each child a template with the story and have them glue the story on the mitten.
- Once they are done have the children place their animals in the mitten and let them know that now they will be able to retell the story at home with their family.
- When children are done, ask them to clean up their area.



### TALK ABOUT IT

Ask children to go back to the rug or carpet to discuss the following:

- Discuss what the children learned today regarding Winter.
- Encourage them to read their very own book with different members of their family, sharing with them the different ways we experience winter.

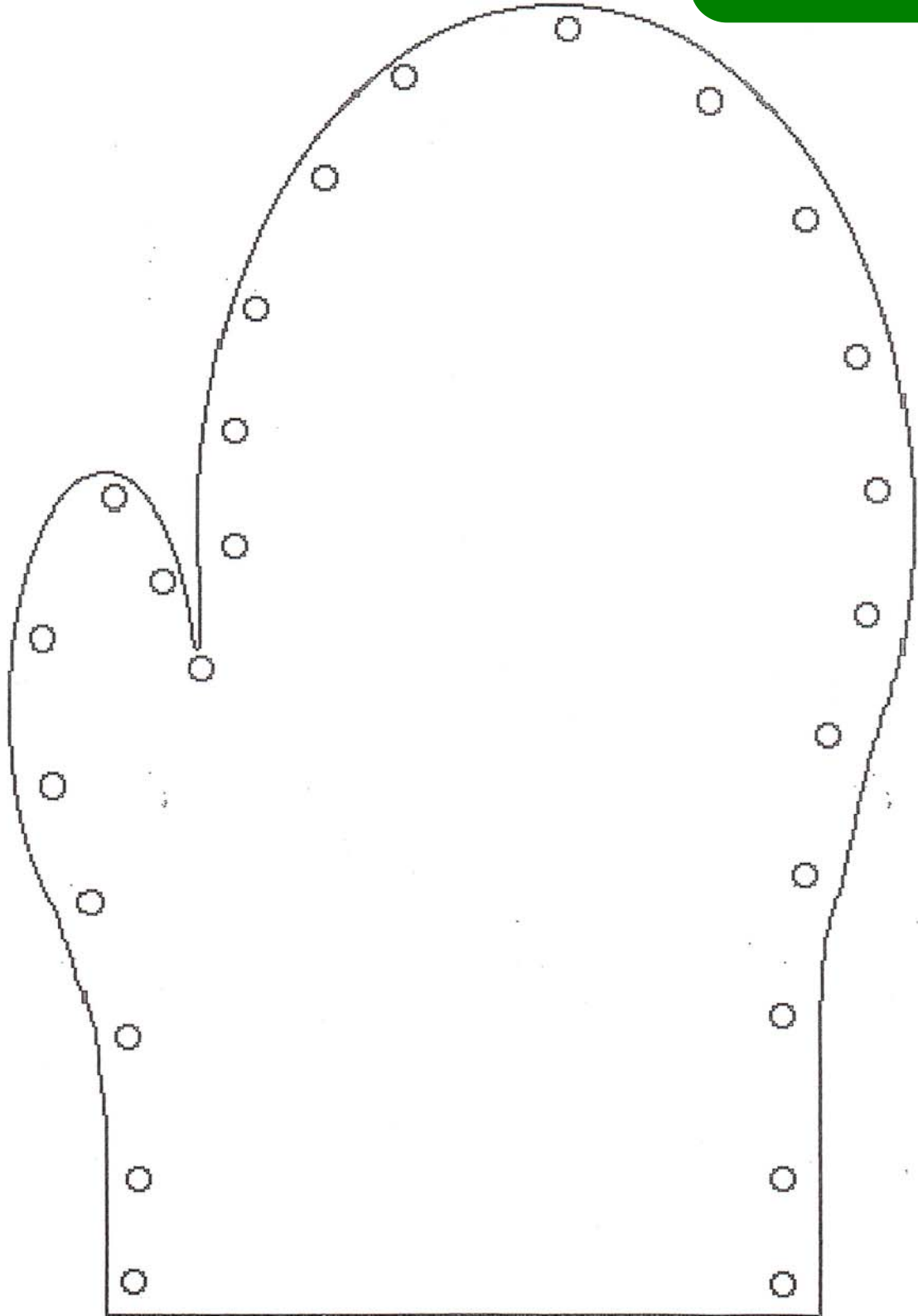
### PARENT TIP SHEET

Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the Winter by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet:  
Winter

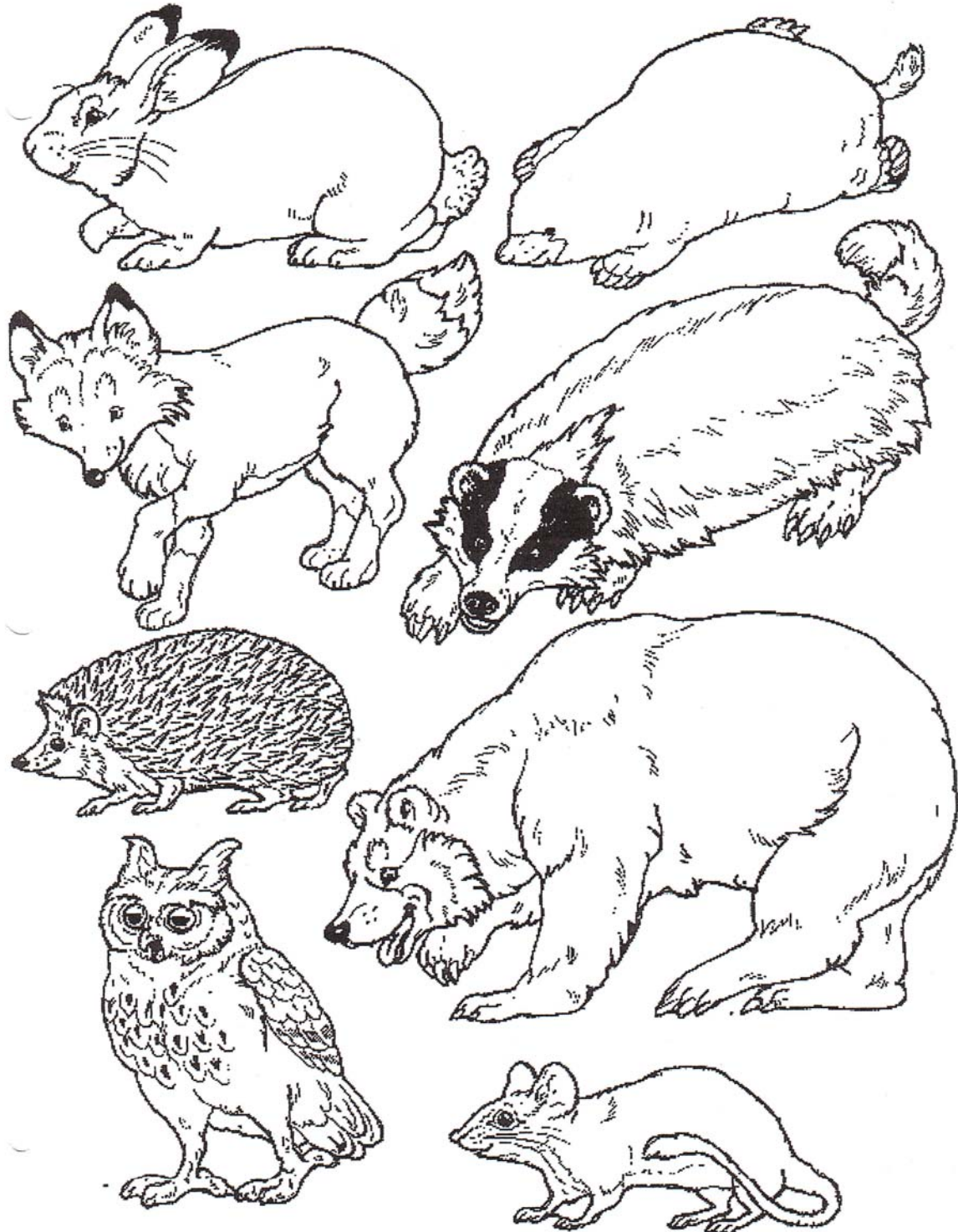
Sesame Street  
Fun!





# Parent Tip Sheet: Winter

Sesame Street  
Fun!





The Mitten  
By: Jan Brett

Once there was a boy named Nicki who wanted his new mittens made from wool as white as snow.

At first, his grandmother, Baba, did not want to knit white mittens.

"If you drop one in the snow," she warned, "you'll never find it."

But Nicki wanted snow-white mittens, and finally Baba made them.

After she finished she said, "When you come home, first I will look to see if you are safe and sound, but then I will look to see if you still have your snow-white mittens."

So off Nicki went. And it wasn't long until one of his new mittens dropped in the snow and was left behind.

A mole, tired from tunneling along, discovered the mitten and burrowed inside. It was cozy and warm and just the right size, so he decided to stay.

A snowshoe rabbit came hopping by. He stopped for a moment to admire his winter coat. It was then that he saw the mitten, and he wiggled in, feet first. The mole didn't think there was room for both of them, but when he saw the rabbit's big kickers he moved over.

Next a hedgehog came snuffling along. Having spent the day looking under wet leaves for things to eat, he decided to move into the mitten and warm himself. The mole and the rabbit were bumped and jostled, but not being ones to argue with someone covered with prickles, they made room.

As soon as the hedgehog disappeared into the mitten, a big owl, attracted by the commotions, swooped down. When he decided to move in also, the mole, the rabbit, and the hedgehog grumbled. But when they saw the owl's glinty talons, they quickly let him in.

Up through the snow appeared a badger. He eyed the mitten and began to climb in. The mole, the rabbit, the hedgehog, and the owl were not pleased. There was no room left, but when they saw his diggers, they gave him the thumb.

It started snowing, but the animals were snug in the mitten. A waft of warm steam rose in the air, and a fox trotting by stopped to investigate. Just the sight of the cozy mitten made him feel drowsy. The fox poked his muzzle in. When the mole, the rabbit, the hedgehog, the owl, and the badger saw his shiny teeth, they gave the fox lots of room.

A great bear lumbered by. He spied the mitten all plumped up. Not being one to be left out in the cold, he began to nose his way in. The animals were packed in as tightly as could be. But what animal would argue with a bear?

The mitten swelled and stretched. It was pulled and bulged to many times its size. But Baba's good knitting held fast.

Along came a meadow mouse, no bigger than an acorn. She wriggled into the one space left, and made herself comfortable on top of the great bear's nose.

The bear, tickled by the mouse's whiskers, gave an enormous sneeze.

Aaaaa-aaaaa-aaaaa-ca-chew!

The force of the sneeze shot the mitten up into the sky, and scattered the animals in all directions.

On his way home, Nicki saw a white shape in the distance. It was the lost mitten silhouetted against the blue sky.

As he ran to catch his snow-white mitten, he saw Baba's face in the window. First she looked to see if he was safe and sound, and then she saw that he still had his new mittens.

El Mitón  
Por: Jan Brett

Había una vez un niño llamado Nicki que quería que le hicieran un par de mitones de lana blancos como la nieve.

Al principio, su abuela Babu no quería tejerle mitones blancos.

- Si se te cae uno en la nieve, nunca lo encontrarás –le advirtió.

Pero Nicki quería mitones blancos, y por fin, Babu se los tejió.

Cuando los termino, le dijo:

- Cuando regreses, lo primero que haré es ver si estas sano y salvo, y luego, veré si todavía tienes tus mitones blancos como la nieve.

Así que Nicki salio a dar un paseo. Al poco rato, se le cayó uno de los mitones en la nieve y no se dio cuenta.

Un topo, cansado de cavar túneles, descubrió el mitón y se metió en él. Allí dentro estaba muy cómodo y calentito, y el tamaño era perfecto, así que decidió quedarse.

Un conejo blanco se acercó dando saltos. Se detuvo para admirar su pelaje de invierno. En ese momento, vio el mitón y se metió como culebra, con las patas traseras primero. El topo pensaba que allí no cabían los dos, pero al ver las enormes patas del conejo, se hizo a un lado.

Más tarde, apareció un puercoespín husmeando por ahí. Se había pasado todo el día buscando algo para comer bajo las hojas mojadas, así que decidió meterse en el mitón para entrar en calor. Al topo y al conejo les molestaron los golpes y empujones, pero no querían discutir con alguien lleno de púas, y le hicieron sitio.

En cuanto el puercoespín terminó de acomodarse, llegó un búho grandote, intrigado por el alboroto. Cuando él también decidió meterse, el topo, el conejo y el puercoespín protestaron. Pero al ver las garras afiladas del búho, se apresuraron a hacerle sitio.

Un tejón salió de la nieve. Echó una mirada al mitón y empezó a meterse. El topo, el conejo, el puercoespín y el búho no estaban muy complacidos. Ya no quedaba sitio para nadie, pero al ver sus potentes patas excavadoras, lo dejaron pasar.

Empezó a nevar, pero los animales estaban muy calentitos en el mitón. Del mitón surgió un tibio halo de pavor, y un zorro que andaba por ahí se detuvo a investigar. Al ver el mitón tan abrigadito, le dieron ganas de dormir una siesta. El zorro metió su hocico. Cuando el topo, el conejo, el puercoespín, el búho y el tejón vieron sus dientes brillantes, le hicieron un montón de sitio.

Un enorme oso paseaba por allí y vio el mitón bien gordito. A él tampoco le gustaba la idea de quedarse solo pasando frío, así que metió su nariz y empezó a hacerse sitio. Todos los animales estaban tan apretados que no cabía ni un alfiler. ¿Pero quién le iba a decir al oso que no?

El mitón se infló, se estiró y se volvió mucho más grande. Pero el tejido de Babu aguantaba bien.

Entonces apareció un ratón de campo, chiquito como una bellota. Consiguió meterse en el único espacio libre que quedaba y se acomodó sobre el hocico del oso.

El ratón, con sus bigotes, le hizo cosquillas al oso, que estornudó estrepitosamente.

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Con la fuerza del estornudo, el mitón se elevó por el aire y todos los animales salieron volando.

En el camino de regreso a casa, Nicki vio algo blanco a lo lejos. Era su mitón perdido que se perfilaba en el cielo azul.

Mientras corría para atrapar su mitón blanco al vuelo, vio la cara de Babu en la ventana. Lo primero que hizo Babu fue ver si estaba sano y salvo, y después, se fijó si traía los mitones nuevos.



# The Mitten

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Once there was a boy named Nicki who wanted his new mittens made from wool as white as snow. At first, his grandmother, Baba, did not want to knit white mittens. "If you drop one in the snow," she warned, "you'll never find it." But Nicki wanted snow-white mittens, and finally Baba made them. After she finished she said, "When you come home, first I will look to see if you are safe and sound, but then I will look to see if you still have your snow-white mittens."

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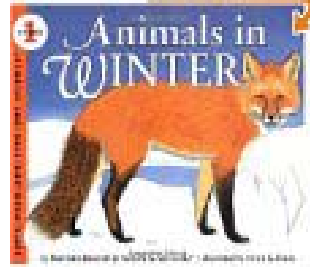
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# Parent Tip Sheet: Winter

## Sesame Street Fun!

### BOOKS



### ACTIVITIES

#### Indoor Snowfall

##### What You Need:

- Cotton Balls
- Pair of Mittens
- Plastic Pail and Shovel

##### What You Do:

Place cotton balls around the room. Pretend that snowflakes have fallen inside. Give your child a pair of mittens to put on and a plastic pail and shovel. Have your child walk around the room shoveling the snowflakes and putting them in the pail.

#### So many Snowmen

##### What You Need:

- Large sheet of light blue construction paper
- Crayons
- Tape
- 3 different size circles stencils made of cardboard

##### What You Do:

Attach the large sheet of paper to the table using tape. Give your child a crayon and have your child trace the stencils on the paper to make snowmen. Have your child decorate the snowmen as desired.

### SONGS

#### Cloudy Day

The day is cloudy and the wind is bold. Dress up warmly, you mustn't get cold!  
 Put on your coat and zip it up tight, put on your left boot, put on your right.  
 Put on your scarf and put on your hat, put on your mittens and clap-clap-clap!  
 Go outside and play and play.  
 Come in again, and then we'll say-  
 Take off your coat that was zipped up tight, take off your left boot, take off your right.  
 Take off your scarf, take off your hat, take off your mittens, and then take a nap!

Note: Act out which body part each object goes to while you sing.

#### Mittens for Snow Time

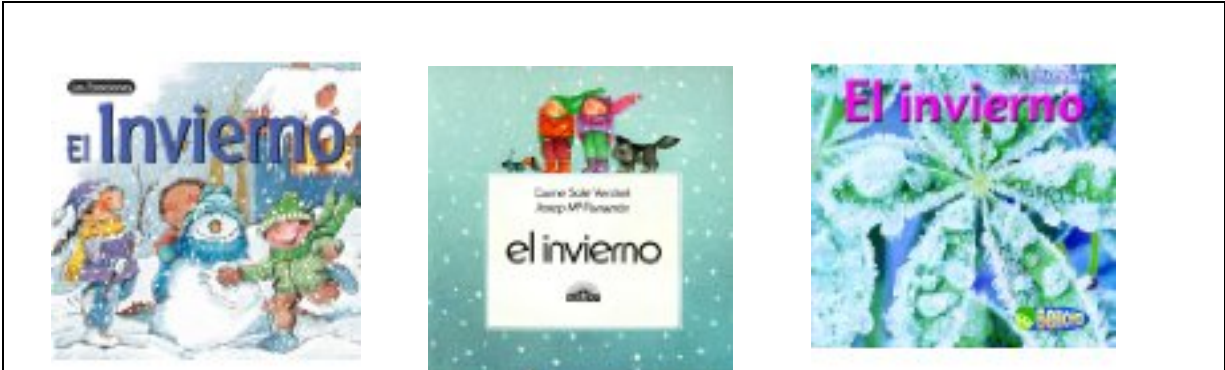
Mittens, mittens for the snow time, when the world is white.  
 Mittens for my two hands, (hold up hands)  
 Mittens left and right (show left & right)  
 Mittens with a thumb place (show thumb)  
 Mittens warm and snug  
 Mittens make me feel like a bug inside a rug (hug self)



# Consejos Para Padres: Invierno



## LIBROS



## ACTIVIDADES

<p><b>Nevando Adentro</b></p> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Bolas de Algodón</li> <li>• Un par de Mitones</li> <li>• Un Balde de Plástico y una Pala</li> </ul> <p><b>Que se Hace:</b></p> <p>Ponga bolas de algodón alrededor del cuarto. Imagínese que caen copos de nieve adentro. Déle a su niño un par de mitones para que se los ponga y un balde de plástico y una pala. Haga que su hijo camine por el cuarto y levante los copos de nieve con la pala y los ponga en el balde.</p>	<p><b>Nevando Adentro</b></p> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Una hoja grande de papel de construcción azul- bajito</li> <li>• Crayolas</li> <li>• Cinta</li> <li>• 3 diferentes tamaños de círculos hechos de cartón</li> </ul> <p><b>Que se Hace:</b></p> <p>Pegue la hoja de papel en la mesa. Déle un Crayola a su niño para que trace los círculos en el papel para hacer monos de nieve. Deje que su niño decore los monos de nieve como el desee.</p>
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## CANCIONES

<p><b>El Invierno</b></p> <p>El Invierno a llegado mucho frío hace hoy saltaremos a la comba mis amiguitos y yo si tu quieres calentarte tu también vas a saltar abrigado con chaqueta frío no vas a pasar.</p>	<p><b>Invierno</b></p> <p>Por campos y valles que hay bajo el sol, se acerca un viejito huraño y barbón. Es el invierno que vuelve otra vez con su blanca capa de nieve tras él. La noche es muy larga, mejor es dormir y en nuestra cama soñar con el osito que allá entre la nieve de invierno se pone a jugar. Pero al cabo a mí me gusta el frío y me río con esta canción. Si el viejito quiere mandar nieve, que la mande de limón. Y si tú quieres venir conmigo, trae tu gato, vamos a pasear. Si el gatito tiene mucho frío, ilo pondremos a bailar!</p>
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# Winter: The Snowy Day

## Sing & Play

### OVERVIEW

In this activity children will learn about Winter and that during this season there is frost outside on the ground. Children will get to listen to the story "The Snowy Day", and make tracks in the snow just like the character in the story.

### SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #20 COG1 – Cause and Effect • DRDP I&T - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Snowy Day by: Ezra Jack Keats
- Spanish Book: Un Día de Nieve por: Ezra Jack Keats
- Ice cotton ball (One per child)
- White tempera paint
- Flour
- Light blue construction paper (One per child)
- Large popsicle stick (One per child)
- Snowflake puppets (One per child)
- CD music songs: # 1, 2, 6

#### PREPARATION:

- Prepare ice cotton balls, soak the cotton balls in water and put them on a tray to place in the freezer
- Make textured paint, mix white tempera paint and flour
- Make snowflake puppets for each child. Place a popsicle stick on the snowflake.

### INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Tell children that one of the ways we know winter is here, is that there is frost outside on the ground and it is snowing in the mountains.
- Before you read give each child an ice cotton ball and tell the children that we are going to pretend its snow. Go around asking each child how the snow feels and what he/she would like to do on a snowy day. After each student has the opportunity to share their thoughts, tell the children that the story you're about to read has a little boy who enjoys several snowy day activities.
- Explain the activities that children will be doing during class;
  - Book Reading (show the actual book)
  - Sing and dance (name the title of the song to be sung/music to be played)
  - Hands-on activity (describe the activity we will be completing today)
  - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their hands-on activity)
  - Circle time (explain that we will conclude our class on the carpet in circle time)

### ACTIVITY #1

#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read book, engaging children in the story by asking questions, or pointing out new words.

**ACTIVITY #2****Sing and Dance**

Tell children that we will now be singing a song. Give each child a snowflake puppet and let them know they will move their puppet as indicated as they sing and dance. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.

- English – Itsy Bitsy Snowflake
- Spanish – El Invierno

**ACTIVITY #3****Hands on Activity:**

- Instruct the children that they will now get to make tracks in the snow just as Peter did.
- Ask parents to assist their children with the project.
  - Give each child a sheet of paper and a large Popsicle stick.
  - Have the parents help their child spread a thick layer of snow on their paper.
  - Have the children use the popsicle stick to draw lines in the snow just as Peter does.
- When children are done, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.

**ACTIVITY #4****Free Play (Share, play and Socialize):**

- Invite children to play at the activity centers that are found on the carpet area of the classroom while their classmates finish their hands on activity.
- Encourage parents to participate in the playtime by talking to their children and asking questions while their children choose what activities to participate in.
- Clean up transition: When time is up encourage children and parents to put toys away. Sing song; "I will put toys away" "Es la Hora de Limpiar"

**TALK ABOUT IT**

Ask children to go back to the rug or carpet to discuss the following:

- Remind the children what they have learned about the season of winter.
- Tell them they can sing a simple song just like the one sang today to remind them of what they have learned today.

**PARENT TIP SHEET**

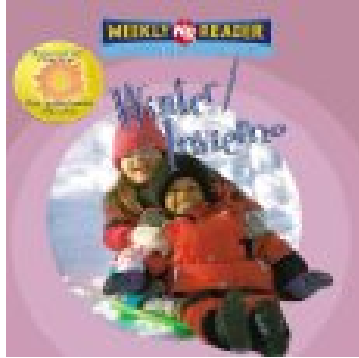
Pass out Parent Tip Sheet and explain to parents that they can reinforce their child's knowledge about the Winter by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Winter

## Sing & Play

### BOOKS



### ACTIVITIES

#### A Snowy Day

##### What You Need:

- White Pom-pom
- White Tempera Paint
- Blue Construction Paper
- Shallow Pan

##### What You Do:

Have your child dip a white pom-pom into a shallow pan of white paint. Then he/she can make snow prints on a sheet of blue construction paper. When he/she is finished with their art work, he/she can count the number of snow balls.

#### Snowman Fun

##### What You Need:

- Stapler
- 3 paper plates (big or small)
- Markers
- Pieces of any kind of paper

##### What You Do:

Help your child build a snowman by stapling three paper plates one on top of another. Then encourage your child to use markers and paper pieces to decorate the snowman.

### SONGS

#### Jack Frost

Jack Frost bites your noses.  
He chills your cheeks and freezes your toes.  
He comes every year when winter is here  
And stays until spring is near.

#### Itsy Bitsy Snowflake

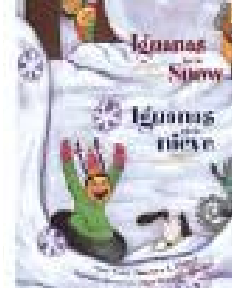
The itsy-bitsy snowflake  
*Hold up the puppet.*  
Fell down from the sky.  
*Move puppet as if it's falling.*  
It landed on my nose  
*Touch puppet to nose.*  
And it bounced upon my eye.  
*Place puppet in front of eye.*  
It slid down to my chin  
*Slide Puppet down to chin.*  
And it landed on my tongue.  
*Place puppet in front of tongue.*  
Then it melted all away.  
*Hide the puppet behind your back.*  
My snowflake song is done!  
*Take a bow.*



# Consejos Para Padres: Invierno

## Canta y Juega

### LIBROS



### ACTIVIDADES

#### Un Día de Nieve

##### Que Necesita:

- Pompones Blancos
- Pintura Tempera Blanca
- Papel de Construcción Azul
- Cacerola Profunda

##### Que se Hace:

Haga que su niño ponga un pon-pon blanco dentro de la pintura blanca en la cacerola. Luego su niño puede hacer impresiones de nieve en el papel azul de construcción. Cuando termine en su obra de arte, su niño puede contar las bolas de nieve.

#### Hombre de Nieve

##### Que Necesita:

- Engrapadora
- 3 Platos de Papel
- Marcadores
- Pedasos de cualquier tipo de papel

##### Que se Hace:

Ayude a su niño a construir un mono de nieve engrapando tres platos de papel uno arriba del otro. Luego anime a su niño a usar los marcadores y pedasos de papel para decorar el mono de nieve.

### CANCIONES

#### El Invierno

Nieve blanca, para ir a jugar me espera.  
Hace frío, pero está muy tibio el sol.

Un muñeco con bufanda, con sombrero y barrigón  
Me sonrío desde el parque, tiene blanco el corazón.

Mucha nieve que nos deja todo un manto de algodón,  
Como el viento en un trineo, el invierno ya llegó.

Nieve blanca, puedo ver por mi ventana.  
Nubes altas, el invierno ya llegó.

Nieve blanca, para ir a jugar me espera.  
Hace frío, pero está muy tibio el sol.

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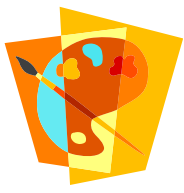
#### Invierno, Invierno

Invierno, Invierno  
Porque que nos gustara?

Por la nieve blanca y por las fiestas que habrá,

El frío de Invierno ya tiene solución,  
El gorro, los guantes y la calefacción.





# Winter: Snowman Fun

Smart  
Art

## OVERVIEW

In this activity children will learn about winter by participating in a read-aloud, singing and painting a ceramic piece that is related to the Winter themed lesson.

## SKILLS

- DRDP - #14 LLD2 - Following Increasingly Complex Instructions
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 - Concepts about Print
- DRDP - #40 PD3 - Fine Motor Skills
- DRDP - #8 SSD8 - Cooperative Play with Peers
- DRDP - #27 COG1 - Cause and Effect

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: When Winter Comes by: Nancy Vaan Laan
- Spanish Book: De Fiesta en Invierno por: Josefina Fernandez Garrido
- Bisque piece: Snowman Plate
- Bisque paints: orange, black, red, blue
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

### PREPARATION:

- Prepare a sample project for demonstration purposes.

## INTRODUCTION

- Introduce topic to students.
- Discuss what a snowman is, how it's formed and in what season can snowman be found
- Ask children:
  - Have you ever been at a place where it snows?
  - Do you know if it snows in your town?
  - What else happens during the winter season?

## ACTIVITY #1

### Sing a Song:

#### English Song: Snowman

Sung to the tune of: "One One Potato, 2 Potato, 3 Potato, 4"

This is a snowman as round as a ball.  
 He has two large eyes, but he's not very tall.  
 If the sun shines down on him today,  
 My jolly snowman will melt away.

#### Spanish Song: Invierno, Invierno

Invierno, Invierno  
 Porque que nos gustara?

Por la nieve blanca y por las fiestas que habrá,

El frío de Invierno ya tiene solución,  
 El gorro, los guantes y la calefacción.



**ACTIVITY #2****Read Book**

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is.
- Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read book, engaging children in the story by asking questions, or pointing out new words.

**ACTIVITY #3****Paint Ceramic Piece**

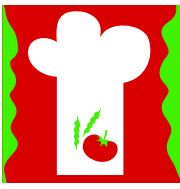
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint brush and how they can use the baby wipes to take the paint off the brush if they choose to change the color of the paint that they are using.
- Place a small portion of the paint colors being made available on each child's paper plate.
- Encourage children to paint the entire ceramic piece, except the labeling area which is usually on the bottom.
- While children are painting the instructor can go around the class to label each child's ceramic piece on the bottom using the special ceramic pencil.
- When children are done painting, provide instructions on how they can help cleaning up, asking children to throw away the dirty paper plates and wipes in the trash can. Tell children that the paint brushes needs to be put away, instructing them where to place them. Tell children to leave their ceramic pieces on the tables to be air dried.

**ACTIVITY #4****Free Play (Share, Play and Socialize):**

- Invite children to play at the activity centers that are found on the carpet area of the classroom while their classmates finish their ceramic piece. Encourage children to play together and share the toys that are being made available.
- Clean Up Transition: When time is up encourage children to put toys away. Sing song; "I will put toys away" "Es la Hora de Limpiar"

**TALK ABOUT IT****Ask children to go back to the rug or carpet to discuss the following:**

- Ask questions about the story book and what they learned during class.
- Have children bring their parents in to the classroom to show how they painted their ceramic piece.
- Explain that the ceramic pieces will stay for a few weeks to be processed and once they are done they will be able to pick them up at the center.



# Winter: Let's Make a Snowman!

## Snack Attack

### OVERVIEW

In this activity children will learn about circles (snowmen), the letter "S" (snow), science (what is snow and ice), and sizes (small, medium, and large circles make a snowman). In addition, the children will learn about winter what occurs during this season.

### SKILLS

- DRDP - #36 MATH5 - Shapes
- DRDP - #34 MATH3 - Classification
- DRDP - #27 COG1 - Cause and Effect
- DRDP - #17 LLD5 - Interest in Literacy
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 - Concepts about Print
- DRDP - #40 PD3 - Fine Motor Skills
- DRDP - #41 HLTH1 - Personal Care Routine

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: It's Winter by: Linda Glaser
- Spanish Book: Invierno por: Carme Solé Vendrell
- Per Child:
  - 2 Hostess Snowball (1 for body, 1 for head {use small cookie cutter to cut out smaller circle to use for the snowman's head})
  - Raisins (eyes, nose, mouth, buttons, etc.)
  - Red Hots (eyes, nose, mouth, buttons, etc.)
  - M and M's (eyes, nose, mouth, buttons, etc.)
  - Chocolate chips (eyes, nose, mouth, buttons, etc.)
  - Tiny jelly beans (eyes, nose, mouth, buttons, etc.)
  - Large gum drops (hat)
  - Pretzel sticks (Arms)
  - Fruit roll-up candy (scarf)

#### PREPARATION:

- Place all food items onto the activity table(s).
- Make hand sanitizer available for children's use prior to preparing snack activity.

### INTRODUCTION

- Introduce topic to students: Tell children that they will be learning about the winter season today.
- Show a picture of a real snowman and its winter scene
- Explain to children the activities that they will participate in today, to include singing a song, participating in a book reading, and making an edible treat which is tied to the topic.

### ACTIVITY #1

#### Sing Along

- Tell children that we will now be singing a song.

#### I'M A LITTLE SNOWMAN

(Tune: "I'm A Little Teapot")

I'm a little snowman  
Short and fat,  
Here are my buttons,  
Here is my hat.  
When the sun comes out,  
I run away  
Before I slowly  
Melt away!

#### EL INVIERNO

El Invierno a llegado,  
Mucho frío hace hoy,  
Saltaremos a la comba,  
Mis amiguitos y yo.  
Si tu quieres calentarte,  
Tu también vas a saltar,  
Abrigado con chaqueta,  
Frío no vas a pasar.

## ACTIVITY #2

### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is.
- Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read book, engaging children in the story by asking questions, or pointing out new words.

Before preparing the snack portion of the class, direct children to use the restroom to wash their hands, or provide hand sanitizer for use. Explain to children the importance of washing their hands.

## ACTIVITY #3

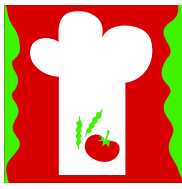
**Snack:** Instruct children how to put together their snowman snack:

- Place together snowballs to make a snowman!
- Add pretzel stick arms and raisin, m & m's etc for buttons or eyes. A strip of fruit leather can be fashioned into a scarf.
- You can also add your own flare to the snowman by surrounding the bottom of the place with white mini mints or mini marshmallow to create a snow-like scene!



## TALK ABOUT IT

- Discuss what the children learned today about snowmen.
- Ask them if they can remember the shape of a snowman, what articles of clothing you can dress a snowman in, and in what season a snowman is built (winter).



**Winter:**  
**Let's Make a Snowman!**

Snack Attack





# Winter: Let it Snow

## Story Time

### OVERVIEW

Story Time classes focus on engaging children in a literacy experience. Children will participate in an interactive read-aloud followed by a corresponding hands-on activity meant to bring the written word to life, deepening the early learning experience. As a group, children and teacher will discuss the season of winter. Children will have the opportunity to make their own snowy scenery art project.

### SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #29 COG3 – Memory and Knowledge
- DRDP - #40 PD3 – Fine Motor Skills

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Mouse’s First Snow by: Lauren Thompson
- Spanish Book: !Me Gusta El Invierno! por: Bob Barkly
- Blue and white construction paper
- Brown finger paint
- Glue
- Scissors
- Cotton ball
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.

### INTRODUCTION

- Introduce topic to students.
- Engage children in a discussion about the winter season.
- Ask the children questions about winter.
  - Do you feel it’s hot or cold?
  - What kind of clothes do you wear during this season?

### ACTIVITY #1

#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book (front cover, back cover, spine).
- Ask the children if they can predict what the book will be about.
- Based on the cover children should make predictions that the book will be about a mouse in the winter season. If its Spanish book, they should predict it’s about Clifford in the snow.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

## ACTIVITY #2

### Snowy Tree:

- First, instruct children to lay white paper vertically. Tell them they will cut out half a sheet of blue paper for the sky background (children will practice fine motor skills). Show them how they can cut a wavy line for the sky. They will then glue it on the white paper.
- Assist each table of children in painting each child's palm and fingers with brown paint.
- Have each child spread out his/her fingers then press his/her palm and fingers down onto the paper.
- Tell children that they should wash their hand before moving on to the next step.
- Each child will use their finger to paint on a "tree trunk" under the palm print.
- Children will put dots of glue and then will glue cotton balls on their scene to represent snow.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.



## TALK ABOUT IT

Ask children to go back to the rug or carpet to discuss the following:

- Ask children what their favorite part of the book was?
- Discuss what they learned about the season of winter.

## PARENT TIP SHEET

Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about winter by reading, singing, and completing some of the suggested activities.

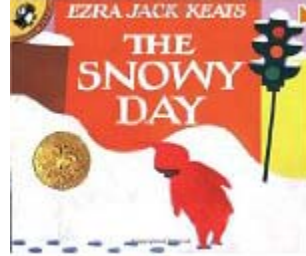
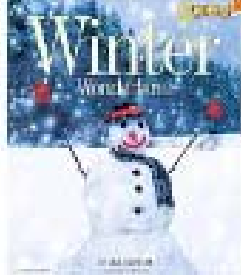




# Parent Tip Sheet: Winter

## Storytime

### BOOKS



### ACTIVITIES

#### Salt Crystal Snowflake

##### What You Need:

- Hot water (preferably boiled beforehand)
- A Cup or Mug
- Salt (we used table salt)
- Thick Black Paper  
(It should be heavy paper or cardstock. We found that plain construction paper will not work.)
- Paintbrush

##### What You Do:

Boil water and pour it into a cup that can withstand hot water. Then add a couple of teaspoons of salt and stir with the paintbrush until it dissolves. Continue to add salt a teaspoon at a time until it no longer dissolves and there are salt crystals at the bottom of the cup even after stirring for a while. Then Paint your snowflake. Leave your art to dry overnight.  
(Tip: Every time you go to dip your brush in the salt water be sure you to stir the solution so that your salt crystals don't all sink to the bottom of the cup.)

#### Winter Window

##### What You Need:

- Printed Winter Window Template
- Construction paper
- Sandwich-size zip-lock baggie
- Glue
- Sugar
- Measuring Spoons
- Any color Felt (paper will also work fine)

##### What You Do:

Cut off the part of the baggie that is above the zipper, but don't cut off the zipper. Then cut out the window template and trace it onto a piece of construction paper. On a sky blue piece of paper trace around only the outside of the window to make the solid background rectangle. Put 1½ tablespoons of sugar into your baggie. Seal the bag, but make sure you don't squeeze out all of the air or the snow won't fall right. Get all the sugar into the center of the bag. Sandwich the baggie between the two papers by spreading glue along the edges of the baggie, front and back. Also spread glue on the outer edges of the paper window. Trace around the curtain template onto a piece of felt or paper and glue in place on your Winter Window. Once all the glue is dry you can turn your window to make the snow fall!

### SONG

#### Snow, Snow

Snow, snow falling down  
Falling on the ground  
Falling here and falling there  
And falling everywhere!

#### Putting on Mittens

(Sung to the tune of "The Farmer in the Dell")

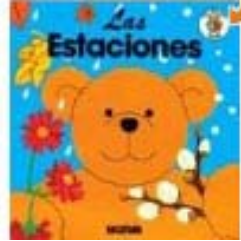
Thumbs in the thumb place,  
Fingers all together.  
This is the song we sing  
In mitten weather.



# Consejos Para Padres: Invierno

## Hora de Cuentos

### LIBROS



### ACTIVIDADES

#### Copo de nieve de cristal de sal

##### Que Necesita:

- Agua Caliente
- Un vaso o una jarra
- Sal ( sal de mesa)
- Papel grueso negro (preferible cartulina o papel duro, el papel de construcción no funciona)
- Pinceles o brochas

##### Que se Hace:

Hierva el agua y póngala en una jarra que se pueda mantener caliente el agua. Después añada dos cucharadas de sal revuelva hasta que se disuelva la sal. Continuar añadiendo sal una cucharadita a la vez hasta que ya no se disuelve y hay cristales de sal en la parte inferior de la taza incluso después de agitar durante un tiempo. Después pinta tu copo de nieve. Deja que tu arte se seque.

(Tip: Todo el tiempo que inviertas tus brochas en el agua caliente asegúrate de revolver la solución, así no todos los cristales se queden en el fondo del agua).

#### Ventana de Invierno

##### Que Necesita:

- Una ventana dibujada en un papel (platilla)
- Papel de Construcción
- Una bolsa zip-lock tamaño sándwich
- Pegamento
- Azúcar
- Una cuchara de medir
- Cualquier color fieltro ( papel también trabajara bien)

##### Que se Hace:

Corte la parte de la bolsa por encima del cierre, pero no corte el cierre. Corte la platilla de la ventana y trace la ventana dentro del papel de construcción. En un pedazo de papel azul trace alrededor de la ventana teniendo un sólido rectángulo. Ponga 1 ½ cucharada de azúcar en la bolsa. Siérrela la bolsa, pero asegúrese de no sacar todo el aire o la nieve no caerá bien. Pon toda la azúcar en el medio de la bolsa. Pon la bolsa en medio de los dos papeles poniendo pegamento en las orillas de la bolsa, enfrente y atrás. Traza una platilla de unas cortinas con el pedazo de papel y pégalas sobre tu ventana de invierno. Una vez que este seco, puedes voltear tu ventana y hacer que la nieve caiga.

### CANCIONES

#### Invierno, Invierno

Invierno, Invierno  
Porque que nos gustara?

Por la nieve blanca y por las fiestas que habrá,

El frío de Invierno ya tiene solución,  
El gorro, los guantes y la calefacción.

#### El Invierno

El Invierno a llegado  
mucho frío hace hoy  
saltaremos a la comba  
mis amiguitos y yo  
si tu quieres calentarte  
tu también vas a saltar  
abrigado con chaqueta  
frío no vas a pasar.