



## Feelings: Making a Face

ART  
Explosion

### OVERVIEW

In this activity children will learn about different feelings or emotions we experience daily. They will be able to express these feelings thru painting.

### SKILLS

- DRDP I&T - #3 SSD3 – Self Expression
- DRDP I&T - #4 SSD4 – Empathy
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: How I Feel Happy by: Marcia Leonard
- Spanish Book: Como Me Siento por: Pamela Zagarenski
- Happy face sponges and different shape sponges
- Tempera paint: red, yellow, blue, orange, green
- Paint brushes, sponge faces
- Large construction paper (2 per child)
- Paper plates (1 per child)

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Add paint to paper plates (1 per child)

### INTRODUCTION

- Introduce topic to students.
- Ask children how they feel today. Let them know that there are many different feelings or emotions we can have, (happy, sad, tired, angry, bored, worried, frightened, surprised, and lonely).
- Tell them that today they will have the opportunity to express their feelings thru painting.
- Let the children know that painting can help them express some of their inner feelings whether it is joy or pain.

### 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 – Cry, Cry
- Spanish – Te Quiero Yo

### ACTIVITY #3

Inform children that they will now get to paint face expressions, using happy face sponges and other shape sponges.

- Pass out a sheet of paper to each child, paper plates with paints, paintbrushes and sponges for children to share.
- Tell children to place the sponge on one of the paint colors they want and then place the sponge on their paper.
- Let children know they can make any face expression on the shapes they put on their paper, using a paintbrush and a different paint color to add the eyes and the mouth.
- When children are finished have them place their paper aside to let it dry.

**ACTIVITY #4**

Now pass another sheet of paper to every child and let them know they will paint a face expression on their own.

- Tell them to paint a face expression of how they are feeling today. It could be a happy face, sad, mad, afraid, surprised, etc.
- When they are finished ask them to show their friends the face that they painted and to let them know what emotion the face is showing.

**TALK ABOUT IT**

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

- Ask children about their art project? Ask children to share one of the faces that they made and to describe to their classmates what emotion that face is expressing.
- 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 feelings by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Feelings



## BOOKS



## ACTIVITIES

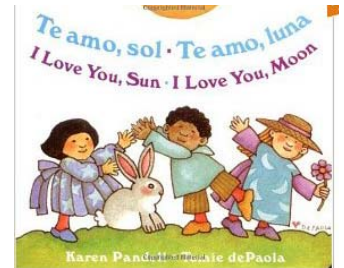
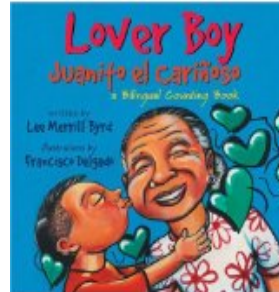
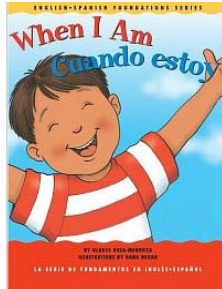
<p><b>Chalk it up</b></p> <p><b>What You Need:</b></p> <ul style="list-style-type: none"> <li>• Black Construction Paper</li> <li>• Chalk (different colors)</li> </ul> <p><b>What You Do:</b></p> <p>Tell your child that they will use different colored chalks to draw faces on the black construction paper. Have your child draw on the paper with a white chalk. Then have your child draw different parts of the face using different colored chalks. Ask your child about his/her drawings.</p>	<p><b>Painting my Feelings</b></p> <p><b>What You Need:</b></p> <ul style="list-style-type: none"> <li>• White Construction Paper</li> <li>• Water Paints</li> <li>• Paint Brush</li> </ul> <p><b>What You Do:</b></p> <p>Give your child construction paper, water paints, and a paintbrush. Have your child draw a portrait of how they are feeling. When he/she is done talk about the picture they painted.</p>
<p><b>You are my Sunshine</b></p> <p>You are my sunshine, My only sunshine. You make me happy. When skies are gray. You'll never know dear, How much I love you. Please don't take my Sunshine away. (repeat).</p>	<p><b>Cry, Cry, when you're so sad</b></p> <p>Tune: "Row, Row, Row Your Boat"</p> <p>Cry, cry when you're sad. Just between me and you. Don't be afraid to shed a tear. It's the thing to do.</p>



# Consejos Para Padres: Sentimientos



## LIBROS



## ACTIVIDADES

### Dibujar con Gis

#### Que Necesita:

- Papel de Construcción Negro
- Gis (diferentes colores).

#### Que se Hace:

Provee los materiales al niño y explica que el gis es para dibujar en el papel de construcción. Empiecen a dibujar con el color blanco. Pídale a su hijo/a que dibuje las partes de la cara con gises de diferentes colores. Pregúntele y dialogue con su hijo/a sobre sus dibujos.

### La Tarjeta de Afecto

#### Que Necesita:

- Papel de Construcción
- Pinturas de Agua
- Brochas de Pinturas

#### Que se Hace:

Doble una hoja de papel construcción y enséñele un ejemplo de pintar con pinturas de agua diferentes figuras. Utilicé las calcas y decoren la tarjeta. Al terminar pregúntele a su hijo/a a quien le gustaría regalar la tarjeta y demostrar afecto.

## CANCIONES

### Si tú Estás Feliz

Si tú estás feliz, applaude asi (clap, clap)  
 Si tú estás feliz, applaude asi (clap, clap)  
 Si tú estás feliz, y quieres demostralo,  
 Si tú estás feliz, applaude asi (clap, clap)

Si tú estás feliz, pisa asi (stomp, stomp)  
 Si tú estás feliz, pisa asi (stomp, stomp)  
 Si tú estás feliz, y quieres demostralo  
 Si tú estás feliz, pisa asi (stomp, stomp)

Si tú estás feliz, grita asi (hurrah!)  
 Si tú estás feliz, grita asi (hurrah!)  
 Si tú estás feliz, y quieres demostralo  
 Si tú estás feliz, grita asi (hurrah!)

Si tú estás feliz, hace los tres  
 (Clap, Clap! Stomp, Stomp! Hurrah!)  
 Si tú estás feliz, hace los tres  
 (Clap, Clap! Stomp, Stomp! Hurrah!)  
 Si tú estás feliz, y quieres demostrarlo  
 Si tú estás feliz, hace los tres  
 (Clap, Clap! Stomp, Stomp! Hurrah!)

### Te Quiero Yo

Te quiero yo  
 y tu a mi  
 somos una familia feliz  
 con un fuerte abrazo  
 y un beso te daré  
 mi cariño es para ti



# Feelings: I am Happy, I am Sad

## Barney & Friends

### OVERVIEW

In this activity children will learn about Feelings and using words to describe how they feel. Children will participate in a read-aloud, sing a song, and complete a hands-on activity.

### SKILLS

- DRDP I&T - #1 SSD1 – Identity of Self in relation to Others
- DRDP I&T - #4 SSD4 – Empathy
- 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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Feeling Sad by: Helen Frost
- Spanish Book: Sentirse Triste por: Helen Frost
- English Barney Clip: I Love You
- Spanish Barney Clip: Te Amo
- 5 small sheets of construction paper
- 1 rectangular sheet of construction paper that will serve as the front and back of book
- Face expression cut-outs
- Glue
- Yarn
- Hole puncher
- Crayons / Markers

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of face templates.
- Cut construction paper in squares to make a book.

### INTRODUCTION

- Show opening Barney & Friends clip
- Introduce topic to children: Let children know we will be learning about our feelings.
- Show children pictures of the four major feelings or emotions we experience most regularly (happy, sad, mad, and scared).
- Have the children mimic the faces shown in the pictures.
- 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 – I Look in the Mirror
  - Spanish – Te Quiero
- **Show Barney & Friends clip:** I Love You / Te Amo

**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 a book about feelings.
- Instruct children to first find a face cut out that looks like they feel today. Ask children to glue the face cut-out onto what will be the first page of their book.
- Ask parents to assist children in labeling the book "Child's Name" Book of Feelings".
- Tell children that they can now look for a face that looks like the following emotions:
  - Happy
  - Sad
  - Mad
  - Scared
  - Surprised
- Ask children to glue one picture on to each small piece of construction paper provided.
- Ask parents to talk about each emotion as children paste them onto the book.
- Tell children that they can finish their project by using the stapler to staple the long rectangle piece of paper around the 4 small sheets.
- 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 Feelings

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

**TALK ABOUT IT**

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

- Ask children to name the four major feelings or emotions we experience most regularly?
- Ask them what feelings have they experienced today.
- **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 feelings by reading, singing, and completing some of the suggested activities.



**Happy**



**Sad**



**Surprised**



**Mad**



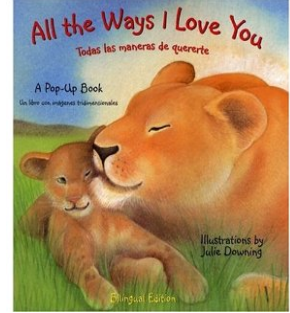
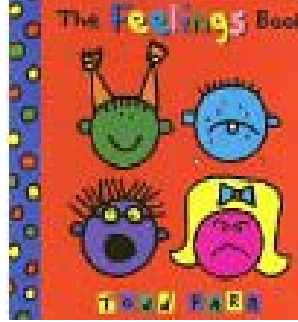
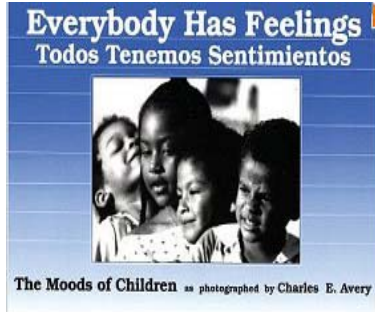
**Frustrated**



# Parent Tip Sheet: Feelings



## BOOKS



## ACTIVITIES

### Releasing Energy

#### What You Need:

- Old magazine or news paper
- Set of bean bags
- Cardboard box

#### What You Do:

Play with your child to release and express anger or tension by encouraging your child to tear apart, scrunch up and throw away news paper or old magazines when angry. Offer the bean bags for your child to throw into a large cardboard box. The goal is to recognize your child's feelings and to help him to act them out safely.

### Soothing Play Dough

#### What You Need:

- Play dough
- Play rolling pin

#### What You Do:

Play with your child (with supervision) and model to squeeze, smash, poke and pinch play dough to relieve the child's tension and to calm down. Talk with child about the colors, texture, and his/her creations.

## SONGS

### I Look in the Mirror

I look in the mirror and what do I see?  
I see a happy face smiling at me.  
I look in the mirror and what do I see?  
I see a surprised face looking at me.

Adapted Traditional  
(Use this song while you and your child are looking in the mirror. Make up other verses as you make additional "feelings" faces.)

### Spider

Happy Little spider  
Climbed up the water spout;  
Down came the rain  
And washed poor Happy out;  
Out came the sun  
And dried up all the rain;  
And the Happy Little spider  
Climbed up the spout again

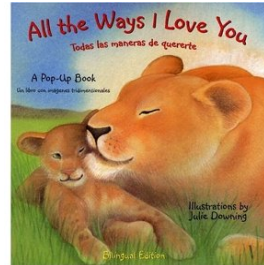




# Consejos Para Padres: Sentimientos

## Barney Y Amigos

### LIBROS



### ACTIVIDADES

#### Sacar Energías Negativas

##### Que Necesita:

- Revistas o periódicos viejos
- Un par de bolsitas de frijoles
- Una caja de cartón grande

##### Que se Hace:

Juegue con su hijo/a para desechar la tensión o mal humor; modelando arrugando, rompiendo, y aventando, el papel en la caja de cartón cuando este enojado. También modele y ofrézcale las bolsitas de frijoles en para aventarlas a la caja de cartón. La meta es de modelar a que su hijo/a reconozca su sentir y como calmar su enojo de una manera segura.

#### Tranquilidad con Masita

##### Que Necesita:

- Masita o Plastilina
- Utensilios de calcar

##### Que se Hace:

Juegue con su hijo/a (con supervisión). Modele a apretar, aplanar, agujerar, y pellizcar la masita para sacar la tensión y calmar a su hijo/a. Platique con su hijo/a de los colores, texturas. Y creaciones que formo con los utensilios de calcar.

### CANCIONES

#### Si Eres Feliz y lo Sabes

Si eres feliz y lo sabes  
Bate las manos (clap, clap)  
Si eres feliz y lo sabes  
Bate las manos (clap, clap)  
Si eres feliz y lo sabes  
Entonces pon las señales  
Si eres feliz y lo sabes  
Bate las manos (clap, clap)  
Si eres feliz y lo sabes  
Dé patadas (pum pum)  
Si eres feliz y lo sabes  
Dé patadas (pum pum)  
Si eres feliz y lo sabes  
Entonces pon las señales  
Si eres feliz y lo sabes  
Dé patadas (pum pum)  
Si eres feliz y lo sabes  
Grita hurra (iHu-rra!)  
Si eres feliz y lo sabes  
Grita hurra (iHu-rra!)  
Si eres feliz y lo sabes  
Entonces pon las señales  
Si eres feliz y lo sabes  
Grita hurra (iHu-rra!)

#### Te Quiero

Te quiero yo  
y tu a mi  
somos una familia feliz  
con un fuerte abrazo  
y un beso te daré  
mi cariño es para ti



# Letter Recognition: Learning My Letters: D and E

# 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**

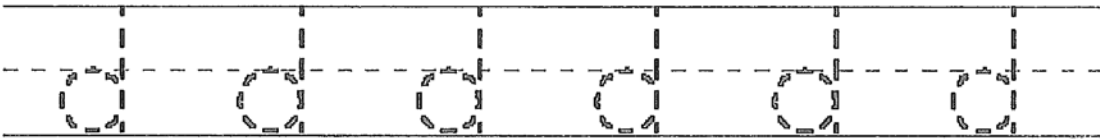
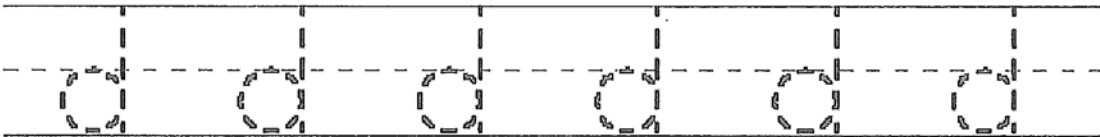
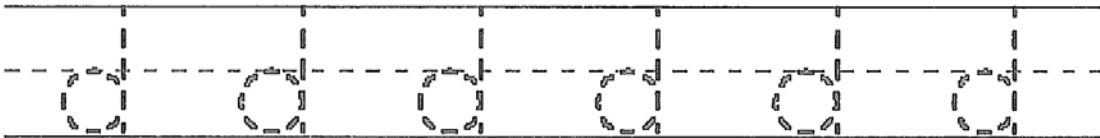
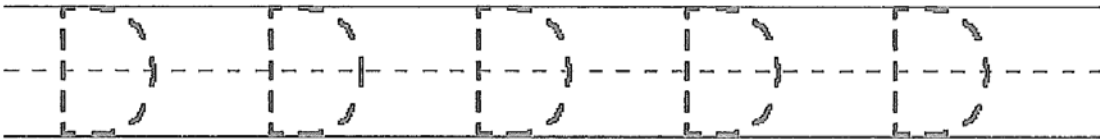
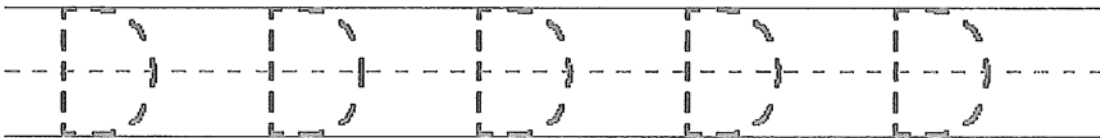
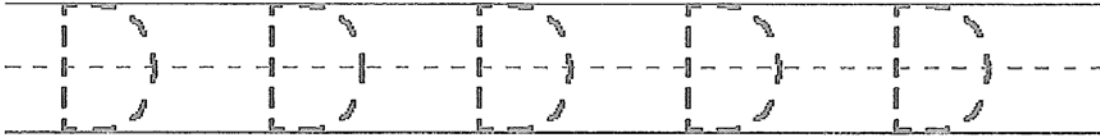
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters D and E

**TALK ABOUT IT**

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 \_\_\_\_\_



Instructions: trace and then copy letters or words

d d d d d d  
e e e e e e

d e d e d e d e  
e d e d e d e d

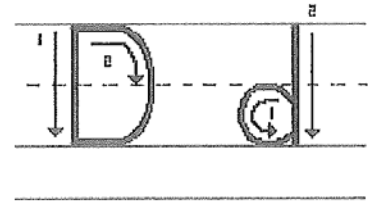
door doors doors  
e e e e e e

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



**D**  
es para  
**DINOSAURIO**  
(M)



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

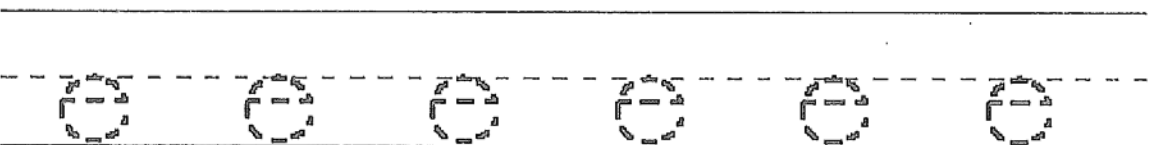
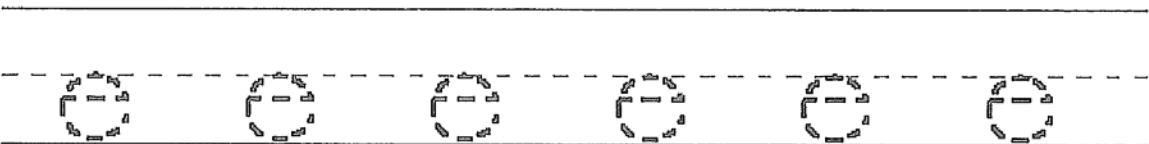
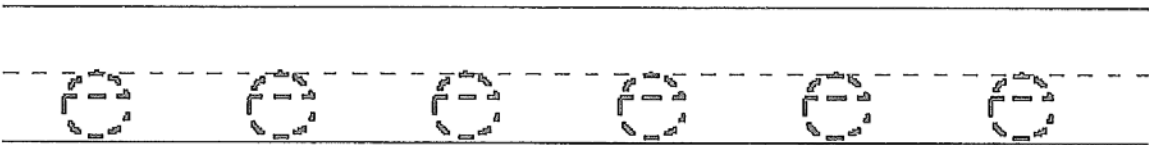
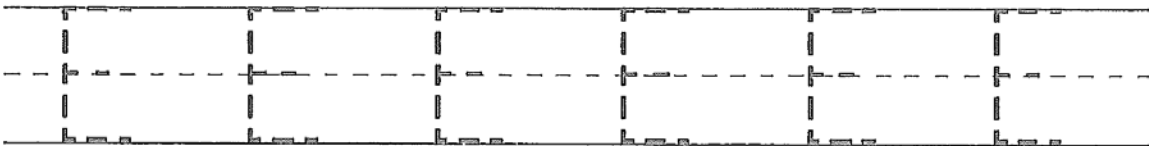
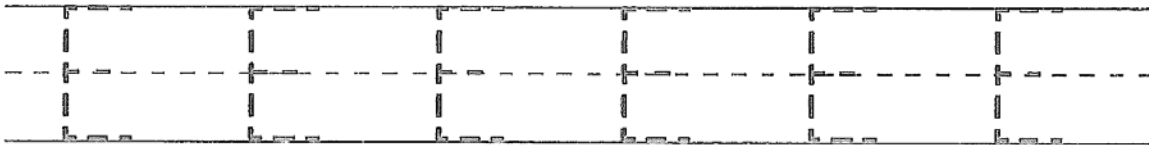
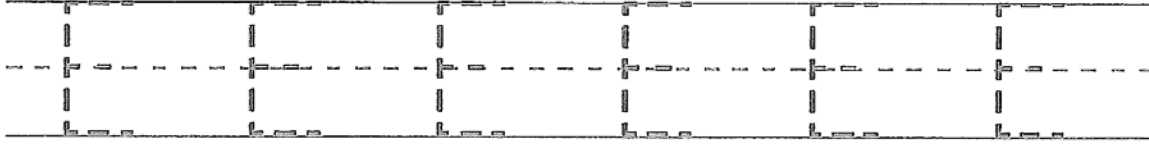
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D

d d d d d d d d d d

d

Name \_\_\_\_\_



Instructions: trace and then copy letters or words

l l l l l  
e e e e e

l l l l l  
e e e e e

l  
sets on egg.

Blank handwriting lines for copying practice.

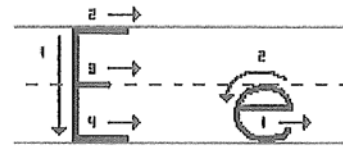


Me llamo:

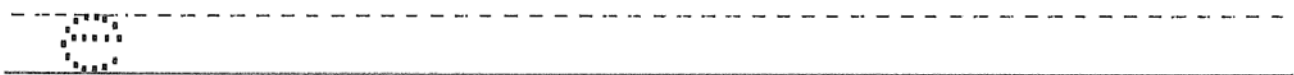
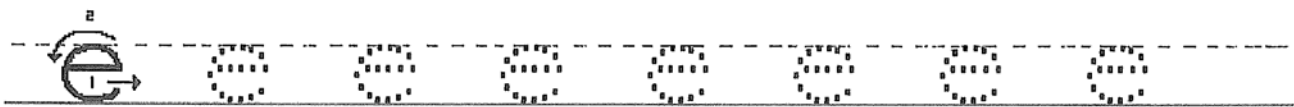
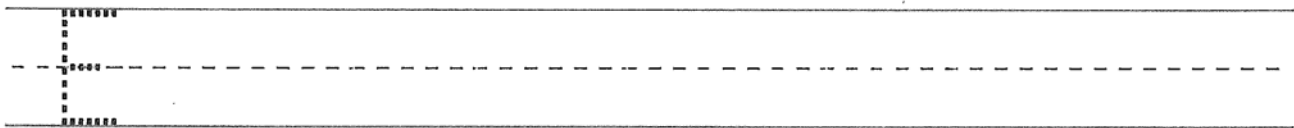
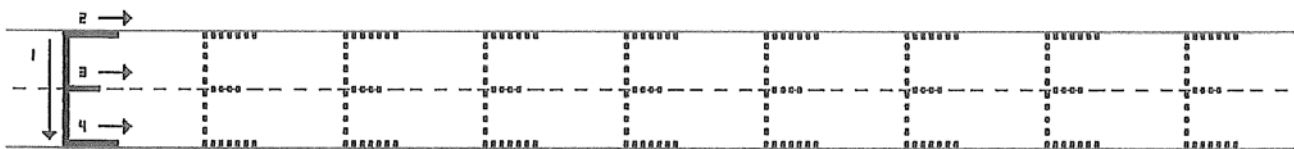
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**E**  
es para  
**ESCUELA**  
(F)



*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, curiosoear 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.



## Intellectual Looking

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to discriminate visually.

### EXPERIENCE

At birth, an infant can see clearly 8–14 inches away and closer. At 2 months, he should be able to see objects held up to approximately 20 inches from his face. At this time he is ready to focus on mobiles hung low above his crib.

When lying on his back, an infant first looks to the side and then looks straight up. For this reason, place a mobile so that it is situated 12–20 inches above the baby's head to his left, right, or center. You should not place the mobile close enough that the baby could get tangled in the strings. Mobiles are not recommended for infants older than 6 months.

Several studies have shown that very young infants most prefer looking at things with high contrast, such as black-and-white simple designs, checkerboards, bull's eyes, and faces.

Many commercially available mobiles are inappropriate for young infants because the colors or designs are not distinguishable to their immature ability to see.

### MATERIALS

Mobiles of different types (including at least one that is black and white). Look at the mobile from the infant's point of view before purchasing it.



## Intelectual Mirar

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé discrimine visualmente.

### EXPERIENCIA

Al nacer, un bebé puede ver claramente 8–14 pulgadas de lejos y más cerca. En 2 meses, él debe poder ver objetos sostenidos arriba a aproximadamente 20 pulgadas de su cara. En este momento él está listo para enfocarse en móviles colgados bajos encima de su cuna.

Cuando este acostado en su espalda, un bebé mira primero al lado y luego mira derecho para arriba. Por esta razón, coloque un móvil que este situado 12-20 pulgadas encima de la cabeza del bebé a su izquierda, derecha, o en el centro. Usted no debe colocar el móvil muy cerca del bebe donde el pueda enredarse en las cuerdas. Los móviles no son recomendados para bebés de 6 meses en adelante.

Varios estudios han mostrado que los bebés prefieren más mirar cosas con contraste alto, como diseños simples en blanco y negro, tableros de damas, y caras.

Muchos móviles disponibles comercialmente son inapropiados para bebés porque los colores o los diseños no son distinguibles a su capacidad inmadura de ver.

### MATERIALES

Móviles de diferentes tipos (inclusive por lo menos uno que es blanco y negro). Mire el móvil del punto de vista del niño antes de comprarlo.



## Intellectual Moving Mobiles

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to develop a sense of herself as a “causal” agent in cause-effect sequences by moving a mobile through her own action.

### EXPERIENCE

1. Tie a ribbon to a sturdy mobile. Make a loop and tie the other end to the baby’s wrist, not too tightly, but snug enough to not slip off.
2. Wait for the baby’s natural arm-waving to set the mobile moving. If the baby doesn’t move much, move her arm for her to see what happens.
3. When the baby gets good at this, try tying the ribbon to the other arm. How long does it take her to figure out the difference? You might also want to try tying the ribbon to one of her feet.

**Note:** *Be sure to stay with the baby during this activity for safety reasons.*

### MATERIALS

Sturdy, well-secured mobile; ribbon long enough to reach from the mobile to the baby’s wrist or foot



## Intelectual

### Móviles Movibles

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé desarrolle un sentido de ella misma como un agente "causal" en la causa-sucesiones de efecto moviendo un móvil por su propia acción.

#### EXPERIENCIA

1. Ate una cinta a un móvil firme. Haga un nudo y ate el otro fin a la muñeca de el bebé, no demasiado apretado, pero suficiente cómodo para que no se resbale.
2. Espere que el brazo del bebé se mueve naturalmente y ponga el móvil en movimiento. Si el bebé no se mueve mucho, muévale el brazo para que el vea lo que sucede.
3. Cuando el bebé pueda hacer esto muy bien, intente de atar la cinta al otro brazo. ¿Cuánto tiempo le toma notar la diferencia? Usted también quizás quiera intentar de atar la cinta a uno de sus pies.

**Nota:** Asegúrese de quedarse con el bebé durante está actividad por razones de seguridad.

#### MATERIALES

Un móvil firme y bien-asegurado; una cinta larga que alcancé del móvil a la muñeca del bebé o el pie



# Intellectual Tracking

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to learn to follow a moving object with his eyes.

## EXPERIENCE

Position the baby in your lap or on the floor. Bring a patterned design to the center of the infant's visual field, 10–13 inches from his eyes. Move the design in a small circle. Stop and count to five. Slowly move the design to the right. Rest for a count of five again. Move the design in circles again twice and stop for a count of five. Return the design to the center. Stop for a count of five and repeat, moving the design to the left.

Place the baby over a bolster and move a toy to the left and right as instructed above. (You will need to balance him on the bolster.)

Activate a mobile 10–25 inches above the infant. An infant can see as far away as 10–14 inches at 0–2 months and as far away as about 20 inches at 2 months, so position the mobile accordingly.

An infant can see 10 feet away at approximately 3 months. Observe to see if he watches you from across the room.

Interest an infant in a wind-up toy. Vary the distance of the toy from him to give him practice in following the movement of the toy with his eyes.

## MATERIALS

A toy the baby likes to look at (possibly with a black and white face or patterned design), wind-up mobile, wind-up toy





## Intelectual Rastrear

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé aprenda a seguir un objeto móvil con los ojos.

### EXPERIENCIA

Posicione al bebé en sus piernas o en el piso. Traiga un diseño modelado al centro del campo visual de niño, 10–13 pulgadas de los ojos. Mueva el diseño en un pequeño círculo. Pare y cuente a cinco. Mueva lentamente el diseño a la derecha. Descanse y cuente a cinco otra vez. Mueva el diseño en círculos otra vez dos veces y pare para contra a cinco. Regrese el diseño al centro. Pare y cuente a cinco y repita, moviendo el diseño a la izquierda.

Coloque al bebé sobre una almohada y mueva un juguete a la izquierda y a la derecha tal como dice arriba. (Deberá equilibrarlo en la almohada).

Active un móvil 10–25 pulgadas arriba del niño. A 0-2 meses un bebé puede ver tan lejos como 10–14 pulgadas y a los 2 meses puede ver tan lejos como aproximadamente 20 pulgadas, así que posiciona el móvil dependiendo a la edad del bebé.

Un bebé de aproximadamente 3 meses puede ver tan lejos como 10 pies. Observe para ver si la mira a través del cuarto.

Interese a un niño con un juguete móvil. Varíe la distancia del juguete de él para darle práctica a seguir el movimiento del juguete con los ojos.

### MATERIALES

Un juguete que al bebé le guste mirar (posiblemente con una cara blanca y negra o con un diseño modelado), un móvil, un juguete de cuerda



# Intellectual

## Understanding Permanence Through Spatial Relations

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to begin to develop ideas about the permanence of objects.

### EXPERIENCE

By approximately 5 months, a baby begins to understand that objects have permanence in space. Completely learning this lesson will take many more months. You can help her develop this ability by offering small, manageable challenges.

Present a favorite toy from different angles (frontward, backward, and sideways). Watch her expression to see if she seems curious, mystified, or happily familiar with the toy. When the baby is nursing or taking a bottle, let her move her head to find the nipple rather than bringing the nipple to her.

Position the baby in your lap. Attract her attention to a favorite toy. Place it on a table and make a one-quarter turn away from the toy so the baby has to turn her head to see it again. When she gets better at this, challenge her with a larger turn.

Hold the baby in your arms, facing out, and draw her attention to the toy again. This time, move her up and down and back and forth. Note whether she is keeping her attention focused on the toy. Sit the baby on the floor and place the toy near her. Partially hide it and ask, "Where is (the toy)?" Pull the cover hiding the toy and say, "Here it is!" After several months, she'll be ready for you to cover the entire toy.

### MATERIALS

Favorite toy



# Intelectual

La Comprensión de Permanencia por Relaciones Espaciales

Grupo de Bebes 1  
0-6 meses

## META

Para que el bebé comience a desarrollar ideas acerca de la permanencia de objetos.

## EXPERIENCIA

Por aproximadamente 5 meses, un bebé comienza a comprender que objetos tienen permanencia en el espacio. Aprendiendo completamente esta lección tomará muchos meses más. Usted le puede ayudar a desarrollar esta habilidad ofreciéndole pequeños desafíos manejables.

Presente un juguete favorito de ángulos diferentes (de frente, hacia atrás, y de lado). Mire su expresión para ver si parece curioso, confundido, o felizmente familiarizado con el juguete. Cuando el bebé este comiendo, permita que mueva la cabeza para encontrar el pezón antes de que usted le de el pezón a el.

Posicione al bebé en sus piernas. Atraiga su atención a un juguete favorito. Colóquelo en una mesa y haga un-cuarto de vuelta lejos del juguete para que el bebé tenga que voltear la cabeza para verlo otra vez. Cuando se mejore en esto, desafíelo con una vuelta más grande.

Ábrase al bebé, mirando a fuera, y llame su atención al juguete otra vez. Esta vez, muévelo arriba y abajo y de aquí para allá. Note si mantiene su atención centrado en el juguete. Siente al bebé en el piso y coloque el juguete cerca de el. Parcialmente ocúltelo y pregunte, ¿"Dónde está (el juguete)"? Jale la cobija que oculta el juguete y diga, ¡"Aquí esta"! Después de varios meses, el estará listo para que usted cubra el juguete entero.

## MATERIALES

Un juguete favorito



# Intellectual

## Developing Visual Preferences

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to develop her ability to choose (and for adults to become aware of and to honor the infant's preferences).

### EXPERIENCE

1. Offer the baby two of the materials at a time and see which she seems to look at the longest.
2. Offer two familiar pictures and a third one, which is new. Does she prefer the new picture?

Infants become habituated to stimuli. That means they grow bored with looking at something after a while. But when something new and interesting is offered, an infant will often stare at the new material for a long time. You can see this by offering an infant one picture to look at and then adding something new. Does he seem to perk up when the new picture is offered and look at it for a longer period of time?

### MATERIALS

Simple and complex 8-inch x 10-inch black-and-white pictures, including herringbone and newspaper print; 9-inch x 12-inch square checkerboards; faces with eyebrows and ears; picture of 3-inch x 3-inch ball in black-and-white stripes; black-and-white drawings of things in baby's environment; two triangles drawn tip to tip; heavy black letters and numbers



# Intelectual

## Desarrollando Preferencias Visuales

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé desarrolle su capacidad de escoger (y para que los adultos se den cuenta y acepten las preferencias del niño).

### EXPERIENCIA

1. Ofrézcale al bebé dos de los materiales a la vez y vea cual parece mirar por más tiempo.
2. Ofrézcale dos retratos familiares y un tercero, que sea nuevo.  
¿Prefiere el nuevo retrato?

Los bebés llegan a ser acostumbrados a estímulos. Eso significa que se aburren mirando a algo después de un rato. Pero cuando algo nuevo e interesante es ofrecido, el bebé a menudo mirará fijamente al nuevo material durante mucho tiempo. Puede ver esto ofreciéndole al infante una imagen para mirar y luego agregando algo nuevo. ¿Parece animarse cuándo la nueva imagen es ofrecida y la mira por un periodo de tiempo más largo?

### MATERIALES

Imágenes sencillas y complejas de 8 pulgadas X 10 pulgadas en blanco y negro, incluyendo papel de periódico; tableros de damas cuadrados de 9 pulgadas X 12 pulgadas; caras con cejas y orejas; imágenes de Pelotas con rayas en blanco y negro de 3 pulgadas X 3 pulgadas; dibujos en blanco y negro de cosas en el ambiente de bebé; dos triángulos dibujados de punta a punta; letras y números negros



## Intellectual Introducing Color

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to perceive differences in color.

### EXPERIENCE

Hold the baby on your lap. Name and point out the colors of toys as he explores them. Point out the different colors on a two-colored ball.  
Cover a penlight with various colors of cellophane, first with one color and then another. Move the light past the baby in a 180-degree arc.  
Hold paper, cellophane, and fabrics up for the infant to touch. Does he express a preference? Is there a blink of recognition or interest when you present different colors? This means the infant is noticing color differences.

### MATERIALS

Ball that is half one color and half another color, high contrast colored toys, penlight, colored cellophane paper, papers and fabrics of different colors



## Intelectual

### Introducir Color

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé pueda percibir diferencias en colores.

#### EXPERIENCIA

Coloque al bebé en sus piernas. Nombre e indique los colores de los juguetes que explore. Indique la diferencia de los colores en una pelota de dos colores.

Cubra una pluma de luz con varios colores de celofán, primero con un color y luego otro. Mueva la luz por delante del bebé en un arco de 180 grados.

Sostenga papel, el celofán, y tejidos arriba para que el bebé los toque. ¿Expresa el bebé una preferencia? ¿Hay un parpadeo de reconocimiento o interés cuándo usted presenta los colores diferentes? Esto significa que el bebé esta notando las diferencias en color.

#### MATERIALES

Una pelota que sea la mitad de un color y la otra mitad de otro, juguetes de colores de contraste alto, pluma de luz, papel de color de celofán, papeles y tejidos de colores diferentes



## Intellectual Imitating

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to begin to play imitative games.

### EXPERIENCE

Different babies imitate in different ways, so you will need to look for the type of imitation a baby prefers, whether visual, auditory, or motion-based. Not all babies imitate at this age, no matter how intelligent they are. Don't worry if the baby is not interested, but try again in a few weeks. Imitation is the basis for many skills the baby will learn in the future.

To teach a baby about imitation, follow this sequence:

1. First, imitate the baby's simple actions (such as arm-waving, facial expressions or head turns).
2. When the baby makes a motor response to your imitation, imitate that action even if it is a different motion from the original one.
3. Make another familiar motion and see if the baby will repeat that.
4. Play the game using a material such as a spoon to bang on a toy.

A baby may respond to each step of the imitation progression as you present it, but it may be several months before she can do the entire sequence.

### MATERIALS

Toy to bang on, spoon





# Intelectual

## Imitar

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé comience a jugar juegos imitativos.

### EXPERIENCIA

Diferentes bebés imitan en maneras diferentes, así que deberá mirar el tipo de imitación que un bebé prefiere, ya sea visual, auditivo, o basado en movimiento. No todos los bebés imitan a esta edad, no importa que inteligentes sean. No se preocupe si el bebé no es interesado, pero trate otra vez en unas semanas. La imitación es la base para muchas habilidades que el bebé aprenderá en el futuro.

Para enseñar al bebé sobre imitación, siga esta sucesión:

1. Primero, imite las acciones simples del bebé (como moviendo el brazo, expresiones faciales o moviendo la cabeza).
2. Cuando el bebé haga una respuesta motriz a su imitación, imite esa acción incluso si es un movimiento diferente del original.
3. Haga otro movimiento familiar y mire si el bebé lo repite.
4. Juegue el juego usando un material como una cuchara para golpear el juguete.

Un bebé puede responder a cada paso de la imitación como usted la presenta, pero puede ser varios meses antes que pueda hacer la sucesión entera.

### MATERIALES

Un juguete para golpear, cuchara



# Intellectual Categorizing

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to notice similarities and differences.

## EXPERIENCE

Place one of the cups in front of the baby and say, "Here is a cup." Place the second cup in front of him and watch as he compares the two. Look for a blink of recognition. Next, offer a third cup and say, "That's one, two, three cups." Let him play with them. After he has lost interest in handling the cups, place all three out of his immediate reach and place the fourth and different cup in line with the others. Say, "Look. This one is different." The same game can also be played with spoons or other objects the baby may safely handle.

The infant should show a blink of recognition when you present the second and third items in a sequence. The infant should also show a look of interest when the different item is brought forward.

## MATERIALS

Three identical cups and one that is different; three identical spoons plus one that is different (soup or wooden); any other objects that the infant may safely handle, with three of the same and one different



## Intelectual Clasificar

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé note similitudes y diferencias.

### EXPERIENCIA

Coloque una de las tazas delante del bebé y diga, "Aquí está una taza". Coloque la segunda taza delante de él y mire mientras él las compara a las dos. Mire si hace un parpadeo de reconocimiento. Luego, ofrezca una tercera taza y diga, "Esa es una, dos, tres tazas". Permita que juegue con ellas. Después de que haya perdido interés en las tazas, coloque las tres fuera de su alcance inmediato y coloque la cuarta taza diferente en línea de acuerdo con las otras. Diga, "Mira. Esta es diferente". El mismo juego también puede ser jugado con cucharas u otros objetos que el bebé puede manejar sin peligro.

El niño debe mostrar un parpadeo de reconocimiento cuando le presenta el segundo y tercer artículo en una sucesión. El bebé también debe mostrar un interés cuando el artículo diferente es traído hacia adelante.

### MATERIALES

Tres tazas idénticas y una diferente; tres cucharas idénticas y una diferente (de sopa o de madera); cualquier otro objeto que el bebé pueda manejar sin peligro, con tres iguales y uno diferente



# 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.
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- **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, curiosoear 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.



# Intellectual

## Playing with Things in Containers

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn about taking things out of containers and putting things in containers.

### EXPERIENCE

Fill a muffin tin with small toys. Encourage baby to take the toys out. Do the same thing with a tote, sack, or other container. Show baby how to take pieces out of a simple knobbed puzzle. Later you can show baby how to put things into containers. Drop in one object and then encourage her to drop the next. Take turns until she understands. Using a coffee can or other can that is safe around the edges, cut an opening in the plastic lid large enough for baby's hand to fit through. Encourage baby to drop toys through the hole. This is good preparation for shape and puzzle work.

### MATERIALS

Interesting containers of all kinds, including pots and pans, plastic containers, totes, boxes, container lids in which you can cut out a hole; small toys in quantity; knobbed puzzles



# Intelectual

## Jugando con las Cosas en los Contenedores

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda como tomar las cosas de los contenedores y poner las cosas en los contenedores.

### EXPERIENCIA

Llene un molde para panecillos con juguetes pequeños. Anime al bebé a tomar los juguetes para afuera del contenedor.

Haga lo mismo con una bolsa, almohadón, u otros contenedores.

Muestre al bebé como sacar piezas de un rompecabezas con perilla simple.

Más tarde puede mostrar al bebé como poner las cosas en los contenedores. Ponga un objeto dentro del contenedor y luego anímelo a poner el siguiente. Tome turnos, hasta que el entienda.

Usando una lata de café o otra lata que sea segura alrededor de los bordos, corte una abertura en la tapa de plástico lo suficientemente grande para que la mano del bebé quepa. Anime al bebé a poner los juguetes a través del agujero. Esta es una buena preparación para el trabajo de formas y rompecabezas.

### MATERIALES

Contenedores interesantes de todo tipo, incluyendo ollas y sartenes, recipientes de plástico, bolsas, cajas, tapas de contenedores en que se puede cortar un agujero, juguetes pequeños en cantidad; rompecabezas



# Intellectual

## Learning Object Permanence

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn that things exist even when out of sight.

### EXPERIENCE

1. Engage the baby's interest in a toy. While she is watching, lay the toy down and drape a small blanket over part of it. Ask her, "Can you find the \_\_\_\_?"
2. If she finds the toy, clap and show excitement.
3. When she has successfully found the partially covered toy, hide more and more of it with each new game...finally covering the toy completely.

Another version is to put the toy in a box and encourage her to find it. Next, put the toy back in the box. While baby is watching, move the toy from the box to under the blanket. Can she find it now?

### MATERIALS

Blanket, interesting toy, small box





# Intelectual

## Aprender Permanencia De Objetos

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda que las cosas existen aun cuando están fuera de la vista.

### EXPERIENCIA

1. Involucre el interés del bebé en un juguete. Mientras ella está mirando, ponga el juguete abajo y coloque una cobija sobre una parte de el. Pregúntele: "¿Puedes encontrar el \_\_\_\_?"
2. Si encuentra el juguete, aplauda y muestre entusiasmo.
3. Cuando el haya logrado encontrar el juguete parcialmente cubierto, esconda más y más del juguete con cada nuevo juego ... finalmente cubriendo el juguete completamente.

Otra versión es poner el juguete en una caja y animarlo a buscarlo. Después, ponga el juguete de nuevo en la caja. Mientras el bebé está mirando, mueva el juguete de la caja y póngalo debajo de la cobija. ¿Puede encontrarlo ahora?

### MATERIALES

Cobija, un juguete interesante, pequeña caja



## Intellectual Taking Rings off a Spindle

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn that some things come apart.

### EXPERIENCE

1. Sit with baby on the floor facing you.
2. With great animation, pull a ring off of the spindle. Show baby the ring.
3. Pull others off. Let baby pull the rings off. Share delight in the surprise of pulling the rings off one by one.

**Variation:** Show baby how to pull large pop beads apart. Encourage her to try.

### MATERIALS

Spindle toys such as those made by Fisher Price or Lakeshore, large pop beads



## Intelectual

Quitando los Anillos de un Husillo

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda que algunas cosas se separan.

### EXPERIENCIA

1. Siéntese con el bebé en el piso y póngalo frente a usted.
2. Con gran animación, quite un anillo del husillo. Muestre el anillo al bebé.
3. Quite los demás. Deje que el bebé quite los anillos. Comparta deleite en la sorpresa de quitar los anillos uno a uno.

**Variación:** Muestre al bebé cómo quitar bolas conectadas grandes. Anímelo a intentarlo.

### MATERIALES

Juguetes de anillos hechos por Fisher Price o Lakeshore, bolas conectadas grandes



# Intellectual

## Using String as a Tool

Cuddle Crew 2  
6-12months

### GOAL

For the baby to begin to understand how a tool (such as a string) can help to solve a problem.

### EXPERIENCE

Tie a string or ribbon to a favorite toy or use a commercial pull toy. Attract baby's attention to the toy and encourage her to get the toy. Watch to see if she pulls the string to retrieve the toy. If she doesn't, show her (with excitement) how pulling the string will allow her to obtain the toy. (When baby is a little older, lay a second string beside the first one but don't attach the second string to a toy. Encourage baby to pull the string that is attached to the toy.)

If the baby does not seem to respond to this task, try something related but simpler. Draw her attention to one of her favorite toys. Place the toy on a pillow that is a little out of baby's reach. Encourage her to get the toy. Watch to see if she pulls the pillow closer to her to get the toy. If she goes for the toy rather than pulling the pillow, pull the pillow to show her how to bring the toy closer to her.

**Note:** Always watch baby when playing with strings; they can be a strangulation risk.

### MATERIALS

Pillow, attractive toy, string or ribbon, pull toy



## Intelectual

Usando Cuerda como Herramienta

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé empiece a entender cómo una herramienta (como una cuerda) puede ayudar a resolver un problema.

### EXPERIENCIA

Ate una cuerda o cinta a un juguete favorito o use un juguete comercial con cuerda para estirar. Atraiga la atención del bebé a el juguete y anímelo agarrar el juguete. Mire a ver si estira la cuerda para recuperar el juguete. Si no lo hace, muéstrole (con entusiasmo) cómo estirar la cuerda le permitirá obtener el juguete. (Cuando el bebé este un poco mayor, ponga una segunda cuerda al lado de la primero, pero no ate la segunda cuerda a un juguete. Anime a su bebé a estirar la cuerda que esta atada al juguete.)

Si el bebé no parece responder a esta tarea, trate algo relacionado pero más simple. Llame su atención a uno de sus juguetes favoritos. Coloque el juguete en una almohada que este un poco fuera del alcance del bebé. Anímelo a obtener el juguete. Mire a ver si estira la almohada más cerca de el para obtener el juguete. Si ella va por el juguete en vez de estirar la almohada, estire la almohada para mostrarle cómo ponerla más cerca de ella.

**Nota:** Siempre vigile al bebé cuando juegue con cuerdas, ya que pueden ser un riesgo de estrangulación.

### MATERIALES

Almohadas, juguetes atractivos, cuerda o cinta, juguetes que se jalen



## Intellectual Imitating

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn to imitate motions.

### EXPERIENCE

1. When baby is shaking a toy, imitate his actions. Watch for him to repeat the action.
2. Imitate the baby shaking a toy again, but this time, add a second motion after you repeat his. This motion should be one you have seen him do before. Wait for him to repeat this action.
3. Make a motion that relates to the first but is an altogether new action for baby. For example, after baby bangs his hand on the table, slide your hand along the table. Encourage him to repeat this familiar and new action.
4. Another time, initiate one of the baby's familiar motions but not when he is doing it. Encourage him to repeat.
5. Even more complex, make a motion that you know is new to this baby, and wait for him to imitate. Watch to see how closely he approximates the motion. After several trials he may imitate the motion exactly.

### MATERIALS

Some of baby's favorite toys, including some to shake and bang



## Intelectual Imitar

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda a imitar movimientos.

### EXPERIENCIA

Cuando el bebé está sacudiendo un juguete, imite sus acciones. Esté atento para que repita la acción.

2. Imite al bebé sacudiendo un juguete de nuevo, pero esta vez, añada un segundo movimiento después de que usted repita la de él. Este movimiento debe ser uno que usted a visto que el haga. Espere a que el repita esta acción.
3. Haga un movimiento que se relacione al primero, pero es una acción totalmente nueva para el bebé. Por ejemplo, después que el bebé golpea su mano sobre la mesa, usted deslice su mano por la mesa. Anímelo a repetir esta acción con movimientos conocidos y nuevos.
4. Otra vez, inicie uno de los movimientos familiares del bebé, pero no cuando lo está haciendo. Anímelo a repetir.
5. Aún más complejo, haga un movimiento que usted sabe es nuevo para el bebé, y esperar a que el lo imite. Mire a ver lo cerca que se aproxima hacer el movimiento. Después de varias pruebas talvez pueda imitar el movimiento exacto.

### MATERIALES

Algunos de los juguetes favoritos del bebé, incluyendo algunos para sacudir y golpear



## Intellectual Learning Object Functions

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn that things have a purpose including some common household objects.

### EXPERIENCE

1. Offer baby a bell. See if she rings it. If not, show her what to do with it. Later, offer her the bell by the base. See if she changes her grip to grasp it by the handle.
2. Next, offer baby the telephone and the other objects listed below. Offer them one at a time, slowly, and observe to see if she seems to know their purpose.
3. Say the name of the objects and the sounds associated with them, if appropriate. Show her what to do with each of the objects.
4. Make up games to play with her using the objects.

### MATERIALS

Bell, telephone, hairbrush, comb, cup, spoon, steering wheel





# Intelectual

Aprendiendo las Funciones de Objetos

Grupo de Bebes 2  
6-12 meses

## META

Para que el bebé aprenda que las cosas tienen un fin, incluyendo algunos de los objetos comunes del hogar.

## EXPERIENCIA

1. Ofrezca al bebé una campana. Mire a ver si la suena. Si no, enséñele qué hacer con ella. Más tarde, ofrézcale una campana por la base. A ver si cambia su manera de agarrarla, para agarrarla correctamente.
2. A continuación, ofrézcale al bebé el teléfono y los otros objetos mencionados abajo. Ofrézcalos uno a la vez, lentamente, y observe para ver si el parece saber su propósito.
3. Diga el nombre de los objetos y los sonidos asociados con ellos, si es apropiado. Muéstrelle qué hacer con cada uno de los objetos.
4. Invente juegos para jugar con su bebé usando los objetos.

## MATERIALES

Campana, teléfono, cepillo, peine, taza, cuchara, un volante



# Intellectual

## Distinguishing by Color and Size

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to perceive differences in color and size.

### EXPERIENCE

1. Show the baby two containers—a red one containing pebbles and a blue one that is empty (see Materials).
2. Shake the red one; then give baby the red one to shake.
3. Bring out the second set of red and blue containers and see if he shakes the red one. If he does, it will tell you he is remembering color and has learned the cue—this color has the shaking sound.
4. Bring out a third set of red and blue containers and see again if he picks the one that shakes— red. Introduce the words *red* and *blue* (e.g., “See the red can? The red can shakes”).

**Variation:** Use large and small cylinders (e.g., orange juice cans). Introduce the words *big* and *little*.

**Note:** Watch carefully to make sure the baby does not swallow the small materials.

### MATERIALS

Containers such as milk cartons (small) covered with sticky shelf-lining paper or colored, heavy tape. For color discrimination, make a set of four. Cover two of the containers with red shelf-lining paper and two with blue. Put pebbles in the red ones so they make a noise when shaken and be sure to seal tightly with tape. Leave the blue ones empty and be sure to seal tightly. For size discrimination, have two cylinders of one size and two that are larger. Fill the larger containers with pebbles to make a noise and leave smaller ones empty. Again, seal tightly with sticking shelf-lining paper.



# Intelectual

## Distinguiendo por Color y Tamaño

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé perciba las diferencias de color y tamaño.

### EXPERIENCIA

1. Muestre al bebé dos contenedores-uno rojo que contiene cereal (pebbles) o frijoles y uno azul que está vacía (vea los Materiales).
2. Sacuda la roja, y luego déle al bebé la roja para que la sacuda.
3. Saque el segundo grupo de contenedores de color rojo y azul, y vea si sacude el rojo. Si lo hace, le dirá que esta recordando el color y ha aprendido la señal- este color tiene un sonido cuando es sacudido.
4. Saque un tercer grupo de contenedores de color rojo y azul, y vea de nuevo si se toma el rojo que se sacude. Introduzca las palabras rojo y azul (por ejemplo, ¿"Vez el contenedor rojo? El contenedor rojo se sacude").

**Variación:** Utilice cilindros grandes y pequeños (por ejemplo, latas de jugo de naranja). Introduzca las palabras: grande y pequeño.

**Nota:** Observe cuidadosamente para asegurarse de que el bebé no se coma los materiales pequeños.

### MATERIALES

Contenedores como cartones de leche (pequeño) cubierto con papel adhesivo útil revestimiento o cinta de color pesado. Para la discriminación de color, haga una serie de cuatro. Cubra dos de los contenedores con papel rojo de plataforma de revestimiento y dos con azul.

Ponga cereal (pebbles) o frijol en los rojos para que hagan ruido cuando las sacudan y asegúrese de sellarlas muy bien con cinta adhesiva. Deja las azules vacías y asegúrese de sellarlas muy bien.

Para la discriminación de tamaño, tenga dos cilindros de un solo tamaño y dos que sean más grandes. Llene los recipientes más grandes con cereal (pebbles) para hacer ruido y deje vacíos los más pequeños. Una vez más, selle muy bien los contenedores con papel útil del revestimiento.



## Intellectual Finding Things

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to develop intellectually through exploring the environment.

### EXPERIENCE

Young children love to explore. Think about how they think, and plan interesting discoveries.

1. Set up a corner in your classroom or home that you can call the "discovery corner."
2. Each day or once a week, set out a new toy or object in this corner for baby to explore and discover. Make it even more exciting by hiding the toy in a small drawer or special box for baby to open. The baby will naturally explore. Be sure to allow her to explore many parts of the home or school most of the day when you can watch her to ensure her safety. Don't confine her to a play yard. Make every room the baby explores fun and safe.
3. When baby finds a treasure, think of something fun and interesting to tell or show her about what she has found. Be excited about her discoveries. Expand on these discoveries and interests.

### MATERIALS

Interesting containers of all kinds including pots and pans, plastic containers, totes, boxes, and containers from which you can cut out different kinds of lid openings; small toys in quantity; knobbed puzzles



## Intelectual

### Encontrar Cosas

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé de desarrolle intelectualmente a través de la exploración del medio ambiente.

#### EXPERIENCIA

A los niños pequeños les encanta explorar. Piense acerca de cómo piensan, y planeé descubrimientos interesantes.

1. Establezca un rincón en su salón o el hogar que usted puede llamar la "esquina del descubrimiento."
2. Cada día o una vez por semana, ponga un juguete nuevo o un objeto en este rincón para que el bebé explore y descubra. Hágalo aún más emocionante cubriendo el juguete en un pequeño cajón o una caja especial para que el bebé abra. El bebé naturalmente explorara. Asegúrese de dejarlo explorar muchas partes de la casa o la escuela la mayor parte del día en que usted lo puede ver y garantizar su seguridad. No lo limite a un corral. Haga cada cuarto que el bebé explore, divertido y seguro.
3. Cuando el bebé se encuentre un tesoro, piense en algo divertido e interesante que contar o mostrarle acerca de lo que el ha encontrado. Entusiásmese con sus descubrimientos. Amplíe estos descubrimientos e intereses.

#### MATERIALES

Contenedores interesantes de todo tipo, incluyendo ollas y sartenes, contenedores de plástico, bolsas, cajas y contenedores de los cuales usted puede cortar diferentes tipos de aberturas e las tapas; juguetes pequeños en cantidad; rompecabezas con agarraderas



# Feelings: Your Heart in my Hands

## Family Storytime

### OVERVIEW

In this class children will learn about feelings and emotions. 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 feelings learning theme.

### INFANT & TODDLER SKILLS

• DRDP I&T - #3 SSD3 – Self Expression • DRDP I&T - #4 SSD4 – Empathy • 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

### PRESCHOOL AGED SKILLS

• DRDP PS - #3 SSD3 – Expressions of Empathy • 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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: How Do I Love You? by: P. K. Hallinan
- Spanish Book: ¿Cómo te Amo? por: P. K. Hallinan
- Heart template
- Paper plates
- ABC letters (for children's names)
- Different Color Tempera Paint
- Paint brushes
- Different color construction paper
- Glue stick
- Scissors
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Print heart template
- Place paint and paper plates on each activity table.
- Place letters and glue at each activity table.
- Place feelings/emotion 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 feelings and emotions to the families.
- Lead the class into a discussion about the four major emotions we experience :
  - Happy
  - Sad
  - Mad
  - Scared
- Ask children to show you what their face/body looks like when they are happy, sad, mad or scared.

### 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)
- Based on the cover children should be able to predict what the book will be about.
- 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:

- Tell children they will be doing a heart to give to their parents to show them how much they love them.
- Pass out heart template and instruct children to use the scissors to cut out the heart.
- Children can choose the color of construction paper and paint for their hand prints.
- Have children glue their heart onto the construction paper.
- Then have parents paint their child's hands with the paint brush.
- Have children place their hand prints around the heart.
- Children can use the letters to put their name (or any other message) on their heart or on the construction paper.



### 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 feelings.

### TALK ABOUT IT

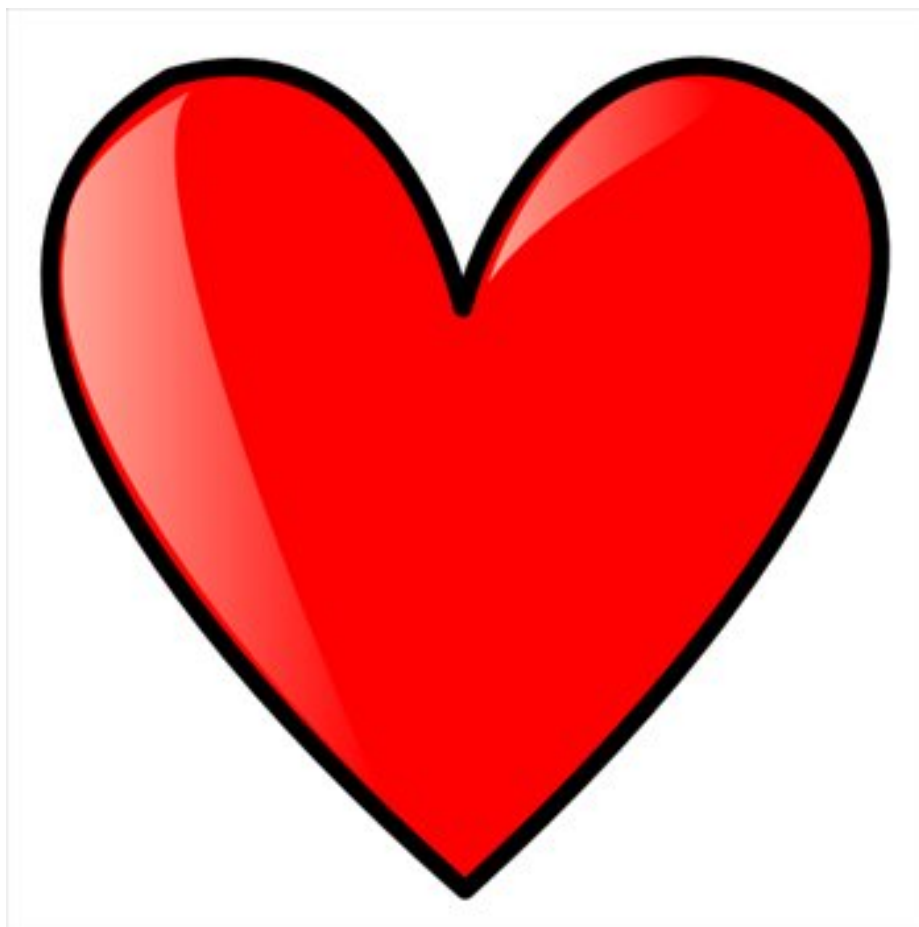
Ask children to go back to the rug or carpet to discuss the following:

- Ask children what they learned today about feelings.
- Ask them what makes them happy, sad, or angry. Encourage them to use their words to help their parents and the people around them know how they feel.
- 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.

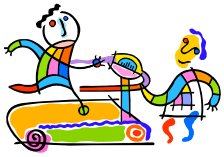


## Feelings: Hand Print on a Heart

Family  
Storytime







# Feelings: How are you feeling today?

## 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 - #34 MATH3 – Classification
- 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
- Mat
- Children’s chairs
- Laundry baskets
- Socks

#### 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 – If Your Happy and You Know It
  - Spanish – Felicidad

**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.

- **Body Rolls, Crawls, and Somersaults:**
  - Set up the mat equipment and explain to children that they are going to be using their bodies to roll, crawl and flip on the mats.
  - Ask children to make up two lines in the class. Explain to children that they will each take turns first rolling, then crawling, and lastly flipping down the mats two by two (one at the beginning of each line).
  - Model to children how they can do each of these activities prior to giving the command:
    - Roll
    - Crawl
    - Flip/Somersault
  - Tell children that they can encourage their friends by telling them “you can do it” “you are doing great” or “you are almost there”.
  - Play music in the background as children are taking turns completing the activity.

**ACTIVITY #4**

*This activity can be done if time permits.*

**Gross Motor Activity**

- **Musical Chairs:**
  - Arrange children’s chairs in a circle. Label one chair as the “What’s my Name Chair”.
  - Tell children that when the music plays, they are to walk around the chairs until the music stops. When the music stops, they are to find an empty chair and to sit down in it.
  - The child who has sat in the “What’s my Name Chair” will then be asked to announce to the class what their name is and what their favorite kind of exercise to do is. Repeat this process until every child has had a chance to sit in the special chair and name their favorite kind of exercise.
  - Instruct children to use various methods of movements between musical chair cycles, such as tiptoeing, hopping or skipping.

**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.

- **Sock Toss:** Playing an activity such as the sock toss is an ideal way for preschoolers to improve hand-eye coordination, muscle coordination and balance.
  - Place 3 different stations throughout the room. Each station should have an empty basket and a bucket full of unpaired socks.
  - Tell children that the object of the game is to find two socks that match, pair them in a ball and then to toss it into the laundry basket. Tell them they get three tries at each station before they have to move on.
  - Instruct them to gently toss the socks into the basket and to make sure that they don’t throw the socks anywhere else in the room.
  - You can repeat this game increasing the distance between the child and the basket as many times as you like.
  - Another variation involves pairing children into two’s and having one child toss the socks into the air, while the other child tries to catch it in the laundry basket.

## ACTIVITY #6

### Cool Down:

- Tighten and Relax: Ask children to lie on their back on the floor, with their arms limply at their sides. Then ask them to do each of the following movements. As they do the movements ask the children to take a deep breath in, hold it and then relax and breathe out.
  - Pull your toes towards then away from your body. Hold each position and then relax.
  - Pull your tummies in, hold them in and then relax.
  - Make a tight fist with your hands, hold them tight and relax.
  - With your hands at your side, shrug your shoulders, hold them tight and relax.
  - Frown while turning your face from side to side.
  - Smile while turning your face side to side.

## 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.



## Feelings: Music & Movement Songs

## Motor Movements

### ENGLISH

#### If Your Happy and You Know It

If you're happy and you know it, clap your hands (clap clap)  
If you're happy and you know it, clap your hands (clap clap)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, clap your hands. (clap clap)

\*Additional verses: stomp your feet (stomp stomp), shout "Hurray!" (hoo-ray!), do all three (clap-clap, stomp-stomp, hoo-ray!)

### SPANISH

#### Felicidad

Mi vida es hermosa por que existes tú,  
Hermosos son mis días por que veo tu luz.  
Ya no estoy triste, no estoy triste.  
Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.

Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.  
Los pajaritos cantan al verte sonreír.  
Es que tu amor al mundo logras transmitir.  
Con tu sola presencia me ases feliz.



# Feelings: Expressing My Feelings

## My 5 Senses

### OVERVIEW

In this activity children will learn about feelings through their 5 senses. Children will participate in a book reading, sing a song, explore sensory stations and complete a search and find activity sheet.

- 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 - #18 LLD5 – Interest in Literacy
- DRDP I&T - #19 LLD6 – Recognition of Symbols
- DRDP I&T - #23 COG4 – Memory
- DRDP I&T - #25 COG6 – Curiosity
- DRDP I&T - #26 COG10 – Classification and Matching

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: I have Feelings by: Bobbie Kalman
- Spanish Book: Tengo Sentimientos por: Bobbie Kalman
- Bells, maracas, brass cymbals, rhythm sticks
- Pictures of faces with different expressions
- Different smells: garlic, onions, mint, strawberry, vanilla
- Texture box to place different items inside: plastic worms, cotton, ice, rubber ball, etc.
- Food items: chocolate candy, mint, sour patch candy, etc.
- Search and Find worksheet

#### PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
  - **Hearing:** Shaking bells, maracas, brass cymbals
  - **Sight:** Pictures of faces with different expressions (happy, sad, laughing, crying, mad, tired, etc)
  - **Touch:** A textured box with different items in it
  - **Taste:** Invite children to taste different food items like, chocolate, sour patch candy, mint, etc.
  - **Smell:** Invite children to smell garlic, onion, mint, strawberries, vanilla, etc.

### 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: Feelings
- Tell the children that today they will learn about feelings through their five senses. Tell them that daily we do many things that make us feel different emotions like happy, sad, mad, scared etc.
- Ask them what are some things that make them feel happy, sad, mad, afraid, etc?
- Ask them how they felt coming to class today?

### 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 – Happy Feeling</li> <li>• Spanish – Yo Estoy</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> Allow children to play the horn and bells. Parents can play the classical music. Then ask the child how each item made him feel when he heard the sound each item makes? (happy, scared, surprised, confused, etc.)</li> <li>○ <b>Sight station:</b> Parents can show their child pictures of faces with different expressions and they can ask their child how each person on the pictures is feeling.</li> <li>○ <b>Touch station:</b> Parents can place different items in the texture box and have their child place their hand inside to guess what the item is by describing how it feels.</li> <li>○ <b>Taste station:</b> Invite children to taste items provided and ask them how they feel and taste in their mouth. These items can also make children make different face expressions when they eat them. Talk about it.</li> <li>○ <b>Smell station:</b> Invite children to smell items provided and ask them how they smell. These items can also make children make different face expressions. Talk about 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 Eye Spy 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 used today.</li> <li>• Ask them which item made them feel happy, scared, sad, etc.</li> <li>• Ask them if they are still feeling the same way as when they arrived to class?</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 feelings by reading, singing, and completing some of the suggested activities.</p>



## Eye Spy

# My 5 Senses



## Eye Spy

Find each item on the list and circle it in the picture

- Sunshine
- Crayon(s)
- Cookie
- Horse
- Red Heart
- White Heart
- Pink Heart
- Dove
- Car



## Ojo Espía

Encuentra cada elemento de la lista y haga un círculo en la imagen.

- Luz del sol
- Lápices de color
- Galleta
- Caballo
- Corazón Rojo
- Corazón Blanco
- Corazón Rosado
- Paloma
- Coche

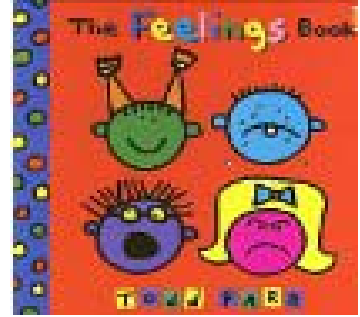
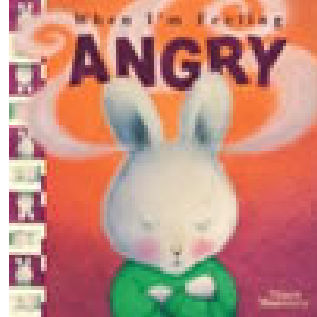




# Parent Tip Sheet: Feelings

# My 5 Senses

## BOOKS



## ACTIVITIES

### Painting Faces

#### What You Need:

- White Construction Paper
- Paint

#### What You Do:

Have your child finger paint different expression faces on construction paper using paint. Talk to your child about the expression faces he/she painted. With this activity your child will explore the sense of touch as well as their emotions.

### Exploring Many Feelings

#### What You Need:

- Book, Magazine, Newspaper

#### What You Do:

Sit with your child and show him a book, magazine, or newspaper with faces of people expressing different emotions. Ask your child how they think the person is feeling. With this activity your child will explore the sense of sight as well as different emotions that we all express.

## SONGS

### Feelings Spider

Happily Little spider  
Climbed up the water spout;  
Down came the rain  
And washed poor Happy out;  
Out came the sun  
And dried up all the rain;  
And the Happy Little spider  
Climbed up the spout again.

### Happy Feeling

I've got that happy feeling, here in my heart,  
Here in my heart, here in my heart.  
I've got that happy feeling here in my heart,  
Here in my heart to stay.

I've got that happy feeling down in my feet  
Down in my feet, down in my feet  
I've got that happy feeling down in my feet  
Down in my feet to stay

I've got that happy feeling here in my hands  
Here in my hands, here in my hands  
I've got that happy feeling here in my hands  
Here in my hands to stay

I've got that happy feeling all over me  
All over me, all over me  
I've got that happy feeling all over me  
All over me to stay



# Consejos Para Padres: Sentimientos

## Mis 5 Sentidos

### LIBROS



### ACTIVIDADES

#### Pintando Caras

**Que Necesita:**

- Papel de Construcción
- Pintura

**Que se Hace:**

Haga que su niño pinte con sus dedito caras con diferentes expresiones en papel de construcción usando pintura. Hable con su niño sobre las caras que pinto. Con esta actividad su niño explorara el sentido del tacto y también sus emociones.

#### Explorando Muchos Sentimientos

**Que Necesita:**

- Libro, Revista, Periódico

**Que se Hace:**

Siéntese con su niño y enséñele un libro, revista, o periódico con caras de personas expresando diferentes emociones. Pregúntele a su niño como cree que la persona se siente. Con esta actividad su niño explorara el sentido de la vista y también diferentes emociones que todos expresamos.

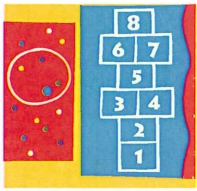
### CANCIONES

#### Nos Reunimos Cada Día

Nos reunimos cada día  
aquí en la escuela.  
¡Qué felicidad!  
Porque sus amigos son mis amigos  
y mis amigos son sus amigos.  
Nos reunimos cada día  
¡Qué felicidad!

#### Yo Estoy

¿Cómo estás hoy?  
Estoy bien, y tú?  
Muy bien, gracias.  
¿Cómo están ustedes?  
Escucha:  
Yo, yo, yo estoy, yo estoy feliz,  
Yo estoy feliz,  
Estoy feliz.  
Yo, yo, yo estoy cansada,  
Yo estoy cansada,  
Cansada.  
Yo, yo, yo estoy enojada,  
Estoy enojada,  
Enojada.  
Yo, yo, yo estoy, estoy triste,  
Yo estoy triste,  
Estoy triste.  
Ella, ella está bien,  
Ella está bien,  
Está bien.  
Él, él, él, él está enfermo,  
Él está enfermo,  
Está enfermo.



# Feelings: My Feelings Bingo Game

Playing to  
Learn

## OVERVIEW

Children will learn about the different feelings and emotions we experience daily while singing a song, playing BINGO and playing a memory game with their parents.

## SKILLS

• DRDP – #1 SSD1 – Identity of Self • DRDP – #3 SSD3 – Expressions of Empathy • DRDP – #5 SSD5 – Taking Turns • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #14 LLD2 – Following Increasingly Complex Instructions • DRDP – #15 LLD3 – Expression of Self through Language • DRDP – #29 COG3 – Memory & Knowledge

## MATERIALS & PREPARATION

### Materials:

- Game board: BINGO cards (4 per child)
- Game board pieces: 2 sets of BINGO call cards
- Bingo markers
- Song: "If you're Happy and you Know it"; Spanish: "Si estás Feliz de la Vida"
- Give-away stickers

### Preparation:

- Prepare take home activity set for each participant
  - Print out different BINGO cards plus 3 call sheets.
  - Place 4 BINGO cards and a set of call cards in a Ziploc bag for each child
  - Place the extra 1 sets of call cards in a separate Ziploc bag

## INTRODUCTION

- Introduce topic to students: Tell children that they will be learning about the different feelings we experience daily.
- Have children show you what expressions they make with the different feelings or emotions. For example, ask them to make a happy face, or sad or mad, etc. Tell them you want to see their facial expressions.
- Tell children that before they start playing their game we will sing and dance to a song about feelings called, "If you're Happy and you Know it"; "Si estás Feliz de la Vida"

## ACTIVITY #1

### Sing a Song:

#### If Your Happy and You Know It

If you're happy and you know it, clap your hands.  
If you're happy and you know it, clap your hands.  
If you're happy and you know it, your face will surely show it.  
If you're happy and you know it, clap your hands.

#### Si Estás Feliz de la Vida

Si estás feliz de la vida aplaude así.  
Si estás feliz de la vida aplaude así.  
Si estás feliz de la vida,  
Ven comparte tu alegría,  
Si estás feliz de la vida aplaude así.

\*Make up additional verses with other feelings; such as; If you're angry and you know it, stomp your feet, or If you're scared and you know it, hide your eyes.

Explain to parents that singing songs like this one, helps strengthen the following skills:

- Their child's ability to identification of feelings and emotions.
- Their child's ability to express feelings through words.
- Their child's ability to rhythm.
- Their child's ability to recognize and follow a pattern.

## ACTIVITY #2

### **Bingo Game:**

Instruct children to sit by their parents to play BINGO.

- Tell children that first we will play BINGO several times as a group and then they will play with their parent.
- Pass out a BINGO card to each child and markers.
- Tell children that when you call out a card they will place a marker on that same picture if they have it on their card.
- Tell them they will continue to do this until they complete a line.
- They must make a horizontal, diagonal OR vertical line to get a BINGO.
- Play for several times and then have the child play with their parent.
- Have them place all their BINGO cards in their bag when they are done. Tell them they get to take it home for they can play BINGO with the rest of their family members.

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

- Their child's ability to follow verbal instructions.
- Their child's ability to share and take turns.
- Their child's ability to recognize and name emotions – this leads to having empathy for others.

## ACTIVITY #3

### **Memory Game:**

- Tell children and parents that they will now use the same cards used for bingo to exercise their memory skills!
- Instruct parents to place all bingo call-out cards face down on the table.
- Children and parents will take turns finding matching feelings cards by turning over two cards at a time.
- If a match is found, the game player receives another turn. If a match is not found, play goes to the other player.
- The player with the most matches at the end of the game is the winner!
- Ask children to name the emotion of each card as it is turned over. Instruct parents to ask what might cause a child to feel that particular emotion when they identify it. Parents can help if the child is struggling.

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

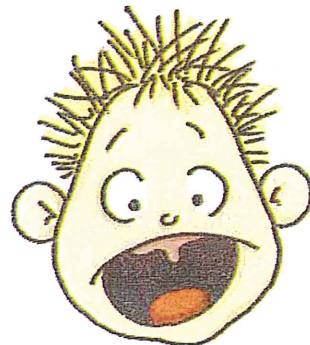
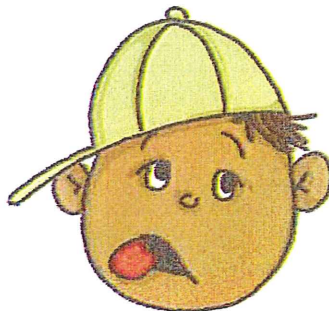
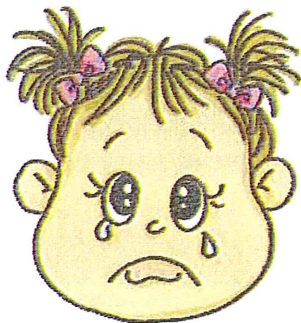
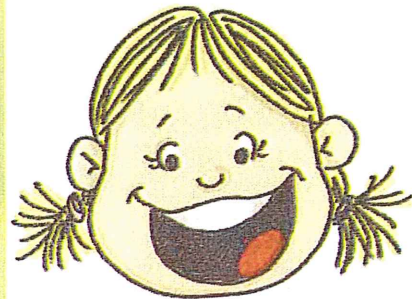
- Their child's ability to take turns.
- Their child's ability to process information and recall it from memory.
- Their child's ability to focus on a single task.
- Their child's ability to compare and contrast objects looking for matches.

## TALK ABOUT IT

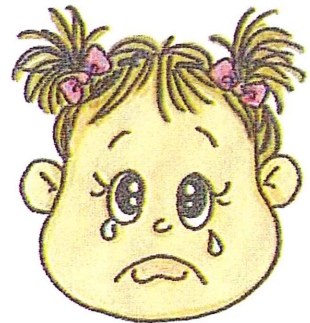
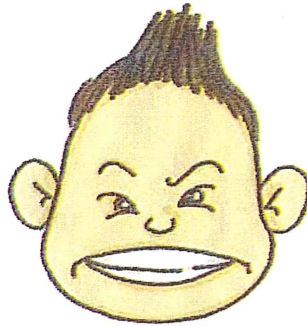
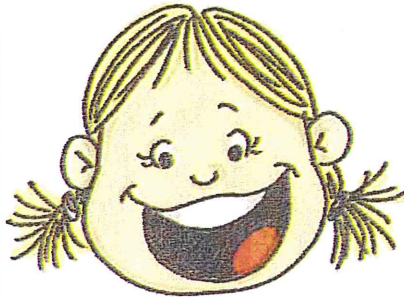
Talk to the children about the games they played.

- Ask children to remind you of what emotions they talked about today as they played BINGO and memory.
- Describe situations that might bring out a typical emotion in children: How do they feel when they have a birthday party? How do they feel when they have to go to sleep at night?
- 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.

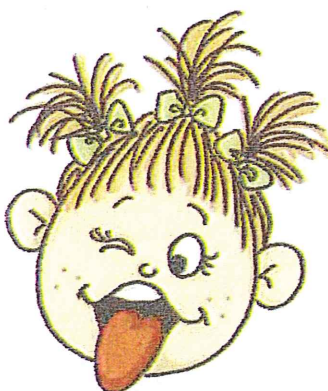
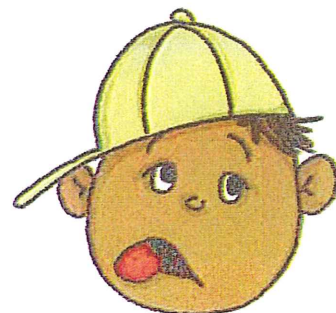
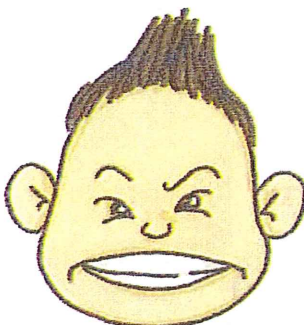
# feelings bingo



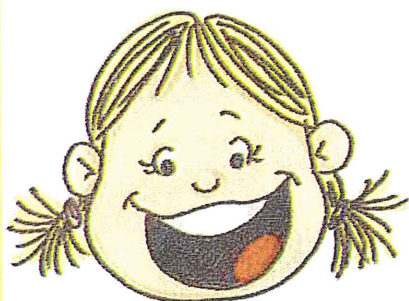
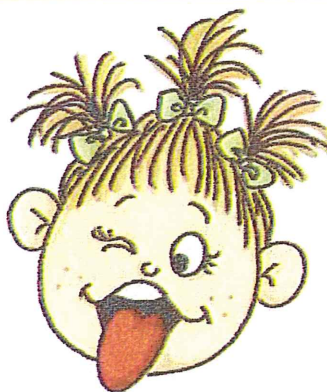
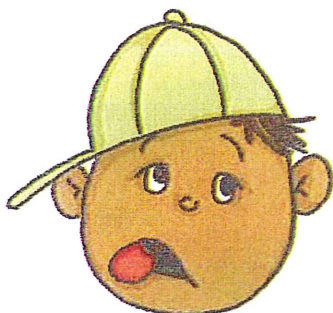
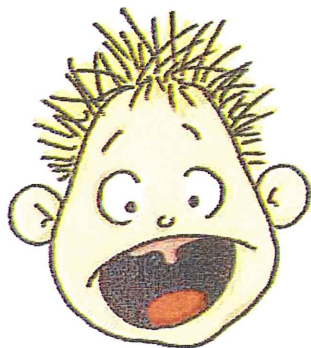
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# feelings bingo

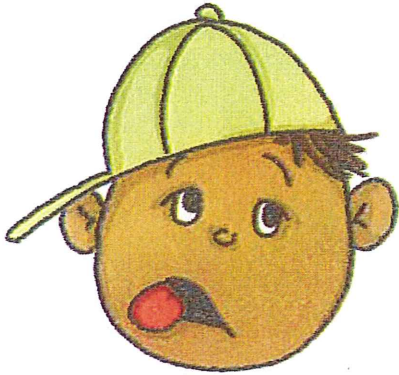


# feelings bingo





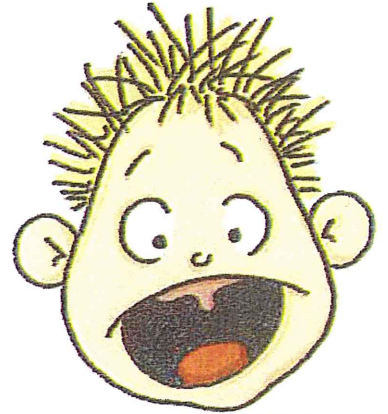
bored



happy



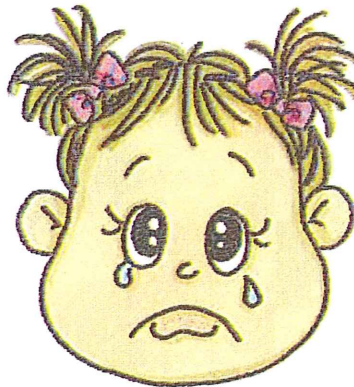
scared



silly



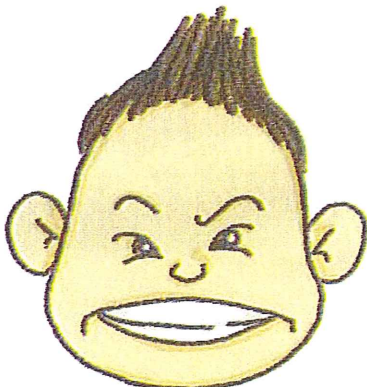
sad



angry



frustrated



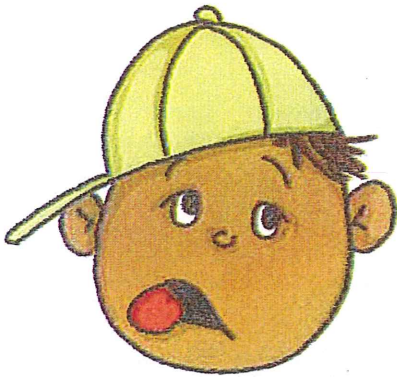
embarrassed



excited



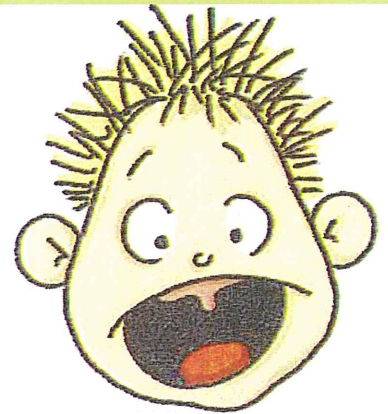
aburrido



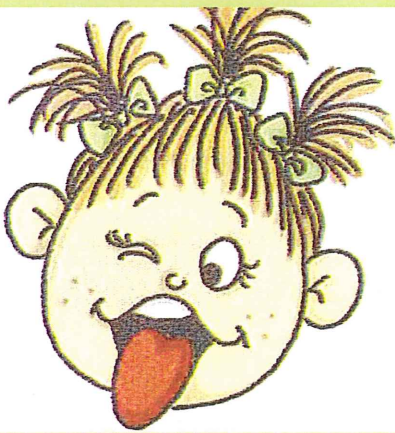
feliz



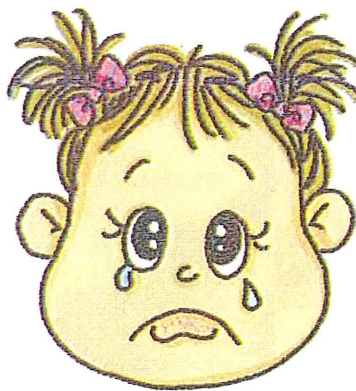
espantado



chistoso



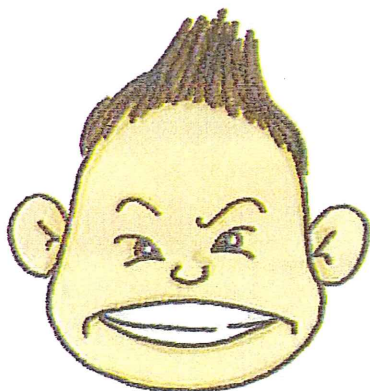
tristo



enojado



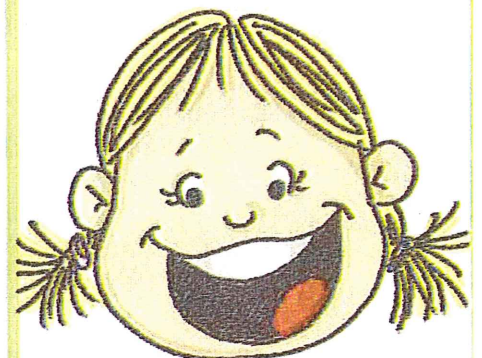
frustrado



avergonzado



excitado





# Feelings: This is how I feel!

## Sesame Street Fun!

### OVERVIEW

In this activity children will learn about Feelings. We will talk about how we feel (happy, sad, excited, etc.); and we will make an expression face to show how we are feeling today.

### SKILLS

- DRDP - #3 SSD3 - Expressions of Empathy
- 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 Skill

### MATERIALS & PREPARATION

- MATERIALS:**
- English Book: When Sophie Gets Angry-Really, Really Angry. . . by: Molly Bang
  - Spanish Book: Cuando Sofía se Enoja, se Enoja de Veras . . . por: Molly Bang
  - English Video/Sesame Street: Feelings: Happy and Sad
  - Spanish Video/Plaza Sésamo: Sentimientos: Feliz y Triste
  - Feelings Chart Template printed on Cardstock Paper
  - Color Crayons, including people colors
  - Chad
  - Arrow Template
  - Scissors

### INTRODUCTION

- PREPARATION:**
- Prepare a sample project for demonstration purposes.
  - Make copies of Feelings Chart onto Cardstock Paper

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Have a basket with pictures of faces with different expressions in the middle of the rug that the children will sit on when they enter the class.
- Ask a volunteer to pull out a picture and talk about the picture. Continue to do this until all the pictures have been pulled out of the basket and you have talked to the children about all the face expressions.

### 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.

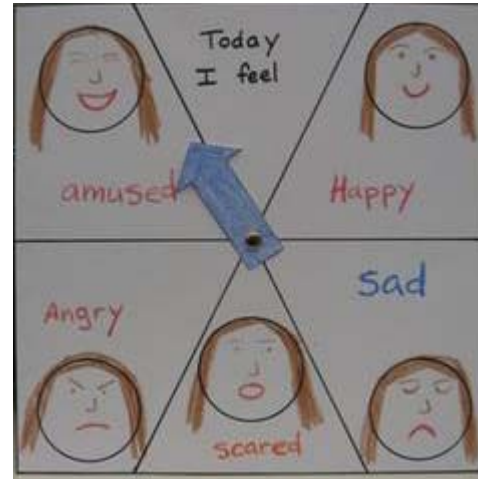
### ACTIVITY #2

- 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 - I Have a Happy Face
    - Spanish - Si tu estas Contento
  - [Show Sesame Street Clip](#): Feelings: Happy and Sad / Sentimientos: Feliz y Triste

### 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 the children that they get to make a Feelings chart
- Pass out feelings chart, arrow template, crayons, and glue.
- Have the children draw each face as identified on the feelings chart.
- Next, have children cut the arrow out and color it as well.
- Tell children that they should raise their hand when they are done so that you (the teacher) can come by and assist in placing a chad in the middle of the chart, connecting the arrow on the project.
- Tell children that they can use this chart to help tell their family members how they are feeling.
- When children are done, ask them to clean up their area.



### TALK ABOUT IT

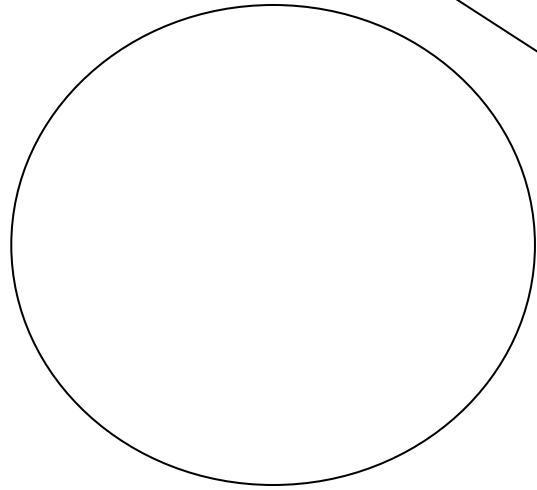
Ask children to go back to the rug or carpet to discuss the following:

- Ask the children to describe what expression face they made and talk about what feelings they have.
- Ask the children to name the feelings they learned about today (happy, sad, afraid, etc).

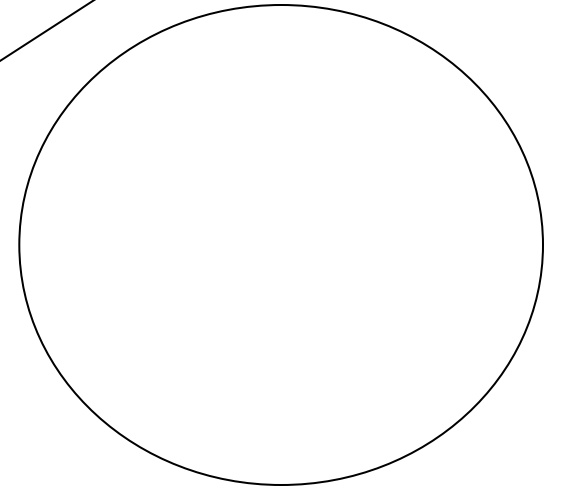
### PARENT TIP SHEET

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

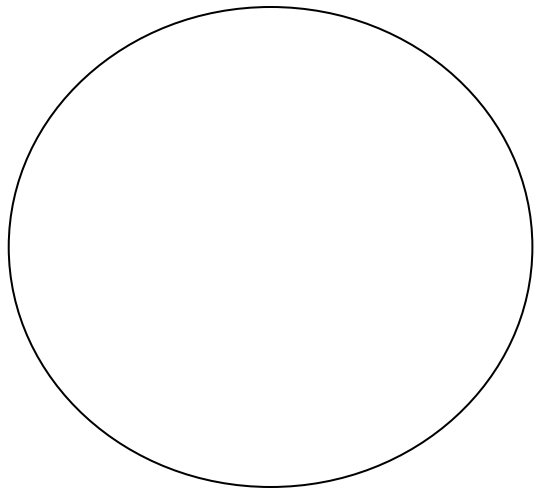
# Today I Feel



**Happy**

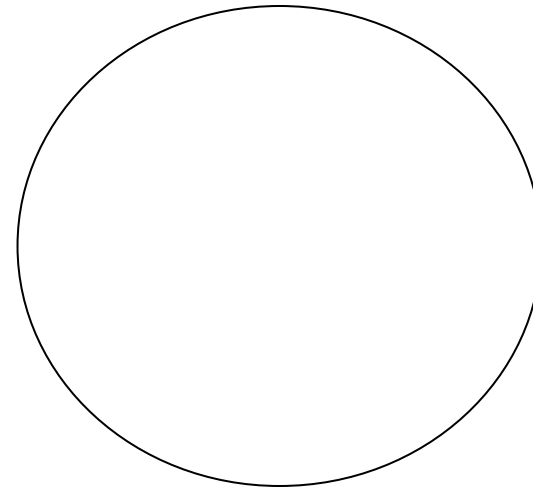
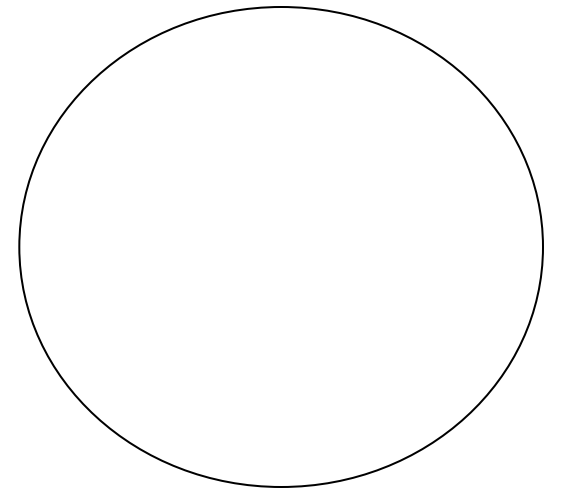


**Sad**



**Angry**

**Scared**



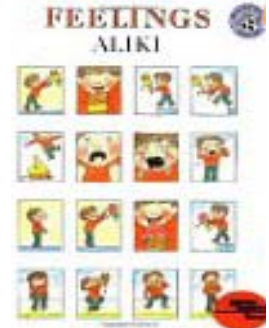
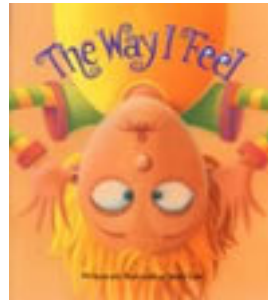
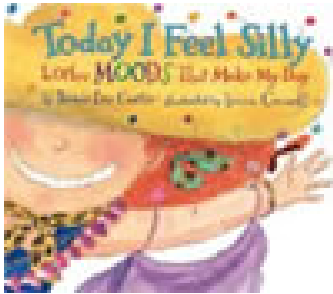
**Amused**



# Parent Tip Sheet: Feelings

## Sesame Street Fun!

### BOOKS



### ACTIVITIES

#### Happy Face Collage

##### What You Need:

- Magazines, Books or Newspaper
- Construction Paper
- Scissors
- Glue

##### What You Do:

Have your child cut out pictures from old magazines, books, or newspapers of people that look happy. Glue these pictures to a piece of construction paper to make a collage. Ask your child to think about why these people are happy or what made them happy.

#### Face Masks

##### What You Need:

- Paper Plates
- Colors, Markers, Paint
- Scissors
- Popsicle Stick
- Glue

##### What You Do:

Use small round paper plates for your child to draw or paint an emotion face of how he is feeling (happy, sad, mad, etc.). Cut out openings for the eyes. Attach a popsicle stick at the bottom for your child to hold on to the stick and use it as a mask. Play some music and have your child dance holding their mask

### SONGS

#### I Have a Happy Face

Tune: "I'm A Little Teapot"

I have a happy face,  
Just watch me grin.  
I have a great big smile  
From my forehead to my chin.

When I'm upset  
And things are bad,  
Then my happy face  
Turns to sad.

(Let your children sing this song as they first make a happy face and then a sad one at the end.)

#### If You're Happy and You Know It

Tune: "If You're Happy And You Know It"

If you're happy and you know it, clap your hands.  
If you're happy and you know it, clap your hands.  
If you're happy and you know it, your face will surely show it.  
If you're happy and you know it, clap your hands.

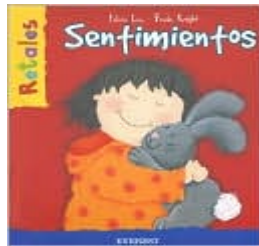
(Make up additional verses with other feelings; such as; If you're angry and you know it, stomp your feet, or If you're scared and you know it, hide your eyes)



# Consejos Para Padres: Sentimientos

Plaza Sesamo!

## LIBROS



## ACTIVIDADES

### Colage de una Carita Feliz

#### Que Necesita:

- Revistas, Libros, o Periódico
- Papel de Construcción
- Tijeras
- Pegamento

#### Que se Hace:

Haga que su niño corte retratos de revistas, libros y periódicos viejos de personas que se ven felices. Que su niño pegue los retratos en papel de construcción para hacer un colage. Pregúntele a su niño porque estas personas están felices o que las hace estar feliz.

### Mascara de Caras

#### Que Necesita:

- Platos de Papel
- Colores, Marcadores, Pintura
- Tijeras
- Palo de Paleta
- Pegamento

#### Que se Hace:

Use un plato de papel pequeño para que su niño dibuje o pinte una cara de expresión sobre como se siente (feliz, triste, enojado, etc.) Corte la parte de los ojos para que pueda ver por la mascara. Coloque un palo de paleta debajo de la mascara para que su niño la pueda agarrar con la mano. Ponga música y deje que su niño baile con su mascara.

## CANCIONES

### Si tu estas Contento

Si estas contento y lo sabes, aplaudirás.  
Si estas contento y lo sabes, aplaudirás.  
Si estas contento y lo sabes, tu cara lo mostrara.  
Si estas contento y lo sabes, aplaudirás.

### Yo Estoy

¿Cómo estás hoy?  
Estoy bien, y tú?  
Muy bien, gracias.  
¿Cómo están ustedes?  
Escucha:  
Yo, yo, yo estoy, yo estoy feliz,  
Yo estoy feliz,  
Estoy feliz.  
Yo, yo, yo estoy cansada,  
Yo estoy cansada,  
Cansada.  
Yo, yo, yo estoy enojada,  
Estoy enojada,  
Enojada.  
Yo, yo, yo estoy, estoy triste,  
Yo estoy triste,  
Estoy triste.  
Ella, ella está bien,  
Ella está bien,  
Está bien.  
Él, él, él, él está enfermo,  
Él está enfermo,  
Está enfermo.



# Feelings: Feeling Faces

## Sing & Play

### OVERVIEW

In this activity children will learn about feelings. They will do this by singing a song, reading a book and doing a hands-on art activity.

### SKILLS

• DRDP I&T - #3 SSD3 – Self Expression • DRDP I&T - #4 SSD4 – Empathy • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #16 LLD16 – Communication of Needs, Feelings and Interests • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: When I am by: Gladys Rosa-Mendoza
- Spanish Book: Cuando Estoy por: Gladys Rosa-Mendoza
- Craft sticks (2 per child)
- Cardstock face shape cut outs (2 per child)
- Craft materials: crinkle strips hair colors, giggly eyes, small pom-poms
- Glue sticks and tape
- Song: "If you're happy and you know it"
- CD Music:
  - English: # 14. Happy Talking! # 13. Joint to the Game
  - Spanish: # 17 Ganas de Aplaudir!, # 7. Pimpom!

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut circle templates

### INTRODUCTION

- Instruct children to sit around in a circle and go around asking them how they are feeling today? (happy, sad, mad, tired, bored, surprised, etc). Let them know that today we are going to learn about feelings. Help the children understand what a happy face, angry face or a sad face looks like by having them demonstrate the various feelings.
- Play CD Music: English; # 14. Happy Talking! And # 13. Joint to the Game. Spanish # 17 Ganas de Aplaudir!, # 7. Pimpom!.
- 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 art activity (describe the activity we will be completing today for take-home)
  - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their art project)
  - 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 parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.

- English – If Your Happy and You Know It
- Spanish – Felicidad



### ACTIVITY #3

#### Hands on Activity:

- Tell the children that they are going to make two "feeling faces" stick puppets of their choice. They can do a happy, sad, angry, afraid, or a surprised face.
- Show a sample of the completed craft project.
- Pass out materials: cardstock circle cut outs (two per child), craft sticks (2 per child), craft materials and glue / tape.
- Instruct children to decorate the paper circles so that they look like faces that represent feelings.
- When the faces are finished, ask parents to assist their children by taping a craft stick to the back of each paper circle so you have created stick puppets. Encourage parents to emphasize the emotions that each stick puppet represents.
- When children are done with their project, 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 children about the feelings that they learned about today.
- Ask children if they can remember some of the feelings we talked about today?
- Ask children to hold up their stick puppet creation and the feeling that the puppet is feeling.

### PARENT TIP SHEET

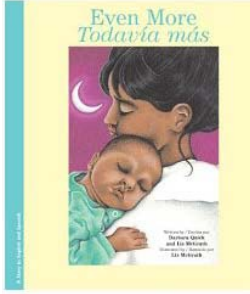
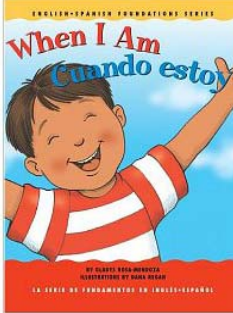
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about feelings by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Feelings

## Sing & Play

### BOOKS



### ACTIVITIES

#### Paper Bag Puppet

- What You Need:**
- Small paper bags
  - Markers
  - Giggly eyes

**What You Do:**

Make a model paper bag puppet with your child. Provide a bag and encourage your child to draw the puppet's face.

Model reading, talking, or expressing feelings with the child's puppet.

#### Dancing Bubbles

- What You Need:**
- Soap Bubbles
  - Open Space
  - Dancing Music

**What You Do:**

Play with your child on blowing the soap bubbles in a safe open space. Have your child blow the bubbles and ask him/her how he/she is feeling playing and dancing with bubbles. Remind your child that when he/she feels bored he/she can play with bubbles, listen and dance with the rhythm of the music.

### SONGS

#### H-A-P-P-Y

I'm so happy I've got a song  
I'd like to sing it to you  
When you learn all the words  
You can sing it, too  
I'm h-a-p-p-y. Spell it and shout "Woo!"  
H-A-P-P-Y. Now you're happy, too  
I'm so happy. I always wear a smile.  
People say "Are you for real?"  
I say I smile all the time  
'Cause a frown has no appeal.  
I know its okay to be sad sometimes  
And sometimes I might cry  
Sometimes I need to feel these things  
To appreciate when I-am H-A-P-P-Y

#### If You're Happy & You Know It!

If you're happy and you know it, clap your hands.  
If you're happy and you know it, clap your hands.  
If you're happy and you know it and you really want to show it  
If you're happy and you know it, clap your hands.

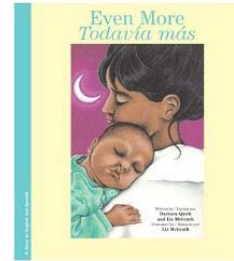
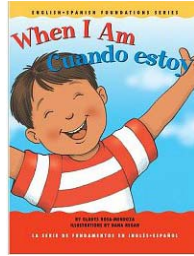
\*Additional verses: stomp your feet (stomp stomp), shout "Hurray!" (hoo-ray!), do all three (clap-clap, stomp-stomp, hoo-ray!)



# Consejos Para Padres: Sentimientos

## Canta y Juega

### LIBROS



### ACTIVIDADES

#### Títere de Bolsa de Papel

##### Que Necesita:

- Bolsas de papel pequeñas
- Marcadores
- Ojos móviles

##### Que se Hace:

Haga un títere como modelo y que su hijo/a le observe. Provea los materiales y pídale a su hijo/a que dibujen la cara del títere. Modele leer, hablar, y a expresar sentimientos de sus hijos/as por medio del títere.

#### Baile de Burbujas

##### Que Necesita:

- Burbujas de Javon
- Espacio suficiente
- Musica para bailar

##### Que se Hace:

Juegue con su hijo/a a soplar burbujas y bailar en un lugar con suficiente espacio. Al soplar las burbujas permítale a su hijo/a que también sople las burbujas de jabón y baile con supervisión. Pregúntele como se siente al terminar de jugar con las burbujas escuchando y bailando y escuchando el ritmo de la música.

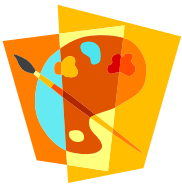
### CANCIONES

#### Yo Estoy

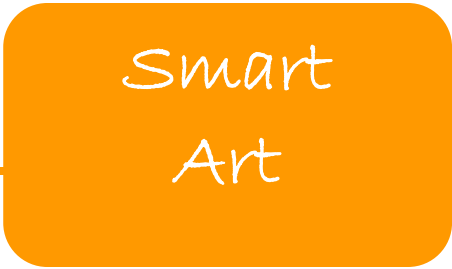
¿Cómo estás hoy?  
Estoy bien, y tú?  
Muy bien, gracias.  
¿Cómo están ustedes?  
Escucha:  
Yo, yo, yo estoy, yo estoy feliz,  
Yo estoy feliz,  
Estoy feliz.  
Yo, yo, yo estoy cansada,  
Yo estoy cansada,  
Cansada.  
Yo, yo, yo estoy enojada,  
Estoy enojada,  
Enojada.  
Yo, yo, yo estoy, estoy triste,  
Yo estoy triste,  
Estoy triste.  
Ella, ella está bien,  
Ella está bien,  
Está bien.  
Él, él, él, él está enfermo,  
Él está enfermo,  
Está enfermo.

#### Felicidad

Mi vida hermosa por que existes tú,  
Hermosos son mis días por que veo tu luz.  
Ya no estoy triste, no estoy triste.  
Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.  
Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.  
Los pajaritos cantan al verte sonreír.



# Feelings: What am I feeling?



## OVERVIEW

In this activity children will learn about feelings by participating in a read-aloud, singing and painting a ceramic piece that is related to the Feelings 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 - #3 SSD3 - Expressions of Empathy

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: Lots of Feelings by: Shelley Rotner
- Spanish Book: Words are not for Hurting / Las palabras no son para lastimar por: Elizabeth Verdick
- Bisque piece: Plate
- Bisque paint: red (angry), blue (sad), pink (shy), yellow (happy), gray (lonely), purple (scared) and black (face drawing)
- 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.
- On the classroom tables, place a half sheet of construction paper, a small paper plate and a paint brush at each child's place setting with the ceramic piece that will be painted during class.
- Place a box of baby wipes on each table.
- Print out 4 Step Plan

## INTRODUCTION

- Introduce topic to students.
- Tell the children that sometimes we feel good, and sometimes we feel bad. Both kinds of feelings are normal. Of course, we all enjoy good feelings. But when we don't like the way we are feeling, sometimes we don't know what to do about it.
- Illustrate different emotions by physically acting out a particular feeling. For example, you can tell the children that sometimes a person can feel sad and if they cry you can tell what and how they are feeling.
- Tell children that there is a plan that will help when your feelings are bothering you:
  1. **ACCEPT** your feelings. Say to yourself: "I am sad." "I am frightened." "I am angry." "I am embarrassed." It's all right to have feelings.
  2. **RELAX** and take "time out" before you act. Take slow deep breaths and relax all the muscles of your body. Pretend you are in a safe place.
  3. **THINK** about ways to help yourself. Thinking helps you do something smart instead of harming yourself or making things worse.
  4. **DO** something to help yourself. Maybe it would help to talk to someone, or to do something you enjoy. If it doesn't work, go back to step 3.

**ACTIVITY #1****Sing a Song:****English Song:** Feelings

Sung to the tune: "Twinkle, Twinkle, Little Star"

Sometimes on my face, you'll see (point to chest)  
 How I feel inside of me. (point to face)  
 A smile means happy, (smile)  
 A frown means sad. (frown)  
 And gritting teeth, means I'm mad. (grit teeth)  
 When I'm proud, I beam and glow, (smile)  
 But when I'm shy, my head hangs low. (bow head)

**Spanish Song:** Si tu estas Contento

Si estas contento y lo sabes, aplaudirás.  
 Si estas contento y lo sabes, aplaudirás.  
 Si estas contento y lo sabes, tu cara lo mostrara.  
 Si estas contento y lo sabes, aplaudirás.

**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**

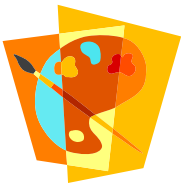
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Tell them that they will be making a face that shows an emotion like the ones we learned about today in class.
- Tell children that they can make a face that is happy, sad, angry, frustrated, or surprised. Tell them that they will paint their plate and that you will be coming around to help them draw the face onto the plate.
- 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 draw the face chosen by the child and 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:**

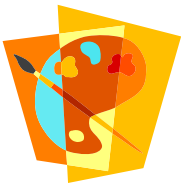
- Ask questions about the story book and what they learned during class.
- Have children bring their parents in to the classroom to show how they painted their ceramic piece.
- Distribute to parents 4 Step Plan.
- Explain that the ceramic pieces will stay for a few weeks to be processed and once they are done they will be able to pick them up at the center.



**Feelings:**  
4 Step Plan on how to deal with our feelings

Smart  
Art

1. **ACCEPT** your feelings. Say to yourself: "I am sad." "I am frightened." "I am angry." "I am embarrassed." It's all right to have feelings.
2. **RELAX** and take "time out" before you act. Take slow deep breaths and relax all the muscles of your body. Pretend you are in a safe place.
3. **THINK** about ways to help yourself. Thinking helps you do something smart instead of harming yourself or making things worse.
4. **DO** something to help yourself. Maybe it would help to talk to someone, or to do something you enjoy. If it doesn't work, go back to step 3.

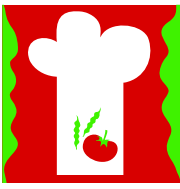


**Feelings:**  
4 Step Plan on how to deal with our feelings

Smart  
Art

1. **ACCEPT** your feelings. Say to yourself: "I am sad." "I am frightened." "I am angry." "I am embarrassed." It's all right to have feelings.
2. **RELAX** and take "time out" before you act. Take slow deep breaths and relax all the muscles of your body. Pretend you are in a safe place.
3. **THINK** about ways to help yourself. Thinking helps you do something smart instead of harming yourself or making things worse.
4. **DO** something to help yourself. Maybe it would help to talk to someone, or to do something you enjoy. If it doesn't work, go back to step 3.





# Feelings: My Expressive Face

## Snack Attack

### OVERVIEW

Children will see pictures of emotions/feelings and talk about them. They will listen to a story read to them and explore day to day situations in their own life. They will learn that emotions are a part of everyday life. In this activity children will learn to help them recognize, understand, and identify their feelings by making expressive faces with English muffin pizzas!

### SKILLS

- DRDP - #3 SSD3 – Expressions of Empathy
- DRDP - #11 SSD11 – Conflict Negotiation
- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 – Concepts about Print
- DRDP - #42 HLTH2 – Healthy Lifestyle
- DRDP - #41 HLTH1 – Personal Care Routine
- DRDP - #35 MATH4 – Measurement

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: “Alexander and the Terrible, Horrible, No Good, Very Bad Day” by: Judith Viorst
- Spanish Book: “Alexander y el día Terrible, Horrible, Espantoso, Horroroso” por: Judith Viorst
- Color squares: RED (angry), BLUE (sad), PINK (shy), GRAY (shocked), YELLOW (happy) & ORANGE (worried)
- Definition of emotions/feelings
- Tablespoons – for placement on tables
- Per Child:
  - 1 english muffin
  - 1 tablespoon pizza sauce
  - 1 oz. string cheese
  - 2 Olives
  - 1 mushroom slice

#### 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 Feelings today.
- Show pictures of basic emotions: happy, sad, mad, scared, surprised and confused
- Definition of emotions/feelings: We cannot see or touch our emotions. Emotions are our feelings. Sometimes we have an emotion of anger and we might shout. We might have an emotion of being sad and we might cry. We might have an emotion or being happy and we might laugh. I have 6 faces here. See this (INSERT COLOR) face? It is sad, mad, shy etc. What does it look like? Can you make a (INSERT EMOTION) face?
- 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.

### H-A-P-P-Y

I'm so happy I've got a song  
I'd like to sing it to you  
When you learn all the words  
You can sing it, too  
I'm h-a-p-p-y. Spell it and shout "Woo!"  
H-A-P-P-Y. Now you're happy, too  
I'm so happy. I always wear a smile.  
People say "Are you for real?"  
I say I smile all the time  
'Cause a frown has no appeal.  
I know its okay to be sad sometimes  
And sometimes I might cry  
Sometimes I need to feel these things  
To appreciate when I-am H-A-P-P-Y

### Felicidad

Mi vida hermosa por que existes tú,  
Hermosos son mis días por que veo tu luz.  
Ya no estoy triste, no estoy triste.  
Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.  
Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.  
Los pajaritos cantan al verte sonreír.

### 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 pizza face snack:

- Instruct children to spread 1 tablespoon of pizza sauce on the English muffin. Instruct children to use the tablespoon to measure the correct amount of sauce onto the English muffin.
- Tell children to spread a thin layer of shredded cheese on top of the sauce.
- a half slice of pepperoni will be used for the mouth.
- The children will use 2 olives for the eyes and 1 mushroom for the nose.



\*Give full instructions as to how the faces will be constructed. Have the children choose an emotion such as "happy" and have them duplicate that expression onto the pizza face (make sure each child is not repeating the same emotions).

### TALK ABOUT IT

- Talk with children about things that make them happy, sad, angry, surprised, confused etc. In addition, talk to the children about different emotions that the children have felt and about what they can do to feel better when we are sad or angry etc.
- Ask each child how they are feeling today and have them label a color of emotion onto their feelings. For example, if the child is feeling sad, ask them what color sad is (cut out color squares that would represent the colors of emotions and show to the children).



# Feelings: This is how I feel!

## 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 be learning about feelings and how we express our emotions. Children will have the opportunity to explore four common feelings as part of an art project.

### SKILLS

- DRDP - #1 SSD1 - Identity of Self
- DRDP - #3 SSD3 - Expressions of Empathy
- DRDP - #17 LLD5 - Interest in Literacy
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 - Concepts about Print

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: *The Way I Feel* by: Janan Cain
- Spanish Book: *Everybody Has Feelings/Todos Tenemos Sentimientos* por: Charles Avery
- Give-away books
- Paper plates
- Crayons/markers
- Tape
- Pop stickle sticks (4 per child)

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Gather materials
- Cut paper plates in half (4 per child)

### INTRODUCTION

- Introduce topic to students
- Lead the class into a discussion about feelings.
- Ask children how they are feeling today (happy, tired, lazy, excited). Ask them why they feel how they feel.

### 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 girl or feelings.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

### ACTIVITY #2

#### This is how I feel!:

- Each child will need four halves of plates to make four emotions.
- Ask each child the emotions they will be drawing and write the emotion on the back of the plate.
- Have the children color each half of the plate.
- With the marker, have the children draw the emotion, help by modeling the facial expression to the child.
- Help the children tape the popsicle stick on the back of each paper plate.
- 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:

- What was their favorite part of the book?
- Who were the main characters in the book?
- Have them name one of the four emotion masks they did?

**PARENT TIP SHEET**

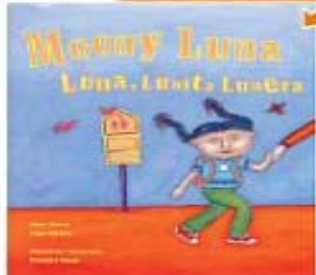
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about the feelings by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Feelings

## Storytime

### BOOKS



### ACTIVITIES

#### How Are You Feeling?

##### What You Need:

- Paper
- Paint
- Various other Art Supplies

##### What You Do:

Give your children a blank piece of paper. Have them illustrate how they feel at the time. Discuss the colors they are using and how they make them feel.

#### Feelings Collage

##### What You Need:

- Paper
- Magazines
- Glue
- Scissors

##### What You Do:

Give your children magazines. Have them cut out people that are showing different emotions. Have them separate these based on their emotions and then make a collage with different sides of the paper representing different emotions.

### SONGS

#### If You're Happy & You Know It!

If you're happy and you know it, clap your hands.  
 If you're happy and you know it, clap your hands.  
 If you're happy and you know it and you really want to show it  
 If you're happy and you know it, clap your hands.  
 If you're happy and you know it, stomp your feet.  
 If you're happy and you know it, stomp your feet.  
 If you're happy and you know it and you really want to show it  
 If you're happy and you know it, stomp your feet.

#### Feelings Spider

Happy Little spider  
 Climbed up the water spout;  
 Down came the rain  
 And washed poor Happy out;  
 Out came the sun  
 And dried up all the rain;  
 And the Happy Little spider  
 Climbed up the spout again.

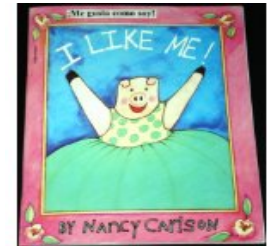
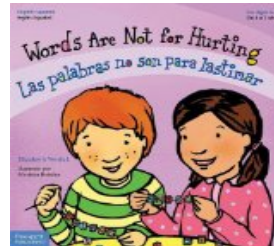
Note: Replace Happy with other emotions: Sad, giggly, shy, Afraid. Then have your children act out the emotions.



# Consejos Para Padres: Sentimientos

## Hora de Cuentos

### LIBROS



### ACTIVIDADES

#### Libro de Expresión

##### Que Necesita:

- Revistas
- Papel de construcción
- Engrapadora
- Pegamento
- Cinta de Goma

##### Que se Hace:

Proporcione revistas con características de expresiones faciales diferentes. Ponga a su niño(a) a recortar retratos de personas con diferentes expresiones en sus caras. Peguen los retratos en papel de construcción. Engrape los papeles de construcción juntos para hacer un libro. Siéntese junto a su hijo(a) y miren las fotos. Pregunte a sus hijo(a) cómo piensan que la persona se siente en la imagen.

#### Mirando un Espejo

##### Que Necesita:

- Espejo

##### Que se Hace:

Párese con su niño(a) delante de un espejo, o déle a su niño(a) un espejo para mirarse. Permita a su niño(a) que vea a usted hacer una expresión con la cara como, feliz, triste, llorando, enojada, sorprendida, etc. Cuando usted haga la expresión, hable de los sentimientos que usted finge tener. Favorezca a su niño(a) copiar se expresión, y hablen de los sentimientos que fingen tener.

### CANCIONES

#### Felicidad

Mi vida hermosa por que existes tú,  
Hermosos son mis días por que veo tu luz.  
Ya no estoy triste, no estoy triste.  
Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.  
Felicidad eso es lo que tú me das.  
Felicidad cada mañana al despertar.  
Felicidad desde ti y para siempre.  
Los pajaritos cantan al verte sonreír.

#### Si tú estás feliz

Si tú estás feliz, applaude asi (clap, clap)  
Si tú estás feliz, applaude asi (clap, clap)  
Si tú estás feliz, y quieres demostrarlo,  
Si tú estás feliz, applaude asi (clap, clap)  
  
Si tú estás feliz, pisa asi (stomp, stomp)  
Si tú estás feliz, pisa asi (stomp, stomp)  
Si tú estás feliz, y quieres demostrarlo  
Si tú estás feliz, pisa asi (stomp, stomp)  
  
Si tú estás feliz, grita asi (hurrah!)  
Si tú estás feliz, grita asi (hurrah!)  
Si tú estás feliz, y quieres demostrarlo  
Si tú estás feliz, grita asi (hurrah!)  
  
Si tú estás feliz, hace los tres  
(Clap, Clap! Stomp, Stomp! Hurrah!)  
Si tú estás feliz, hace los tres  
(Clap, Clap! Stomp, Stomp! Hurrah!)  
Si tú estás feliz, y quieres demostrarlo  
Si tú estás feliz, hace los tres  
(Clap, Clap! Stomp, Stomp! Hurrah!)