



Body Parts: My Body



OVERVIEW

In this activity children will learn about their body parts. Their bodies will be traced by their parents on butcher paper. Children will be able to color, and paint their traced bodies in a fun way to recognize their bodies.

SKILLS

- DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others
- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Body (Bilingual) by: Gladys Rosa Mendoza
- Spanish Book: Mi Cuerpo por: Gladys Rosa Mendoza
- Paint brushes
- Tempera paint: (people colors)
- Crayons/markers
- White butcher paper: (1 per child) (3.5 feet).
- 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.
- Let children know that today’s activities will be about body parts.
- Discuss the parts of the body and what each part can do. Encourage children to show you the body parts as you discuss them (head, eyes, mouth, ears, nose, hands, fingers, feet, etc.)

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 – Hokey Pokey
 - Spanish – Salto, Salto, Salto

ACTIVITY #3

- Let children know that now they will be doing a portrait of their bodies using the materials given.
- Pass out, the butcher white paper and markers to trace the child’s body either standing or lying down on the floor.
 - Pass out, the rest of materials; crayons, paints on paper plates, and brushes.
 - Let them know they can decorate their person however they want.

TALK ABOUT IT

- Ask children to go back to the rug or carpet to discuss the following:
- Ask children about their art project?
 - Ask them questions about the book that was read and what they learned during class?

PARENT TIP SHEET

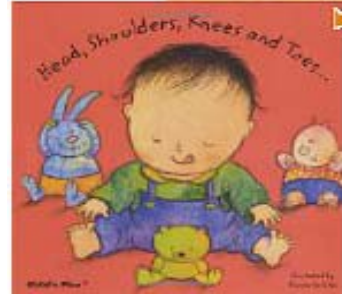
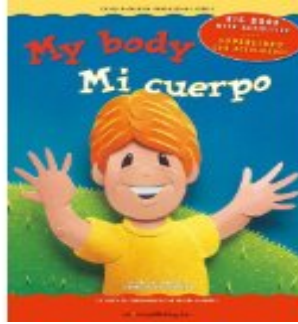
Pass out Parent Sheet and explain to parents that they can reinforce their child’s knowledge about their body by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Body Parts



BOOKS



ACTIVITIES

Coloring Shapes

What You Need:

- Construction paper
- Crayons

What You Do:

Take time to draw with your child when she wants to get out paper and crayons. Draw large shapes or people body shapes and let your child color them in. Take turns.

Finger Painting

What You Need:

- Whipping cream
- Table
- Food coloring

What You Do:

Try a new twist to finger painting. Use whipping cream on a washable surface (cookie sheet Formica table). Help your child spread it around and draws pictures with your fingers. Add food coloring to give it some color.

SONGS

Hokey Pokey

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

Repeat with:

- 2) left hand
- 3) right foot
- 4) left foot
- 5) head
- 6) butt
- 7) whole self

My Hands

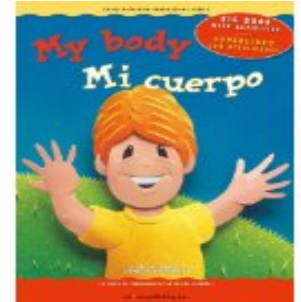
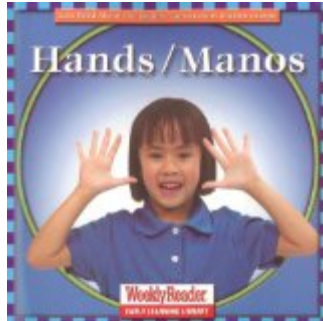
On my head my hands I place.
On my shoulders,
On my face,
On my hips,
And at my side,
Then behind me they will hide,
I will hold them up so high,
Quickly make my fingers fly,
(Wiggle fingers)
Hold them out in front of me,
(Hands in front of body, arms extended)
Swiftly clap them. One, two, three!
(Clap, clap, clap)



Consejos Para Padres: Mi Cuerpo



LIBROS



ACTIVIDADES

A Colorear Figuras

Que Necesita:

- Papel de dibujo
- Crayolas

Que se Hace:

Tome tiempo dibujar con su Niño/a con crayolas papel de dibujo. Dibuje figuras geométricas o partes del cuerpo de personas. Permita que su hijo/a lo coloreen.

A Pintar con los dedos

Que Necesita:

- Crema de azotes
- Meza
- Colorantes comestibles

Que se Hace:

Pruebe un nuevo giro a la pintura de dedo. Utilice crema de azotes en una superficie lavable (tabla de hoja Formica). Ayude a su hijo a difundirlo alrededor y dibujar imágenes con los dedos. Añade colorantes comestibles para darle algún color.

CANCIONES

Los Meneos

Yo tengo los meneos
Yo tengo los meneos
Y no puedo estarme quieto(a)
Porque yo tengo los meneos
1. En mi cabeza meneo el pelo,
Meneo los ojos, meneo la nariz.
En mi cabeza meneo el pelo,
Meneo los ojos, meneo la nariz, porque (Yo tengo ...)
2. A la derecha meneo los dedos,
Meneo la mano, meneo el brazo.
A la izquierda meneo los dedos,
Meneo la mano, meneo el brazo, porque (Yo tengo ...)
3. A la derecha meneo la pierna,
Meneo el pie, meneo los dedos del pie.
A la izquierda meneo la pierna,
Meneo el pie, meneo los dedos del pie porque (Yo tengo ...)

Salto, Salto, Salto

Salto, salto con mis pies
Muevo, muevo mi cabeza
Sacudo, sacudo mis manos
Doblo, doblo mis rodillas



Body Parts: My Fingers and Hands

Barney & Friends

OVERVIEW

In this activity children will learn about our bodies and our body parts. 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 - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #14 LLD1 – Language Comprehension
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #33 MPD3 – Fine Motor
- DRDP I&T - #34 MPD4 – Hand-Eye Coordination

MATERIALS & PREPARATION

MATERIALS:

- English Book: Ten Little Fingers (Bilingual) by: Annie Kubler
- Spanish Book: Diez Dedos Pequeñitos por: Annie Kubler
- English Barney Clip: Body Parts
- Spanish Barney Clip: Partes del Cuerpo
- Paper (construction and plain)
- Tactile finger paint (mix 1 teaspoon of salt into finger paint)
- String
- Cereal: Fruit Loops
- Magnifying glass
- Stamp pad

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Prepare three stations:
 - **Art Station:** Put out finger paint and cardstock paper.
 - **Fine Motor:** Put out sting and fruit loops for bracelet/necklace making.
 - **Discovery:** Magnifying glass, stamp pad, plain paper

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce Topic to children: Tell children that today we will talk about some of our body parts that we use daily to do many things.
- Tell them that these body parts are our hands and fingers.
- Ask each child to show you something they can do with their hands such as clap, snap their fingers, scratch their head, or pat their tummy.
- Encourage children to think of all the things for which they use their hands.
- 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 – Put Your Little Foot
 - Spanish – Lo Que Tengo
- **Show Barney & Friends clip:** Body Parts / Partes del Cuerpo

ACTIVITY #3**Activity Centers:**

Explain to children and parents what they will be doing in each of the three activity stations:

- **Art Station:** Children will use Tactile Finger paint to create a painting. Tell children that they can paint a face with eyes, ears, nose, mouth, etc. if they would like or make any other painting.
- **Fine Motor:** Children will make a necklace or bracelet, stringing Fruit Loops.
- **Discovery:** Children will look at their hands through a magnifying glass and make finger prints to examine with the magnifying glass. Ask your child if any two prints look exactly the same.
- Ask parents to take their children to each of the stations and do the activities.
- When children have completed all three stations, invite parents to take their children to the carpet to enjoy a book together before concluding the class.

ACTIVITY #4**Book Cuddling:**

When everyone is done with their books, invite parents to find a comfortable spot around the classroom to sit with their child and enjoy a book about our Body.

- Encourage parents to ask their children questions about circumstances that arise in the book to help deepen their child's understanding about the different parts of our bodies.

TALK ABOUT IT

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

- Ask children to tell you what activities they did in class using their hands and fingers?
- Ask them which activity did they like the most?
- **Show closing Barney & Friends clip**

PARENT TIP SHEET

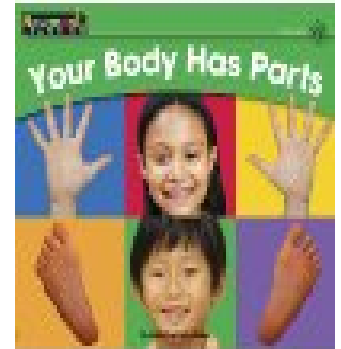
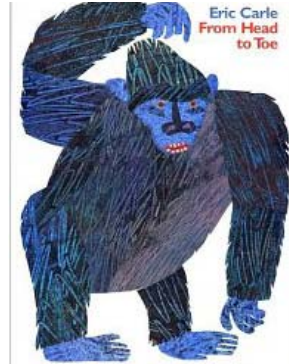
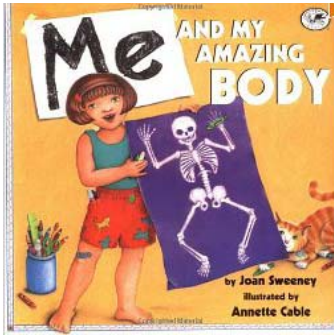
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about their body by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: My Body

Barney & Friends

BOOKS



ACTIVITIES

Body Collage

What You Need:

- Magazine pictures
- Cardboard
- Child's scissors
- Glue or glue sticks

What You Do:

Make your own puzzle by cutting out magazine pictures of whole people. Have your child help glue pictures onto cardboard. Cut pictures into three pieces by cutting curvy lines. Head, trunk, and legs make good pieces for your child to put together.

Trace My Body

What You Need:

- Butcher paper
- Crayons

What You Do:

Get a piece of butcher paper large enough for your child to lie on. Draw around your child's body to make an outline. Don't forget fingers and toes. Talk about body parts and print the words on the paper. Let your child color the poster. Hang the poster on a wall in your child's room.

SONGS

Where is Thumbkin?

Where is Thumbkin? Where is Thumbkin?
Here I am. Here I am.
How are you today sir?
Very well, I thank you. Run away.
Run away.
(Additional verses)
Where is Pointer?
Where is Middleman?
Where is Ring?
Where is Pinky?

Put Your Little Foot

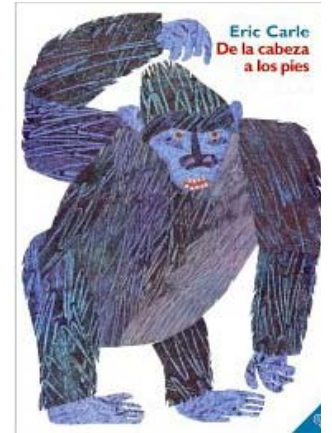
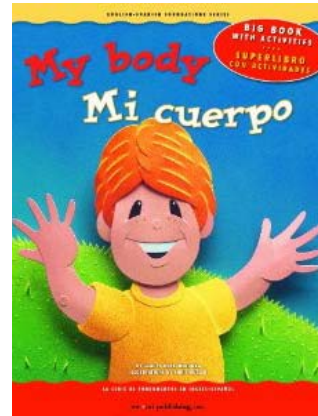
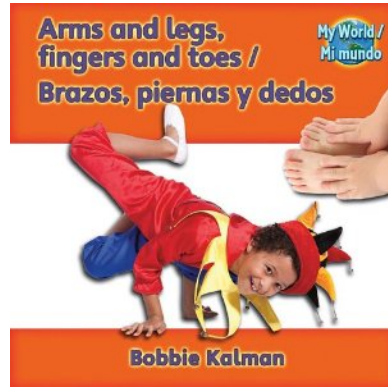
Put your little foot,
Put your little foot,
Put your little foot, right there.
Put your little foot,
Put your little foot,
Put your little foot, right there.
Walk and walk, walk and turn.
Walk and walk, walk and turn.
Walk and walk, walk and turn.
Walk and walk, walk and turn.
(Repeat)



Consejos Para Padres: Mi Cuerpo

Barney Y Amigos

LIBROS



ACTIVIDADES

Colage de Partes del Cuerpo

Que Necesita:

- Fotografías de revistas
- Tijeras para niños
- Pegamento o goma adhesiva

Que se Hace:

Haga sus propios rompecabezas con fotografías cortadas de revistas. Corte fotos que muestren personas de cuerpo completo y pídale a su niño que le ayude a pegar las fotografías en un cartón. Después, corte estas fotografías en tres pedazos, dividiendo la cabeza, el torso y las piernas. Haga los cortes en forma de curva para que sea más interesante volver a unir las partes.

A trazar el Cuerpo

Que Necesita:

- Papel de construcción
- Crayolas

Que se Hace:

Tome un pedazo de papel que sea lo suficientemente grande como para que su niño se pueda acostar en el. Haga una línea alrededor del cuerpo de su niño para que se quede marcado su contorno (silueta). No se le olvide de incluir las manos y los pies. Hable de las partes del cuerpo y escriba las palabras en el papel. Deje que su niño coloree el dibujo. Cuelgue el cartel en el cuarto de su niño.

CANCIONES

Dedo Pulgar

Dedo Pulgar, dedo pulgar,
¿Donde estas? ¡Aquí estoy!
Vamos a la fiesta, vamos a la fiesta.
A bailar, a bailar.
(Estrofas adicionales)
Dedo Índice...
Dedo Medio...
Dedo Anular...
Dedo Meñique...

Lo Que Tengo

Dos ojitos tengo que saben mirar, una naricita para respirar. Una boquita que sabe cantar y dos manecitas que aplaudirán. Dos Orejitas que saben oír. Y dos piecitos que bailan así.



Letter Recognition: Learning My Letters: F and G

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

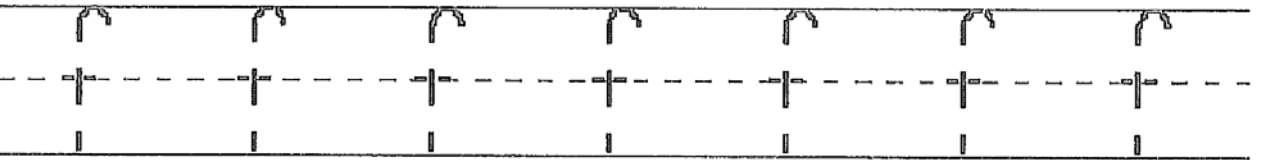
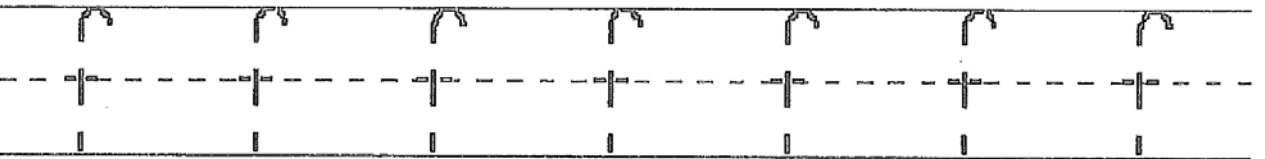
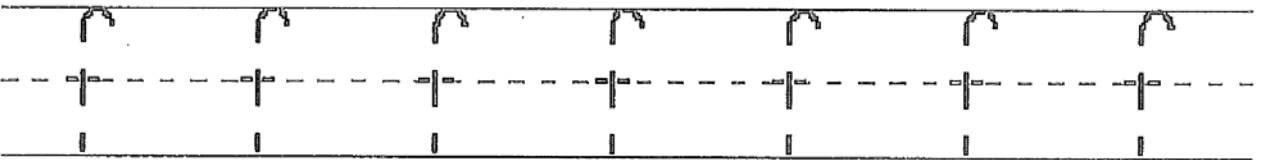
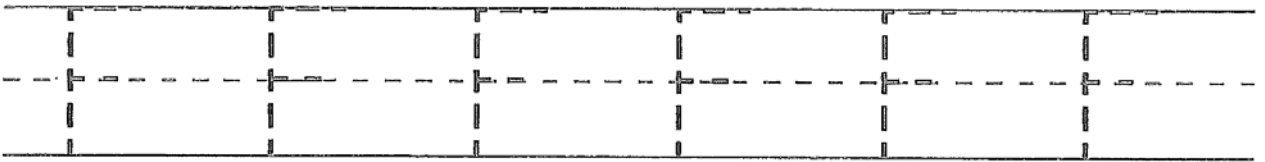
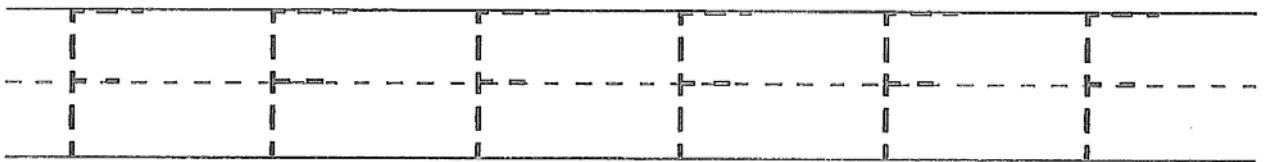
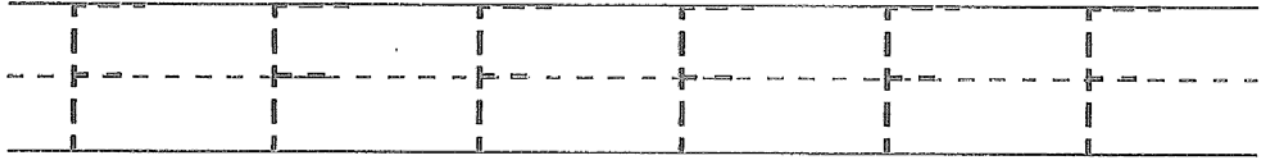
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters F,G

HOMEWORK

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

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

Name _____



Instructions: trace and then copy letters or words


f f f f f f f f f f

g g g g g g g g g g

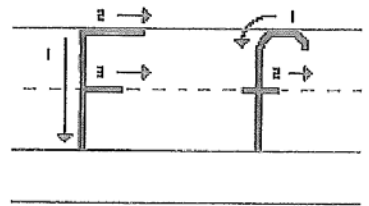
Feed the frog.

Blank handwriting lines for copying practice.

Me llamo: _____

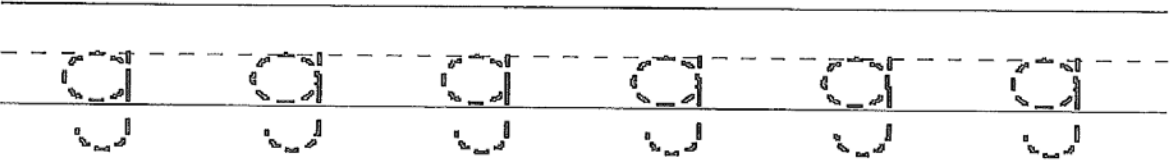
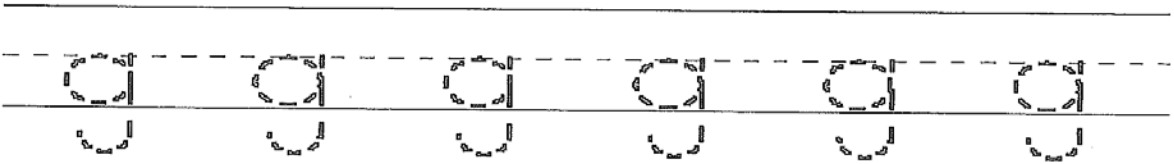
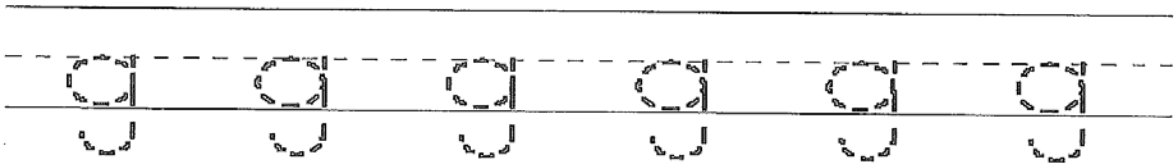
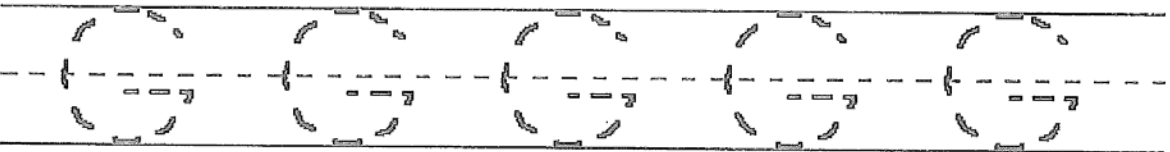
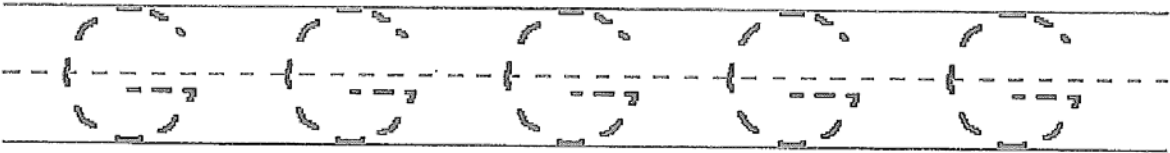
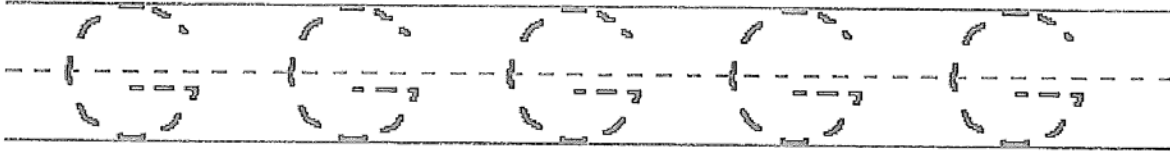


F
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FLOR
(F)

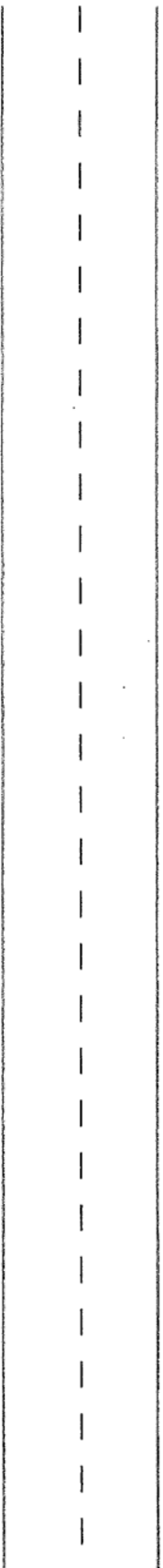
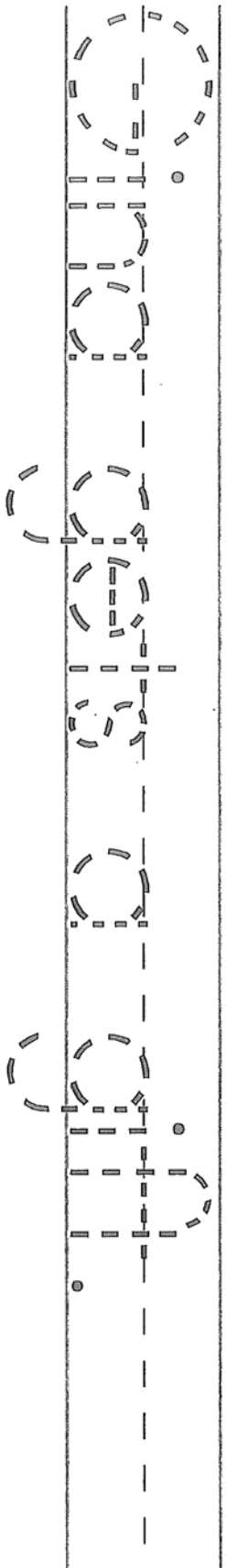
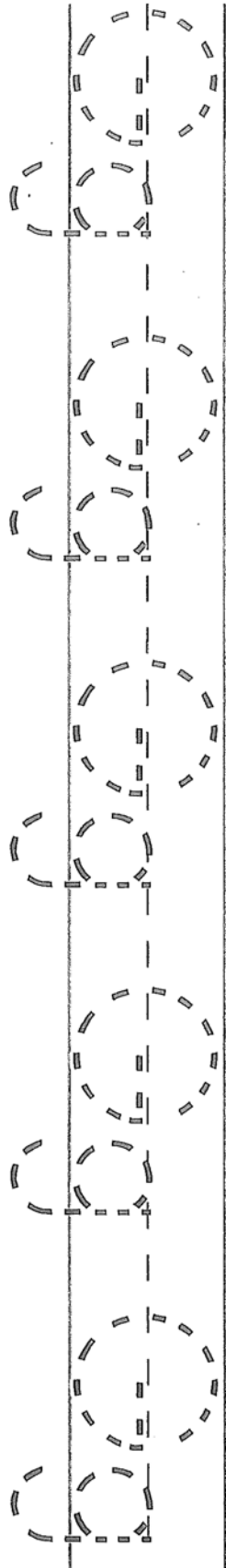
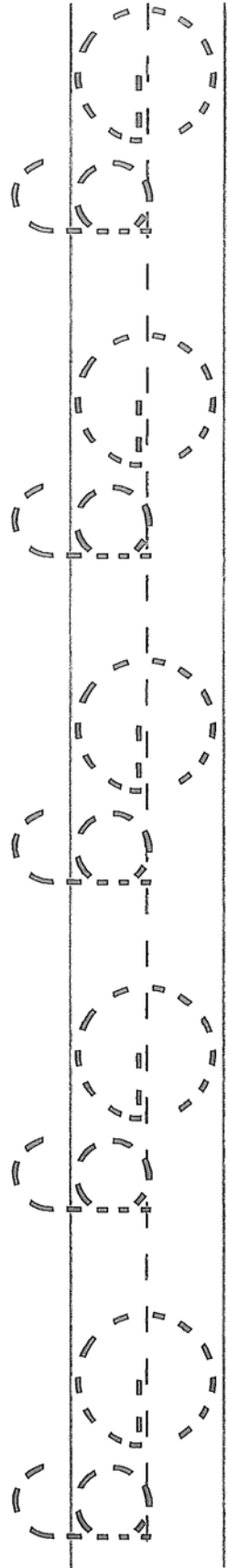


*Para ver la animación,
mueva su ratón sobre
una letra.*

Name _____



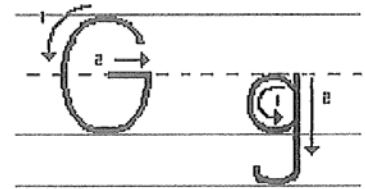
Instructions: trace and then copy letters or words



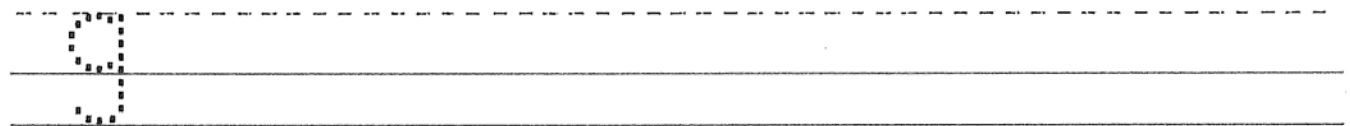
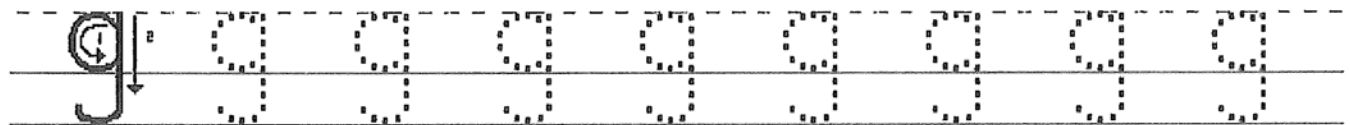
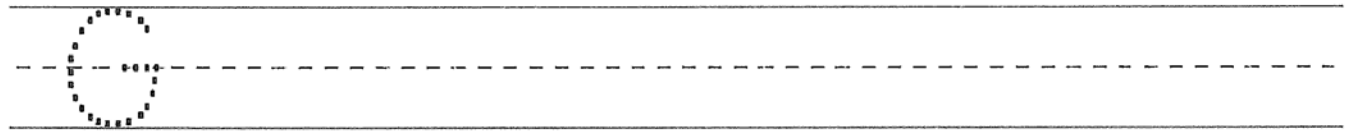
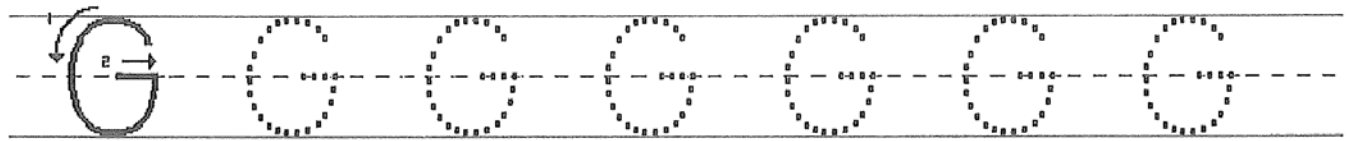
Me llamo:



G
es para
GALLETA
(F)



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





Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Social

Understanding Individual Differences

Cuddle Crew 1
0-6 months

GOAL

For the baby's unique temperament to be understood.

EXPERIENCE

This activity involves observing nine different temperament categories.

1. Observe the baby's behavior in each of these areas and put check marks under the degree to which the baby displays each. There are no right ways for a baby to be—just differences. By observing and noting naturally occurring individual differences in babies, caregivers can fine-tune their responses.

Characteristic	Low	Medium	High
Activity level			
Rhythmicity (regularity)			
Intensity			
Mood (fussy to positive)			
Adaptability			
Attention			
Distractibility			
Approach (withdrawing to sociable)			
Threshold of response			

Source: Carey & McDevitt, 1978.

Researchers Thomas, Chess, and Birch (1968) developed these categories to help caregivers achieve a realistic view of what to expect from children. Parents and caregivers shouldn't blame a child or themselves if a child has more difficult temperamental characteristics. Instead, they should adjust care-giving in accordance with the child's temperament.

2. Pick two of the previous characteristics and think about how you might use this knowledge to care for this child. For example, if the baby is low in adaptability, adults may need to explain what is coming next, allow more wind down time, transition the baby gradually, and so forth.

MATERIALS

None



Social

Entendiendo Diferencias Individuales

Grupo de Bebes 1
0-6 meses

META

Para que el temperamento único del bebé sea comprendido.

EXPERIENCIA

Esta actividad implica observar nueve categorías diferentes de temperamento.

1. Observe la conducta del bebé en cada una de estas áreas y ponga marcas bajo el grado a que el bebé demuestra cada una. No hay maneras correctas para un bebé de ser—sólo diferencias. Observando y notando diferencias individuales que ocurren naturalmente en bebés, los cuidadores pueden ajustar sus respuestas.

Característica	Bajo	Mediano	Alto
Nivel de Actividad			
Ritmo (regulativo)			
Intensidad			
Humor (escrupuloso a positivo)			
Adaptabilidad			
Atención			
Distracción			
Acercarse (retirado a social)			
El umbral de respuesta			

Fuente: Carey & McDevitt, 1978.

Los investigadores Thomas, Chess, y Burch (1968) desarrollaron estas categorías para ayudar a cuidadores logran una vista práctica de qué esperar de niños. Los padres y los cuidadores no deben culpar a un niño ni a sí mismos si un niño tiene características temperamentales más difíciles. En vez de eso, ellos deben ajustar sus cuidados de acuerdo con el temperamento del niño.

2. Escoja dos de las características anteriores y piense de cómo usted quizás utilice este conocimiento para cuidar de este niño. Por ejemplo, si el bebé es bajo en la adaptabilidad, los adultos talvez necesiten explicar lo que viene próximo, permita más tiempo, haga la transición del bebé gradualmente, etcétera.

MATERIALES

Ninguno



Social

Developing Synchrony

Cuddle Crew 1
0-6 months

GOAL

For the baby and adult to feel “in tune.”

EXPERIENCE

Synchrony is experienced when parents (or other caregivers) and infants seem to be “in tune” with one another—when adult and infant actions and responses mesh. For example, this is demonstrated when good eye contact is established between a baby who is more than 3 months old and an adult. Or when the infant coos, the adult responds, and vice versa. The interactions are characterized by a conversational and harmonious quality.

1. To establish synchrony with a baby, try to learn her rhythm. When you are with her, watch her closely. If she talks, match her sound. If she makes a facial expression, do the same. Let yourself become completely involved in conversation with this incredible baby.
2. When she tires, give her a chance to look away and rest. She may not be done, and you might try again after a short while to recapture her attention. If not, respect her need to end the conversation.
3. In general, feel her energy and rhythm. Ask yourself: Do I feel a synchrony with this baby? When? Can I feel this baby’s rhythm? Is there something with my own moods that makes synchrony more likely at some times rather than others? Do I feel synchrony when I rock the baby? Feed her? Talk to her? Look at her? Can I tell when the baby is tired of interacting and wants to rest? If I don’t feel in synchrony with this baby, what might be the barrier? How can we achieve synchrony many times during the day?

MATERIALS

None



Social

Desarrollar Sincronía

Grupo de Bebes 1
0-6 meses

META

Para que el bebé y el adulto se sientan "afinados".

EXPERIENCIA

La sincronía es experimentada cuando padres (u otros cuidadores) y los niños parecen estar "afinados" con el uno al otro—cuando las acciones y respuestas del adulto y del infante son compatibles. Por ejemplo, esto es demostrado cuando buen contacto visual es establecido entre un bebé que tiene más de 3 meses y un adulto. O cuando el bebé hace sonidos con su boca, el adulto responde, y viceversa. Las interacciones son caracterizadas por una calidad coloquial y armoniosa.

1. Para establecer sincronía con un bebé, trate de aprender su ritmo. Cuando esté con el, mírelo de cercas. Si habla, usted imite el sonido. Si hace una expresión facial, haga lo mismo. Permita que usted sea parte de la conversación con este bebé increíble.
2. Cuado el bebé se canse, déle oportunidad de descansar. Talvez no haya terminado, y talvez usted trate de nuevo mas tarde para recuperar su atención. Si no, respete su necesidad de terminar la conversación.
3. En general, sienta la energía y el ritmo del bebé. Pregúntese: ¿Ciento sincronía con este bebé? ¿Cuando? ¿Puedo sentir el ritmo de este bebé? ¿Hay algo con mi propio humor que hace la sincronía suceder más probable algunas veces que otras? ¿Siento sincronía cuando mezo al bebé? ¿Cuando le doy de comer? ¿Le hablo? ¿Lo miro? ¿Puedo saber cundo el bebé esta cansado y quiere descansar? ¿Si no siento sincronía con este bebé, que puede ser la barrera? ¿Como podemos lograr sincronía muchas veces durante el día?

MATERIALES

Ninguno



Social

Imitating Facial Expressions

Cuddle Crew 1
0-6 months

GOAL

For the baby to imitate adult facial expressions.

EXPERIENCE

1. When you have the baby's attention focused on your face, protrude your tongue v-e-r-y slowly toward the baby. Wait a long while for the baby to respond. You may be amazed when a little tongue begins to appear in response.
2. If you don't get a response, try again, and wait again. (Remember that even some alert babies won't want to play this game.) It may take several tries, but if the baby likes this game, the reward will be worth it.

Variation: You may also try this game by opening your mouth into a big O.

MATERIALS

None



Social

Imitar Expresiones Faciales

Grupo de Bebes 1
0-6 meses

META

Para que el bebé imite expresiones faciales de un adulto.

EXPERIENCIA

1. Cuando tenga la atención del bebé centrada en la cara de usted, saque la lengua muy lentamente hacia el bebé. Espere un largo rato para que el bebé responda. Tal vez usted se asombre cuando una lengua pequeña comienza a parecer en respuesta.
2. Si usted no consigue una respuesta, trate otra vez, y espera otra vez. (Recuerde que aún algunos bebés alertas no querrán jugar este juego). Puede tomar varios intentos, pero si al bebé le gusta este juego, la recompensa lo valdrá.

Variación: Usted también puede tratar este juego abriendo la boca en una grande O.

MATERIALES

Ninguno



Social

Looking in a Mirror

Cuddle Crew 1
0-6 months

GOAL

For the baby to link her motions and expressions with images in the mirror, which builds awareness of self and cause–effect relationships.

EXPERIENCE

A mirror teaches social cause and effect because the baby can feel her own movements or expressions at the same time that she sees movement or expression. The rewards for her actions are immediate.

1. Sit the baby in front of a large mirror or hold one in front of her.
2. Draw her attention to the mirror and let her look at herself. Many babies don't need much encouragement in this game because the mirror has such strong drawing power. In fact, most babies love looking into a mirror and may even laugh and coo at the baby in the mirror.
3. Talk to her about what the two of you are seeing in the mirror (e.g., "See the baby? See Emma? What a nice baby").

MATERIALS

Large or small mirror (a hand mirror will work, but a large mirror is particularly effective)



Social

Mirar en un Espejo

Grupo de Bebes 1
0-6 meses

META

Para que el bebé conecte sus movimientos y expresiones con imágenes en el espejo, lo cual construye conciencia de relaciones de ser y causa-efecto.

EXPERIENCIA

Un espejo enseña causa y efecto sociales porque el bebé puede sentir sus propios movimientos o expresiones al mismo tiempo que ve movimiento o expresiones. Las recompensas para sus acciones son inmediatas.

1. Siente al bebé delante de un espejo grande o tenga uno delante de el.
2. Llame su atención al espejo y permita que se mire. Muchos bebés no necesitan mucho ánimo en este juego porque el espejo tiene tal poder para llamar la atención. De hecho, la mayoría de los bebés adoran mirarse en el espejo e incluso pueden reírse y hacer sonidos al bebé en el espejo.
3. Háblele sobre lo que los dos están mirando en el espejo (por ejemplo, "¿Miras el bebé? ¿Miras a Emma? Que buen bebé").

MATERIALES

Un espejo grande o pequeño (un espejo de mano trabaja, pero un espejo grande es especialmente efectivo)



Social Laughing

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience the joy of laughter.

EXPERIENCE

Babies laugh for different reasons. Laughter can be stimulated in a number of different ways in babies who are ready to laugh. Be sure to be sensitive to your baby's cues when she has had enough.

Here are some ideas. Most rely on the element of surprise, which can bring great joy and laughter to an infant. But things that are a little surprising are sometimes scary to some babies, so it is important to find the line between what's scary and what's surprisingly fun for each child.

Hold the baby on his chest and very gently swoop him toward another person he likes, or gently swoop him toward the mirror so he meets a familiar face (himself).

Walk your fingers around the baby's tummy saying, "All around the mulberry bush, the monkey chased the weasel." When you get to the part that says "Pop! goes the weasel," exaggerate your voice and bring your fingers under his chin. Jiggle your head or a toy.

MATERIALS

None



Social Reírse

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de la alegría de la risa.

EXPERIENCIA

Los bebés se ríen por razones diferentes. La risa puede ser estimulada en varias maneras diferentes en bebés que están listos para reírse. Está seguro ser sensible a las indicaciones de su bebé cuando ha tenido suficiente.

Aquí están algunas ideas. La mayoría depende del elemento de la sorpresa, que le puede traer gran alegría y risa a un niño. Pero las cosas que son un poco sorprendentes a veces son espantosas para algunos bebés, así que es importante encontrar la línea entre lo que es espantoso y lo que es sorprendentemente divertido para cada niño.

Abrase al bebé en el pecho y muy suavemente páselo a otra persona que quiere, o suavemente póngalo hacia el espejo así conoce una cara conocida (él mismo).

Camine sus dedos alrededor del estomago del bebé cantando una canción y al final hágale cosquillas debajo de su cuello. Mueva su cabeza o un juguete.

MATERIALES

Ninguno



Social

First Games: Playing Peek-a-boo

Cuddle Crew 1
0-6 months

GOAL

For the baby to be *introduced* to game playing, imitating, and object permanence.

EXPERIENCE

Make sure that you and the baby are in a comfortable position where you can see each other. Tell the baby which game you're going to be playing (e.g., Peek-a-boo, So Big, Mousie, Bumblebee). Go through the game once, doing the actions yourself; then do the actions with the baby, guiding him through the actions. Repeat the game several times so the baby becomes familiar with the actions. Peek-a-boo is a great first game:

Put the baby in your lap face up or in an infant seat. Make sure the baby can see you and that his head is slightly raised. Tell the baby what you are going to do ("Play Peek-a-boo?"). Then gently cover his eyes with the blanket, clean diaper, or your hands for a few seconds. Take away the cover or your hands, and say, "Peek-a-boo!" Repeat this several times. Reassure the baby and make sure this is a fun game for him.

Variations:

Cover your own face instead of the baby's.

Use a mirror and either cover the mirror or move the baby out of the reflection.

Play Peek-a-boo anywhere—such as at a doctor's office or in the grocery store line.

Encourage older siblings to play this with the baby.

MATERIALS

Words and actions for songs/poems such as "So Big," "Pat-a-Cake," "Mousie," or "Bumblebee"; clean diaper or lightweight blanket



Social

Primeros juegos: Jugando Peek-a-boo

Grupo de Bebes 1
0-6 meses

META

Para que el bebé sea *introducido* a jugar juegos, imitar, y permanencia objetiva.

EXPERIENCIA

Asegúrese de que usted y el bebé estén en una posición cómoda donde se pueden ver uno al otro. Dígale al bebé cuál juego van a jugar (por ejemplo, Peek-a-boo, etc). Juegue el juego una vez, haciendo las acciones usted mismo; entonces haga las acciones con el bebé, guiándolo por las acciones. Repita el juego varias veces para que el bebé se familiarice con las acciones. Peek-a-boo es un primer gran juego:

Ponga al bebé en sus piernas con la cara hacia arriba o en un asiento infantil. Asegúrese de que el bebé la puede ver y que su cabeza este un poco levantada. Dígale al bebé lo que usted hará ("Jugar Peek-a-boo?") Entonces cubra suavemente los ojos con la cobija, un pañal limpio, o las manos por unos pocos segundos. Quite la cobija o las manos, y diga, "Peek-a-boo!" Repita esto varias veces. Aliente al bebé y asegúrese de que esto sea un juego divertido para él.

Variaciones:

Cubra su propia cara en vez del bebé.

Use un espejo y cúbralo o mueva a bebé fuera de la reflexión.

Juegue Peek-a-boo donde sea- como en la oficina de doctor o en la línea del supermercado.

Anime a sus hijos más grandes a que jueguen esto con el bebé.

MATERIALES

Palabras y acciones de canciones/poemas; un pañal limpio, o una cobija liviana



Social Falling in Love

Cuddle Crew 1
0-6 months

GOAL

For the baby and adult to fall in love.

EXPERIENCE

In their book *First Feelings*, Stanley and Nancy Greenspan (1989) proposed that the second stage in an infant's emotional development is falling in love. This is fostered in the infant when she feels love expressed toward her. Every infant needs someone who thinks she is the most wonderful person ever. Every parent or caregiver needs to "woo," or reach out to, his or her baby.

Watch the infant for signs that relationship building is taking place for her.

- Does the baby respond emotionally? When you look at her, do you feel a spark or liveliness?
- Is the baby starting to show a preference for you and familiar people?
- When you smile warmly at the baby, do you feel warmth, need, and interest?
- Does the baby focus on you when you interact?
- Do you feel a connection in talking to the baby?
- When you and the baby are interacting and the baby is distracted, is distraction easily overcome?

If your answer to some of the questions in the list above is "no," then perhaps you should spend more relaxed time focusing on wooing the baby by touching and making sounds, or involving only one sense (e.g., only touch). Some babies require a great deal of stimulation before giving a response; others respond quickly. It's important to find the level of stimulation each infant needs.

MATERIALS

None



Social Enamorándose

Grupo de Bebes 1
0-6 meses

META

Para que el bebé y adulto se enamoren.

EXPERIENCIA

En su libro *Primeros Sentimientos*, Stanley y Nancy Greenspan(1989) dicen que la segunda etapa en el desarrollo emocional de un infante es enamorarse. Esto es fomentado en el infante cuando siente el amor expresado hacia el. Cada infante necesita alguien que piense que es la persona más maravillosa. Cada padre o cuidador necesitan "cortejar," o alcanzar a su bebé.

Mire al infante por señales que la construcción de la relación están sucediendo para el.

- ¿Responde el bebé emocionalmente? ¿Cuando usted lo mira, siente usted una chispa o la vivacidad?
- ¿Comienza el bebé a mostrar una preferencia para usted y para personas familiares?
- ¿Cuando usted sonrío al bebé, usted siente usted amor, la necesidad, y el interés?
- ¿Se centra el bebé en usted cuándo interactúa?
- ¿Siente una conexión cuando habla con el bebé?
- ¿Cuando usted y el bebé interactúan y el bebé es distraído, es superada fácilmente la distracción?

Si su respuesta a algunos de las preguntas en la lista de arriba es "no," entonces quizás debe pasar mas tiempo relajado enfocándose en cortejar al bebé tocándolo y haciendo sonidos, o implicando sólo un sentido (por ejemplo, sólo tocar). Algunos bebés requieren mucho estímulo antes de dar una respuesta; otros responden rápidamente. Es importante encontrar el nivel de estímulo que cada infante necesita.

MATERIALES

Ninguno



Social Holding out Arms

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to reach out to another.

EXPERIENCE

Teach the baby to reach out for you in several ways.

Before picking up the baby, wait a second. Give him time to reach out for you. Many babies do this on their own if you give them the opportunity.

Wear a bright scarf around your neck. Let the ends hang loose. When you reach down to pick up the baby, lean in closely so that the baby will reach out for the ends of the scarf. Let the baby play with the scarf before you pick him up. Soon he will reach out for you without the scarf.

MATERIALS

Bright scarf



Social

Estirando los Brazos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a llamar su atención.

EXPERIENCIA

Enseñe al bebé a estirar sus brazos para llamar la atención de varias maneras.

Antes de levantar al bebé, espere un segundo. Déle tiempo de llamar su atención. Muchos bebés hacen esto solos si les dan la oportunidad.

Use una bufanda brillante alrededor del cuello. Permita que le cuelgue floja. Cuando se agache para abajo a levantar al bebé, inclínese de cerca para que el bebé alcance la bufanda. Permita que el bebé juegue con la bufanda antes que usted lo levante. Pronto el va a estirar sus brazos para llamar su atención sin la bufanda.

MATERIALES

Una bufanda brillante



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.



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- El currículo que se utiliza para esta clase se llama: "Principios Hermosos." El currículo de desarrollo es para infantes y pequeñines.
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- 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.
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ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Social Sharing Time

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn about give and take in sharing information and experiences.

EXPERIENCE

Babies can learn so much just by hearing you talk about daily tasks. When you are going about your regular routines, show baby the tools you are using and tell her the names of the objects and what you are doing. For example, "See, Annie, this is cookie dough. We make it into little balls, bake it, and then we have cookies to eat." If you (or baby) aren't having a good day, walk around showing her many things in your home or classroom. It is amazing how many times this technique will turn a child's mood around. This experience helps the baby re-engage in the world around her.

As the child gets older, encourage her to reciprocate by showing you things. When she does show you something, talk about what she is showing you. This is a fabulous opportunity for language development.

MATERIALS

Anything interesting that you or baby find or are working with



Social

Hora de Compartir

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda acerca de dar y quitar en compartir información y experiencias.

EXPERIENCIA

Los bebés pueden aprender tanto simplemente escuchándola hablar de tareas diarias. Cuando usted este haciendo sus rutinas regulares, enséñele al bebé las herramientas que usted utiliza y le dice los nombres de los objetos y lo que usted hace. Por ejemplo, "Vez, Annie, esto es masa de galleta. Lo hacemos en pelotas pequeñas, lo hornea, y entonces tenemos galletas para comer". Si usted (o el bebé) no tienen un día bueno, camine alrededor mostrándole todas las cosas en su casa o el salón. Es asombroso cuántas veces esta técnica girará el humor de un niño alrededor. Esta experiencia ayuda atraer al bebé de nuevo en el mundo alrededor de el.

Como el niño vaya creciendo, anímelo a intercambiar mostrándole cosas. Cuando el le muestre a usted algo, hable de lo que le muestra. Esto es una fabulosa oportunidad para el desarrollo del lenguaje.

MATERIALES

Algo interesante que usted o el bebé hallen o trabajan con



Social Expressing Feelings

Cuddle Crew 2
6-12 months

GOAL

For the baby to express a full range of feelings.

EXPERIENCE

By 7 months old, your infant will be expressing many emotions: disappointment, surprise, joy, anger, anticipation, fear, and boredom. It is important for him to be free to express all of these feelings. Doing so will make him a richer, healthier, and more energized person. You can help him to be aware of his feelings and can help him learn how to express them by labeling them when you see them. Here are some examples of phrases you can say that will help label the baby's feelings:

- "You are angry."
- "Are you afraid?"
- "That makes you really happy, doesn't it?"

It is important when working with children this age to notice their facial expressions. Look at baby's face more often to learn more about his more subtle emotions. Watch for all of the possible emotions your baby is expressing and take note of the situation that caused them and his reaction.

Talk with baby about his feelings and you will be laying the framework that he can draw from to label his own feelings.

MATERIALS

None



Social

Expresando Sentimientos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé exprese todo tipo de sentimientos.

EXPERIENCIA

A los 7 meses, su bebé expresará muchas emociones: desilusión, sorpresas, alegría, ira, anticipación, temor, y el aburrimiento. Es importante para él estar libre de expresar todos estos sentimientos. Al ser así lo hará una persona más rica, más saludable y una persona más activa. Usted lo puede ayudar a ser consciente de sus sentimientos y lo puede ayudar aprender cómo expresarlos cuando usted los vea. Aquí están algunos ejemplos de frases que usted puede decir que ayudarán a mostrar los sentimientos del bebé:

- "Estas enojado."
- "¿Tienes miedo?"
- "¿Eso te hace sentir muy feliz, que no?"

Es importante al trabajar con niños de esta edad de notar sus expresiones faciales. Mire la cara del bebé más a menudo para aprender más acerca de sus emociones más sutiles. Mire para todas las emociones posibles que su bebé expresa y tome nota de la situación que las causa y su reacción.

Hable con su bebé acerca de sus sentimientos para que el aprenda a identificarlos y demostrarlos.

MATERIALES

Ninguno



Social

Playing Back-and-Forth Games

Cuddle Crew 2
6-12 months

GOAL

For the baby to have fun and to learn to play a variety of games.

EXPERIENCE

Any back-and-forth play between you and baby can become a game. You may pull a sock in tug-of-war, bounce her on your knee, approach her and say, "Boo," and so forth. It is important to know that baby is learning a great deal from these games—how to anticipate, how to hold someone's attention, how to keep her attention focused, and how to take turns. Try one of the following:

So Big: Ask your baby, "How big is Ellie?" Take her hands, raise them over her head, and say, "Ellie is so big." Work toward doing this game with a verbal cue, such as when you say, "How big is Ellie?" to get her to put her own hands in the air. Around 9 months, she may be able to lift her hands on your cue.

Pat-a-Cake: Take baby's hands and pat them to this rhyme:
"Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can.
Roll it, and toss it, and mark it with a ____
(Fill in with baby's first initial, mark on tummy)
And throw it in the oven for baby and me."

As with So Big, try to teach your baby to do Pat-a-Cake by responding to verbal cues, but be patient. It may take many repetitions of Pat-a-Cake before she claps on cue.

Peek-a-boo: Play Peek-a-boo by putting a blanket over your head and asking, "Where's [fill in with your name]?" Put a blanket over baby's head and ask, "Where's [fill in with baby's name]?" Encourage her to hide herself (or you) on the verbal cue of "Peek-a-boo."

MATERIALS

None



Social Jugar Juegos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé se divierta y aprenda a jugar una variedad de juegos.

EXPERIENCIA

Cualquier interacción entre usted y su bebé pueden llegar a ser un juego. Pueden estirar un calcetín para ver quien lo jala mas fuerte, la puede botar en su rodilla, se le puede acercar y le dice, "Bu," etcétera. Es importante saber que el bebé aprende mucho de estos juegos—cómo anticipar, cómo tener la atención de alguien, cómo mantener su atención enfocada, y cómo turnarse. Trate uno de lo Siguiente:

Que Grande: ¿Pregunte a su bebé, "Que grande esta Ellie"? Tome sus manos, levántelas sobre su cabeza, y diga, "Ellie es tan grande". Trabaje haciendo este juego con una indicación verbal, como cuando dice, "Que grande es Ellie?" para conseguir que ponga sus propias manos en el aire. Alrededor de 9 meses, ella talvez podrá levantar las manos en su indicación.

Palmas, Palmitas: Tome las manos de su bebé y haga esta rima:

Palmas, palmitas,
que viene papá,
palmas palmitas
que pronto vendrá.

Palmas, palmitas,
que viene papá,
palmas palmitas,
que en casa ya está.

Así como en el juego de Que grande, trate de enseñar a su bebé a dar Palmaditas respondiendo a señas verbales, pero sea paciente. Talvez tome varias repeticiones de Palmaditas antes de que el bebé aplauda en la seña.

Peekaboo: Juegue Peekaboo poniendo una cobija pequeña sobre su cabeza y pregunte, "¿Donde esta mamá?" Ponga una cobija sobre la cabeza del bebé y diga, "¿Donde esta (diga el nombre del bebé)?" Anímelo a esconderse el solo o usted cuando usted dice "Peekaboo."

MATERIALES

Ninguno



Social

Waving "Bye-Bye" and Saying "Hi"

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn the conventions for greeting and departures.

EXPERIENCE

Bye-bye: When you leave baby, wave good-bye and say, "Bye-bye." Next, when someone else is saying good-bye to her, wave baby's hand and say, "Bye-bye." Later, wave and say, "Bye-bye" and wait for her to do the same.

Hi: Say "Hi" to baby whenever you greet her. If she says "Hi" (and many babies seem to do this at a very young age), respond to her in kind. With your reinforcement, she will greet you more and more with a "Hi." Some infants even hold up one hand in a kind of salute when they say "Hi."

MATERIALS

None



Social

Decir "Adiós" con la mano
y decir "Hola"

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda las convenciones para saludar y despedirse.

EXPERIENCIA

Adios: Cuando deje al bebé, diga adiós con la mano y diga, "adiós." Después, cuando alguien mas diga adiós a el, mueva las mano del bebe y diga, "adiós." Mas tarde, mueva su mano y diga, "adiós" y espere a que el haga lo mismo.

Hola: Diga "Hola" al bebé siempre que usted lo salude. Si el dice "Hola" (y muchos bebés parecen hacer esto en una edad muy joven), respóndale amablemente. Con su refuerzo, el le saludara mas y mas con un "Hola." Algunos bebés incluso detienen la mano arriba en una clase de saludo cuando dicen "Hola."

MATERIALES

Ninguno



Social Blowing a Kiss

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to show affection by blowing a kiss.

EXPERIENCE

1. When you leave the room, blow baby a kiss. For several days, do this each time you leave the room.
2. When you leave, ask her to blow you a kiss. Hold her hand by her mouth and turn her hand the way she would if she were doing it independently. Model blowing the kiss again for her each time.
3. After she learns to blow a kiss, ask her to blow kisses in response to your kisses.
4. Later, encourage her to blow you a kiss after a verbal cue.

MATERIALS

None



Social Soplar un Beso

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a mostrar afecto soplando un beso.

EXPERIENCIA

1. Cuando usted se vaya del cuarto, sople un beso al bebé. Durante varios días, haga esto cada vez que se vaya del cuarto.
2. Cuando se vaya, pídale que le sople un beso. Detenga su mano junto a su boca y de vuelta a su mano igual que como el lo haría independientemente. Modele soplando un beso por el cada vez.
3. Después de que aprenda a soplar un beso, pídale que sople besos en respuesta a sus besos.
4. Mas tarde, animelo a soplarle un beso a usted después de una señal verbal.

MATERIALES

Ninguno



Social

Experiencing New Situations

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop positive feelings about new places, situations, and people.

EXPERIENCE

Many infants are leery of new people and situations at this age. You can help baby adjust by thinking of the experience from his point of view. Remember, you represent security to the baby. By staying with him for a while, you show him that you approve of people and situations and you give him time to get used to them. Allow extra "getting-used-to time" for new places and people, especially if you will be leaving him. Some babies have a small blanket or toy they like to take into new situations. Research shows that children explore more when they have a security item in a new situation. The blanket or toy stands in for you in your absence. When in a new place, walk around with baby and show him things on the wall and in the room. Introduce him to the people and objects in the room by talking about each thing or person as if it were an exciting discovery. With your positive, relaxed introduction, the baby will become interested and may lose the apprehensive feelings. The information may also help him engage.

MATERIALS

None



Social

Experimentando Nuevas Situaciones

Grupo de Bebes 2
6-12 meses

META

Para que el bebé desarrolle sentimientos positivos sobre nuevos lugares, situaciones, y personas.

EXPERIENCIA

Muchos niños son recelosos de nuevas personas y situaciones en esta edad. Puede ayudar al bebé acostumbrarse pensando en la experiencia de su punto de vista.

Recuerde, usted representa seguridad para el bebé. Quedándose con él un rato, le enseña que usted aprueba de personas y situaciones y le da tiempo de acostumbrarse a ellos. Permita tiempo extra para acostumbrarse a nuevos lugares y personas, especialmente si usted lo va a dejar.

Algunos bebés tienen una cobija pequeña o juguete que les gusta para llevar con ellos a nuevas situaciones. Las investigaciones demuestran que los niños exploran más cuando tienen un objeto de seguridad en una nueva situación. La cobija o juguete la representa a usted en su ausencia.

Cuando estén en un lugar nuevo, camine alrededor con el bebé y enséñele cosas en la pared y en el cuarto. Presente al bebé las personas y objetos en el cuarto hablándole sobre cada cosa o persona como si fuera un descubrimiento emocionante. Con su positiva, introducción relajada, el bebé estará interesado y perderá los sentimientos inquietos.

MATERIALES

Ninguno



Social

Exploring Body Parts

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin to identify parts of her body.

EXPERIENCE

A great way to introduce baby to her body is through massage. When you are massaging baby, label and describe each body part.

When looking in the mirror, touch and talk about what you are seeing. "Here's your nose. Here's Mommy's nose."

Baby will naturally explore you and other members of the family. As she does, tell her what she is exploring. "Hair. This is Abbey's hair. Where is Maria's hair?" When she is able to show you, share your excitement with her.

After you have played this game for a while, ask baby to find different parts of her body, such as her eyes, hand, and mouth. When baby is comfortable doing this, get out a puppet or picture and ask her to find body parts she knows on the puppet or picture.

A next level of learning is to connect pieces of clothing with the appropriate body part. Hold up a hat and say, "Here's your hat. Your hat goes on your head. Where's your head?" Do the same with other clothing items.

Many wonderful finger plays and songs involve body discovery. Examples include the finger plays Open; Shut Them or This Little Piggy Went to Market. An example of a song is "Head and Shoulders, Knees and Toes."

MATERIALS

Puppet, large pictures of people with distinct features



Social

Explorando las Partes del Cuerpo

Grupo de Bebes 2
6-12 meses

META

Para que el bebé comience a identificar partes de su cuerpo.

EXPERIENCIA

Una gran manera de presentar al bebé a su cuerpo es por masajes. Cuando le este dando un masaje al bebé, marque y describa cada parte del cuerpo.

Cundo se miren en el espejo, toque y hable sobre lo que ven. "Aquí esta tu nariz. Aquí esta la nariz de mamá."

Su bebé explorara naturalmente a usted y otros miembros de la familia. Cuando lo haga, dígame lo que esta explorando. "Pelo. Este es el pelo de María. ¿Donde esta el pelo de María?" Cuando su bebé pueda enseñarle, comparta su alegría con ella.

Después que haya jugado este juego por un rato, pregúntele al bebé que encuentre diferentes partes de su cuerpo, como sus ojos, mano, y boca. Cunado el bebé se sienta a gusto haciendo esto, saque un títere o un retrato y pídale que encuentre partes del cuerpo que ella sepa en el títere o el retrato.

El próximo nivel de aprendizaje es de conectar pedasos de ropa con la parte del cuerpo apropiada. Levante un sombrero y diga, "Aquí esta tu sombrero. Tu sombrero va en tu cabeza. ¿Dónde esta tu cabeza?" Haga lo mismo con otros artículos de ropa.

Muchos juegos maravillosos de dedos y canciones implican descubrimiento del cuerpo. Ejemplos incluyen, Este Cochinito Pequeño fue al Mercado. Un ejemplo de una canción es "Cabeza y Hombros, las Rodillas y los Dedos".

MATERIALES

Títere, un retrato grande de personas con características distintivas



Social Pretending

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin pretend play.

EXPERIENCE

By around age 1, most babies are engaging in first pretending, which is not quite real pretending but is actually imitating. By encouraging baby to imitate you now, you will be helping him toward real pretending, which will come soon.

At this point, the goal is for the baby to watch you and try to match your activities.

When talking on the telephone, offer the baby a few moments after you are finished (or use a play telephone). When you are dusting furniture, offer him a cloth. When stirring, give him a bowl and a spoon and show him your motion.

Think about all of the various activities you do and see if there is a way for baby to imitate some of your activities.

MATERIALS

Materials used in household activities



Social Pretender

Grupo de Bebes 2
6-12 meses

META

Para que el bebé comience a jugar juegos de pretender.

EXPERIENCIA

Alrededor de 1 año, la mayoría de los bebés comienzan a pretender. Lo cual no es exactamente pretender si no imitar realmente. Animando a su bebé a imitarla ahora, usted lo ayudará a pretender verdaderamente, lo cual vendrá pronto.

En este momento, el objetivo es para que el bebé la mire a usted y trate de copiar sus actividades.

Cuando hable en el teléfono, ofrézcale al bebé algunos momentos después de que usted termine (o use un teléfono de juguete). Cuando este sacudiendo muebles, ofrézcale una tela para limpiar. Cuando este meneando ingredientes de comida, déle una casuela y una cuchara y enséñele como menear la cuchara.

Piense en todas las actividades que usted hace y mire si hay alguna manera de que el bebé imite algunas de sus actividades.

MATERIALES

Materiales usados en el hogar para actividades



Body Parts: Footprint Art

Family Storytime

OVERVIEW

In this class children will learn to identify and name different parts of the human body. 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 body parts learning theme.

INFANT & TODDLER SKILLS

- DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others
- 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 - #1 SSD1 – Identity of Self
- DRDP PS - #6 SSD6 – Awareness of Diversity in Self and Others
- 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: My Feet by: Aliki
- Spanish Book: Mis Pies (Translation Attached)
- White 11 x 17 construction paper
- Paint: red, green, blue, yellow, orange, purple
- Paintbrushes (1 per child)
- Baby wipes
- Black markers (1 per child)
- Water cups (1 per child)
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place white paint into containers and place on each activity table.
- Place white construction paper at each child's place setting to indicate that it is a workspace.
- Place paint and paper plates on each activity table.
- Place black markers at each activity table.
- Place body parts 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 bodies and body parts to the families.
- Name the following body parts and ask children to point to that body part and name what it does:
 - Ears
 - Nose
 - Mouth
 - Hands
 - Feet
 - Stomach
- Ask children to imagine if they didn't have a thumb (ears, nose, etc). What would they have trouble doing?

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.
- Based on the cover children should predict that the book will be about a body parts.
- Activate prior knowledge by asking the children what they know about body parts.
- 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 and parents that they will be creating art using their feet.
- As a group discuss things that they might want to draw, example: butterfly, bee, or a fish.
- Explain to parents that children will need help choosing colors and painting their feet.
- Children can do 3 to 6 footprints with different colors on the butcher paper.
- Allow parents to help children finish their creation by adding the finishing touches with the markers to create a face or other embellishments
- Have parents ask children what they created and to tell them a story about their little butterfly, bee or fish (what is their name, where do they live, do they have a family, etc.)



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 body parts.

TALK ABOUT IT

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

- Ask children to name the parts of our face? What does each part of our face do?
- Ask children to name some of the sounds that our body can make (hands clapping, nose blowing, lips whistling)
- Ask children to identify how our bodies are different from an animals body? How are they the same?
- 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.



Book Translation: Mis Pies

Family Storytime

Yo tengo dos pies. Mis pies es la parte de mi cuerpo con los que estoy de pie.

Cada pie tiene un frente – los dedos de los pies.

Tienen un revés – el talón.

Y también debajo – la planta de los pies.

Tengo diez dedos que puedo mover – cinco en mi pie izquierdo, cinco en mi pie derecho. Tengo un dedo grande y uno pequeño y tres en medio de ellos.

Cada dedo tiene una uña para protegerlo. Las uñas de los pies crecen rápido. Me da cosquillas cuando mi mami me las corta.

El hueso del talón es grande y fuerte. Me ayuda a soportar mi peso.

Algunas veces camino con mis talones para divertirme. Es difícil quedarme parada con mis talones. ¡Trata de hacerlo!

Puedo sentir otro hueso en la planta de mi pie. Esta relleno con un cojín de piel. Esta es la bola del pie. Cuando yo brinco, brinco en la bola de mis pies.

Hay un arco debajo de cada pie también, exactamente en la mitad de la planta del pie.

Pero algunas personas tienen el pie plano. Su arco no está muy arqueado.

Los pies son de diferentes tamaños. Ellos crecen cuando nosotros crecemos. Mis pies crecen rápido, yo tengo que medirlos cuando tengo que comprar zapatos nuevos.

Mi hermanita tiene pequeños pies. Caben en la palma de mi mano.

Los pies de mi hermano son más grandes que los míos.

Los de mi mamá son más grandes que los de mi hermano. (Algunas veces ella usa tacones. Ella dice que no son muy incómodos).

¡Los pies de mi papá son los más grandes de todos nosotros!

Cualquier tamaño que sean, todo el tiempo usamos nuestros pies.

Nos llevan a cualquier lugar que queramos. Yo mantengo mis pies ocupados.

Yo camino, Yo corro, Yo salto, Yo marchó, Yo pateo.

Yo salto, Yo camino de puntitas, Yo patino.

Yo bailo.

Cuando hago estas cosas, trato de pensar que parte de mis pies estoy usando. ¿Mis dedos o mi talón? O ¿todo mi pie? Es un juego que podemos jugar también.

Soy muy afortunado de tener dos pies que funcionan muy bien. A mi amiga sus pies no le funcionan bien y hay muchas cosas que ella no puede hacer. Pero con sus muletas ella puede caminar tan rápido como yo.

Yo juego con mis pies y me divierto. Puedo aplaudir con ellos y tallarlos juntos.

Puedo recoger cosas con los dedos de los pies. También puedo dibujar con mis dedos – pero no muy bien.

Yo visto mis pies con calcetines y me pongo tenis para jugar.

Y zapatos de salir cuando estoy bien vestido.
Me pongo botas de la lluvia cuando llueve.

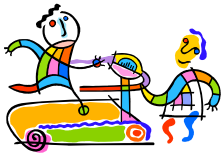
O me pongo sandalias cuando hace calor.

A mi me gusta estar descalza pero tengo que tener cuidado.

En el invierno me pongo calcetines gruesos y botas cuando juego en la nieve hasta que mis pies están congelados.

Después yo corro a mi casa los lavo, seco y me pongo mis pantuflas. Cuando mis pies están calientitos el resto de mi cuerpo lo esta también.

Ahora, me siento a gusto de la cabeza a los pies. Voy a darle un descanso a mis pies y voy a leer un libro.



Body Parts: Head, Shoulders, Knees and Toes!

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 - #32 MATH1 – Number sense of Quantity and Counting Measurement
- DRDP - #35 MATH4 – Measurement
- DRDP - #38 PD1 – Gross Motor Movement
- DRDP - #39 PD2 - Balance
- DRDP - #42 HLTH2 – Healthy Lifestyle
- DRDP - #43 HLTH3 – Personal Safety

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Large sheets of paper labeled 1 though 5
- Bean bags

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 – Head, Shoulders, Knees and Toes
 - Spanish – Cabeza, Hombros, Rodillas y Dedos de los Pies

ACTIVITY #3

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

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

ACTIVITY #4**Gross Motor Activity**

- **Hokey Pokey**
 - Ask children to make a circle. Explain to them that we will be playing the hokey pokey game. The object of the game is to do what the song says. Tell the children that you will lead them in the song and the movements. Tell the children that you would love it if they would sing along with you.

You put your right foot in, you put your right foot out,
 You put your right foot in, and you shake it all about.
 You do the Hokey Pokey and you turn yourself around
 That's what it's all about

- Repeat the song and actions with other body parts (arm, leg, elbow, hip, knee, hand, whole self)

*This activity
 can be done
 if time
 permits.*

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.

- **Bunches of Bean Bags**
 - Create 5 centers in a circle in the room with the numbers 1 – 5 largely displayed (1 at the first station, 2 at the second, so on and so forth).
 - Place a finish line after the 5th center.
 - Line children up single file.
 - Tell them that they will be going to each station and they will pick up a bean bag. The object of the game is to add a bean bag at each station onto another part of their body (head, shoulders, hands, etc.) until they reach the finish line without dropping any of the bean bags.
 - At each station, each child should exclaim the number of bean bags that they now have (1, 2, 3, 4, 5).

ACTIVITY #6**Cool Down:**

- **Balancing:** Ask children to stand with both feet flat on the ground and their body straight and still. Ask them to focus their eyes ahead on a point that is not moving and spread their arms out to keep balance. Ask them to do each of the following:
 - Balance on both feet with their eyes shut.
 - Stand on one foot with eyes shut
 - Stand on tiptoes without moving
 - Stand on both feet and reach out to each side.
- **Bending:**
 - **Knee Taps:** Ask children to stand and lift up their right knee and tap it with the left hand and return to standing with both feet on the ground. Next ask them to lift up the left knee and touch it with the right hand. Repeat this three times on each side.
- **Stretching:**
 - **Windmills:** ask the children to stretch arms out to the sides and gently circle arms forward and backward in small circles. Repeat the windmill action but this time use big circles.

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.



Body Parts: Music & Movement Songs

Motor Movements

ENGLISH

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes
(Repeat, getting faster each time)

SPANISH

Cabeza, Hombros, Rodillas y Dedos de los Pies

Cabeza, hombros, rodillas y dedos de los pies,
rodillas y dedos de los pies
cabeza, hombros, rodillas y dedos de los pies,
rodillas y dedos de los pies y los ojos y oídos y boca y nariz,
cabeza, hombros, rodillas y dedos de los pies, rodillas y dedos de los pies
(Se repite, más rápido cada vez)



Body Parts: Exploring My Body

My 5 Senses

OVERVIEW

In this activity children will learn about their bodies 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 Familiar Adults • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #16 LLD3 – Communication of Needs, Feelings, and Interests • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #23 COG4 – Memory • DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: Senses by: Lisa Greathouse
- Spanish Book: Los Sentidos por: Lisa Greathouse
- 4 motion cards
- Body part pictures
- Piece of wood, play dough, sand paper, cotton, rock
- Apple, marshmallow, people sour patches, Ritz crackers
- Scents: cinnamon sticks, coconut, vinegar, perfume, mustard
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Print body part pictures
- Prepare station for each sense:
 - **Hearing:** Have child pick up a motion card and make action to hear the sound (clap with your hands, stomp your feet, make a sound with your mouth, tap your head, snap your fingers)
 - **Sight:** Body part pictures (hands, feet, face, mouth, arm, leg, fingers, etc)
 - **Touch:** Objects for touching: piece of wood, play dough, sand paper, cotton, rock
 - **Taste:** Tasting foods: apple, marshmallow, people sour patches, Ritz crackers
 - o **Smell:** Scents to smell: cinnamon sticks, coconut, vinegar, perfume, mustard

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: Body Parts
- Let children know that our five senses, hearing, sight, touch, taste, and smell come from different parts of our body.
- Show children a picture of each sense with the body part that belongs to it. For example the sense sight will have a picture of an eye, and etc.
- Ask children to think of all the ways they use each body part (ears, eyes, hands/feet/whole body, mouth, tongue, and nose)?

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.

ACTIVITY #2

5 Minutes

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 – I Have a Little Body
- Spanish - Mis Pies

ACTIVITY #3

15 Minutes

Sensory Stations:

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.

Explain to parents what they will be doing in each of the five stations.

- **Hearing station:** Children will pick up a motion card and make the action (clap with your hands, stop your feet, make animal sound with your mouth, tap your head)
- **Sight station:** Have your child look at all the body part pictures and name them. You can play a game with your child and have him look at all the pictures for about 20 seconds and then cover the pictures and ask your child what pictures he saw. You can also take away a picture and ask him what picture is missing.
- **Touch station:** Have your child touch each object and ask him how it feels, soft, hard, heavy, light, scratchy, etc).
- **Taste station:** Have your child taste each item and ask him if it taste, sweet, sour or salty? You can also cover your child’s eyes and ask him to taste an item and have him guess what it is.
- **Smell station:** Have your child smell each scent and ask them to guess what it is.

ACTIVITY #4

5 Minutes

Search and Find:

- Invite children to complete the Eye Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations.
- 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.

TALK ABOUT IT

5 Minutes

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

- Ask children if they can remember the 5 senses that they used today.
- Ask children what body parts belong to each of the five senses?

PARENT TIP SHEET

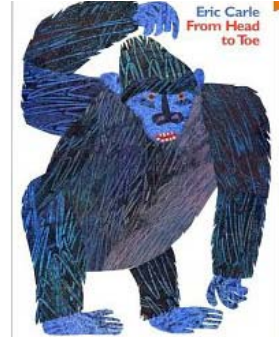
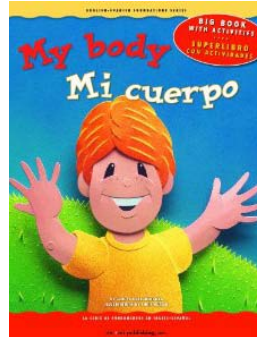
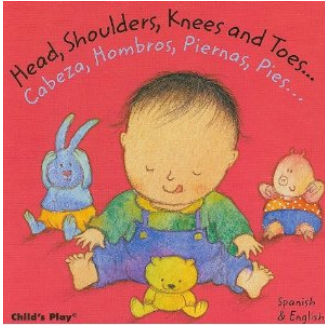
Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about their bodies by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: My Body

My 5 Senses

BOOKS



ACTIVITIES

Painting with Feet

What You Need:

- Long sheet of paper
- Tempera paint (any color)
- 2 Tubs
- Soapy Water

What You Do:

Place a long sheet of paper on a flat surface, its best to do this activity outside. You will need two tubs, one with paint and the other with warm soapy water. Have your child place both feet on the paint and then step on the paper to paint. When your child is finished painting, help him / her to step into the tub of warm soapy water to wash off their feet. Ask your child what sense did he/she get to explore with this activity (Sense of Touch) and what body part did they use to paint (feet).

The Guessing Game

What You Need:

- 5 Envelopes made of Brown Construction Paper
- Stapler
- Cinnamon, Vanilla, Mint, Garlic, Onion

What You Do:

Make 5 brown envelopes with construction paper and staple the sides. Then fill the envelopes with items such as cinnamon, vanilla, mint, garlic, and onion. Encourage your child to identify and describe the smells without looking into the envelopes. When your child is done identifying all the items ask your child what sense did he/she get to explore with this activity (Sense of Smell) and what body part did they use to smell (nose).

SONGS

I Have a Little Body

I have a little body (Point to self)
That belongs to me.
I have two ears to hear with (Point to ears)
And two eyes to see. (Point to eyes)

I have a nose for smelling (Point to nose)
I have a mouth to eat. (Point to mouth)
I have two hands to wave
At everyone I meet! (Wave hands)

Five Fingers on Each Hand

I have five fingers on each hand,
Ten toes on my two feet.
Two ears, two eyes,
One nose, one mouth,
With which to sweetly speak

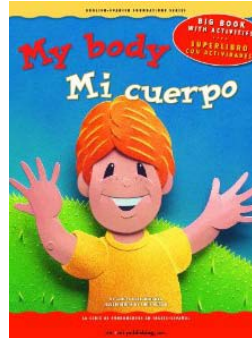
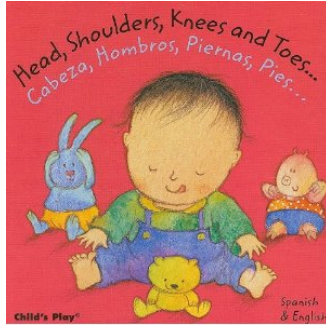
My hand can clap, my feet can tap,
My eyes can clearly see.
My ears can hear,
My nose can sniff,
My mouth can say, "I'm me."



Consejos Para Padres: Mi Cuerpo

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Pintando con los Pies

Que Necesita:

- Papel Largo
- Pintura Tempera (cualquier color)
- 2 Tinas Pequeñas
- Agua Tibia con Jabón

Que se Hace:

Ponga un papel largo en una superficie plana, es mejor hacer esta actividad afuera. Necesitara dos tinas, una con pintura y la otra con agua tibia con jabón. Haga que su niño ponga los dos pies en la tina con pintura y luego pise el papel para pintar. Cuando su niño haya terminado de pintar, ayúdele a pisar dentro de la tina con agua tibia para lavarse los pies. Pregúntele a su niño que sentido exploro con esta actividad (Sentido de Tacto) y que parte de su cuerpo uso para pintar (los pies).

Juego de Adivinar

Que Necesita:

- 6 Sobres hechos de Papel de Construcción
- Engrapadora
- Canela, Vainilla, Menta, Ajo, Cebolla

Que se Hace:

Haga 5 sobres con papel de construcción café y engrape los lados. Luego llene los sobres con artículos como, canela, vainilla, menta, ajo, y cebolla. Anime a su niño que identifique y describa los olores sin mirar dentro de los sobres. Cuando su niño haya terminado de identificar todos los artículos pregúntele que sentido exploro con esta actividad (Sentido de Olor) y que parte de su cuerpo uso para oler (la nariz).

CANCIONES

Mis Pies

Mis pies caminan
Saben marchar,
Llevan el ritmo
para bailar.
Con pies y piernas
puedo correr.
¡A que te gano!
¡Vamos a ver!

Cabeza, Hombros, Rodillas

Cabeza, hombros, rodillas y dos pies
Cabeza, hombros, rodillas y dos pies
Ojos, oídos, boca y una nariz
Cabeza, hombros, rodillas y dos pies



Body Parts: Body Parts Game

Playing to
Learn

OVERVIEW

Children will be learning about body parts while they play a matching game, a dice game and sing the hokey pokey. These games will teach will have to match and name body parts pictures.

SKILLS

- DRDP – #1 SSD1 – Identity of Self • DRDP – #5 SSD5 – Taking Turns • DRDP – #6 SSD6 – Awareness of diversity in Self and Others • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #29 COG3 – Memory and Knowledge • DRDP – #38 PD1 – Gross Motor Movement • DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- Ziploc bags (1 per child)
- 2 sets of body parts cards
- 1 dice with pictures of body parts
- CD with the Hokey Pokey song

Preparation:

- Cut out and tape body parts dice using attached template.
- Prepare take home activity set for each participant (2 sets of body parts cards)
 - Cut out cards and place them in Ziploc bags. (24 cards per bag)

INTRODUCTION

- Introduce topic to students: Tell children that today’s games will be about body parts.
- Show children pictures of body parts and tell them to help you name them.
- Let children know that before we get start playing the games we will be dancing and moving our bodies to the song, “The Hokey Pokey”/ “El Juego de las Partes de Mi Cuerpo”. Instruct the children to follow the movements you do.
- Encourage parents and children to sing the song with you.

ACTIVITY #1

The Hokey Pokey:

- Sing the Song:

If Your Happy and You Know It

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

- 2) left hand
- 3) right foot
- 4) left foot
- 5) head
- 6) backside
- 7) whole self

Salto, Salto, Salto

Salto, salto con mis pies
Muevo, muevo mi cabeza
Sacudo, sacudo mis manos
Doblo, doblo mis rodillas

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

- Their child's ability to listen and respond with the correct body movement.
- Their child's ability to recognize and name body parts.
- Their child's ability to participate in a group activity.

ACTIVITY #2

Body Parts Dice:

- Tell children that first they will be playing a game called, "Body Parts Dice".
- Instruct children to form a circle and tell them that they will take turns rolling the dice.
- Tell them that when they roll the dice and it lands in a certain body part they will have to find that part on their bodies.
- While playing make sure everyone has an opportunity to roll the dice.

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

- Their child's ability to take turns.
- Their child's vocabulary and ability to name common body parts.
- Their child's ability to interact cooperatively with a group of their peers.

ACTIVITY #3

Memory Game:

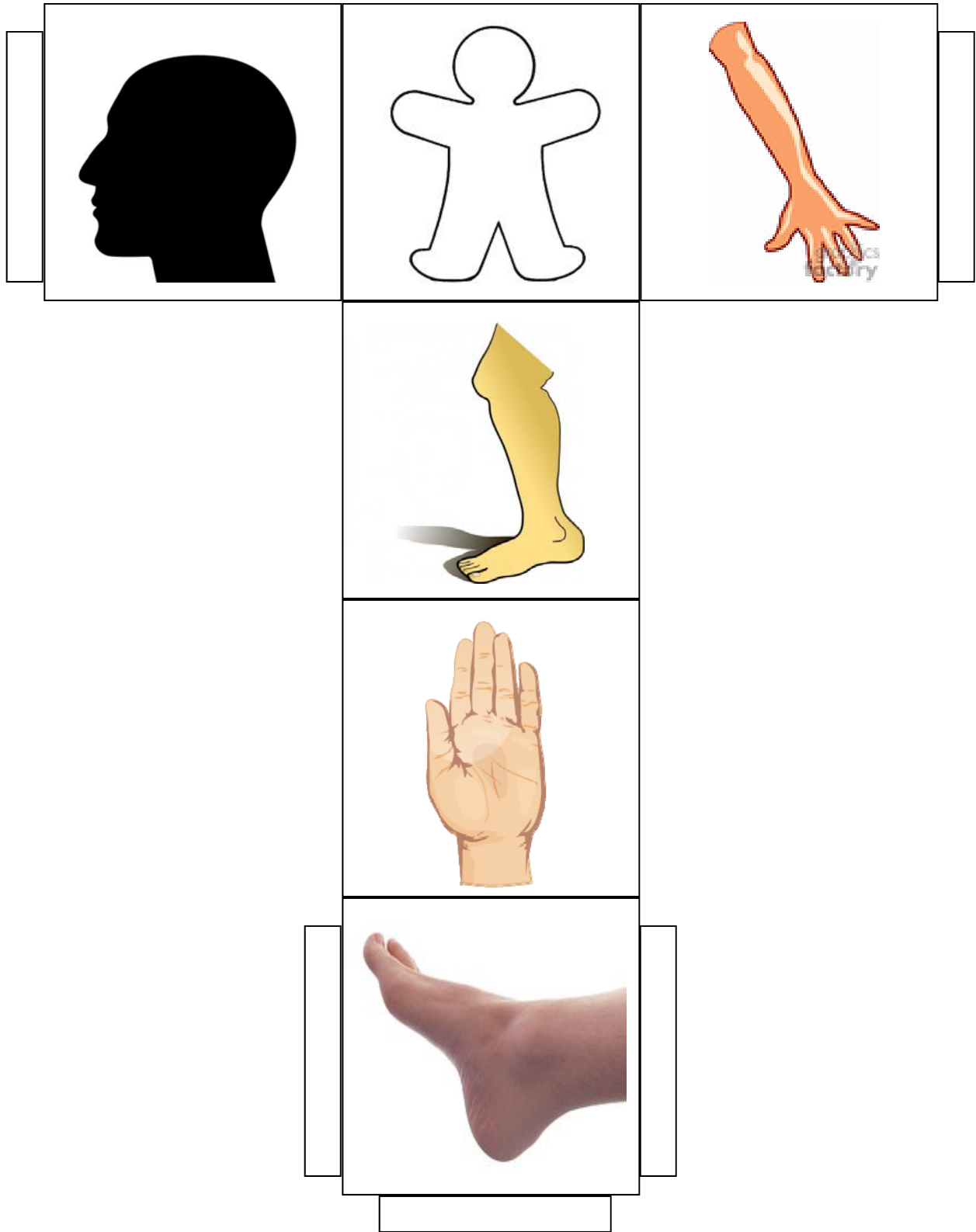
- Let children know that now they will be playing a matching game with cards that have pictures of body parts.
- Pass out zip lock bags with 24 game cards.
- Instruct parents to place one set of cards on the table faced up.
- Tell parents to give the other set of cards to their child.
- Instruct children to match the pictures they have to the ones on the table.
- Tell parents that every time their child correctly matches a picture to also have them name that body part and find it on their bodies.
- Tell children that when they are done matching all the pictures they can put away their cards to take them home.

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 game they played.
- Ask the children which game was their favorite and why?
- Ask them if they can name some body parts they learned today.
- 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.

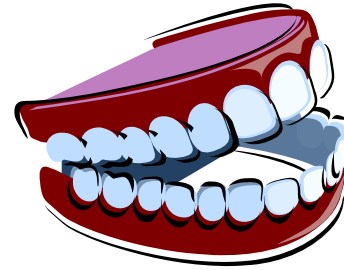




Hand
Mano



Arm
Brazo



Teeth
Dientes



Feet
Pies



Leg
Perna



Mouth
Boca



Nose
Nariz



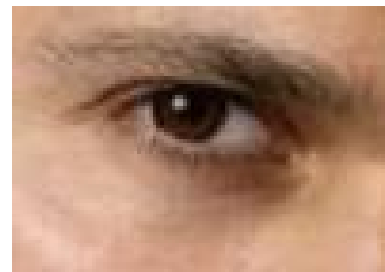
Thumb
Dedo



Chin
Mentón



Eyebrow
Ceja



Eye
Ojo



Ear
Oído



Body Parts: My Body

Sesame Street
Fun!

OVERVIEW

In this activity children will learn about the parts of the body and what each part can do. Children will sing and dance, "The Hokey Pokey", read a book and do a self portrait of them selves.

SKILLS

- DRDP - #17 LLD5 - Interest in Literacy
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 - Concepts about Print
- DRDP - #22 LLD10 - Emergent Writing
- DRDP - #1 SSD1 - Identity of Self

MATERIALS & PREPARATION

MATERIALS:

- English Book: From Head to Toe By: Eric Carle
- Spanish Book: De la Cabeza a los Pies Por: Eric Carle
- English Video/Sesame Street: My Body
- Spanish Video/Plaza Sesamo: Mi Cuerpo
- Jumbo People Shapes (1 per child)
- Colored Wiggly Eyes (1 pair per child)
- Collage Materials: buttons, pom-poms, textured shapes, felt, tissue paper, foam
- Crayons
- Glue
- Crinkle Strips Hair Color
- Collage Trays (2)

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place collage materials on trays (2)

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Let children know that today's activities will be about body parts.
- Discuss the parts of the body and what each part can do. Encourage children to show you the body parts as you discuss them (head, eyes, mouth, ears, nose, hands, fingers, feet, etc.)

ACTIVITY #1

Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- 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 - Hokey Pokey
 - Spanish - El Hokey Pokey
- [Show Sesame Street Clip: My Body / Mi Cuerpo](#)

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 self portrait of themselves.
- Pass out, jumbo people, crayons, glue, wiggly eyes, crinkle strip hair color, and place trays with collage materials one on each table.
- Let children know they will use the jumbo person to do a self portrait of themselves using the materials given.
- Let them know they can decorate their person however they want.
- Have children finish their piece by writing their names (of they are able) onto the bottom of their self-portrait.
- 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 children what they learned about their body today?
- Ask them to show us their person they did and what is one thing they really liked about it?

PARENT TIP SHEET

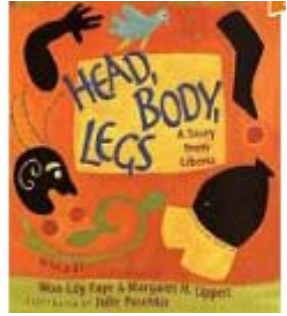
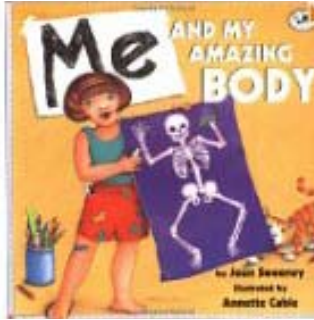
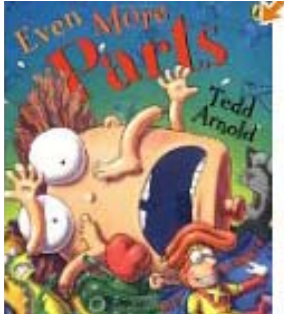
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about their bodies by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: My Body

Sesame Street Fun!

BOOKS



ACTIVITIES

Paper Plate Face

What You Need:

- Crayons/Markers
- Yarn
- Paper Plates
- Various Collage Materials

What You Do:

Have your children look in mirror and create their face on a paper plate using the material provided. Then ask your child what body parts he/she has in their face.

Body Parts Collage

What You Need:

- Old Magazines and Newspapers
- Glue
- Construction Paper
- Scissors

What You Do:

Have your child cut body parts from magazines and newspapers and glue them onto a construction paper to make a body collage. Ask your child to make a complete body by gluing the body parts they found.

SONGS

Hokey Pokey

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

- Repeat with:
- 2) left hand
 - 3) right foot
 - 4) left foot
 - 5) head
 - 6) butt
 - 7) whole self

Body Part Pairs

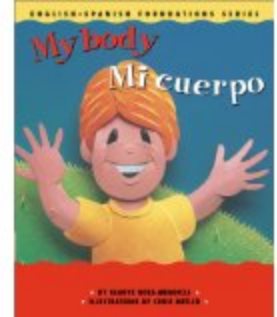
Two things make a pair
And on me, I'll show you where
I have two ears, and I have two eyes.
Both are important to make me wise!
I have two holes in my nose.
That lets me smell a beautiful rose
I have two hands that clap a beat.
I have two feet that are really neat!



Consejos Para Padres: Mi Cuerpo

Plaza Sesamo!

LIBROS



ACTIVIDADES

Una Cara de Plato de Papel

Que Necesita:

- Crayolas/ Marcadores
- Hilo
- Platos de Papel
- Varios materiales de colage de su gusto

Que se Hace:

Haga que sus niños se vean en el espejo y que hagan su cara en un plato de papel usando los materiales proveídos. Luego pregunte a sus niños que partes de su cuerpo se encuentran en su cara.

Un Colage de Partes del Cuerpo

Que Necesita:

- Revistas viejas y Periódico
- Pegamento
- Papel de Construcción
- Tijeras

Que se Hace:

Haga que su niño corte partes del cuerpo de revistas y periódico y los pegue en papel de construcción para hacer un collage. Dígale a su niño que haga un cuerpo complete pegando las partes del cuerpo que encontró.

CANCIONES

Mis Pies

Mis pies caminan
Saben marchar,
Llevan el ritmo
para bailar.
Con pies y piernas
puedo correr.
¡A que te gano!
¡Vamos a ver!

El Hokey Pokey

Pones un brazo hacia adentro
Pones tu brazo hacia atrás
Pones tu brazo hacia adentro y empiezas a agitar
Haz el hokey pokey y gira tu cuerpo alrededor-ide eso se trata de girar!

Continúa con otras partes del cuerpo:)



Body Parts: My Self

Sing & Play

OVERVIEW

In this activity children will be learning about their body parts. They will do this by naming and pointing to body parts, reading a book, singing a song and drawing their own self portrait.

SKILLS

• DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others • DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #33 MPD3 – Fine Motor • DRDP I&T - #34 MPD4 – Eye-Hand Coordination

MATERIALS & PREPARATION

MATERIALS:

- English Book: Toes, Ears & Nose by: Marion Dane Bauer
- Spanish Book: Mi primer Libro del Cuerpo por: Elizabeth Hester
- Construction paper labeled with a circle and an eye shape (1 per child)
- Crayons
- Crinkle strip hair colors
- Glue
- Song: Head and Shoulders/ Hombros, Rodillas y los Pies

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Let children know that today we will be learning our body parts.
- Name body parts to children and ask them to point to it when you name it (head, nose, eyes, mouth, ears, hands, fingers, feet, stomach, etc.)
- Tell children that even though we seem to have the same body parts we are all different.
- Tell them that we all have different skin, hair and eye color that makes us unique and special.
- 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.

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 – Head and Shoulders
- Spanish – El Hokey Pokey

ACTIVITY #3**Hands on Activity:**

- Tell children that they will now get to draw their own self portrait.
- Show a sample of the completed craft project.
- Pass out materials: give each child a sheet of construction paper labeled with a circle and an eye shape. Pass out crayons, glue and crinkle strip hair.
- Encourage children to draw a face on the circle.
- Then have each child choose crinkle strip hair that match their hair color and glue them to the circle.
- Next, encourage them to choose a crayon that matches their eye color and color the eye.
- Finally, parents can write their child's hair and eye color on the paper.
- 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 that today they learned about their different body parts.
- As you point to different body parts, ask children to name the part of the body you are pointing to.
- Ask children to name the color of their own eyes, and hair.

PARENT TIP SHEET

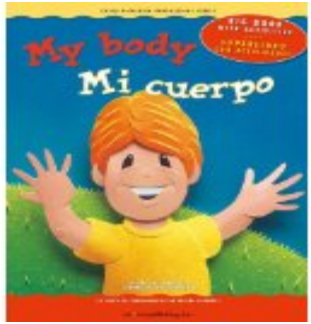
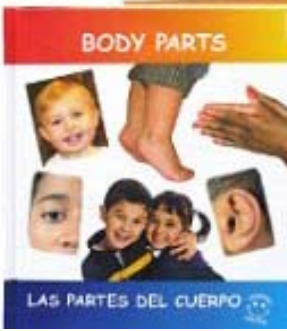
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about their bodies by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: My Body

Sing & Play

BOOKS



ACTIVITIES

What Body is That

What You Need:

- Pictures of Body Parts

What You Do:

Play the “What’s that?” game by pointing to body parts pictures and asking your child to name them. If your child doesn’t respond, name it for him and encourage imitation of the words.

Clothes and Body Match Up

What You Need:

- Your child’s clothes

What You Do:

Lay out your child’s clothes on the bed before dressing. Ask her to give you a shirt, pants, shoes, and socks. Ask your child on what part of her body each item go. This is an easy way to learn the names of body parts and common items.

SONGS

Head and Shoulders

Head, shoulders, knees and toes, knees and toes
 Head, shoulders, knees and toes, knees and toes
 And eyes and ears and mouth and nose
 Head, shoulders, knees and toes, knees and toes

Ten Little Fingers

Ten Little Fingers I have ten little fingers and they all belong to me. I can make them do things, would you like to see? I can shut them up tight. I can open them wide. I can clap them together and make them all hide. I can put them up high. I can put them down low. I can fold them together and hold them just so!

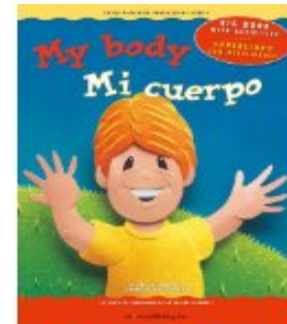
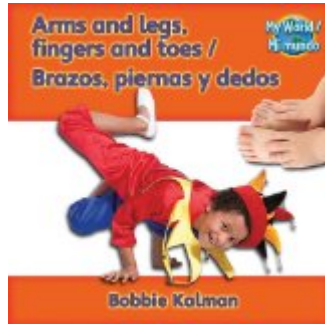
(Do the actions that fit the words and end with hands folded in your lap.)



Consejos Para Padres: Mi Cuerpo

Canta y Juega

LIBROS



ACTIVIDADES

Identificar Partes del Cuerpo

Que Necesita:

- Prendas de Ropa del niño/a
- Juguetes
- Fotos de Revistas

Que se Hace:

Jugar el juego de "¿qué es eso?" apuntando a las partes del cuerpo. Pídale a su hijo que los nombre e identifique. Si su hijo no responde, nómbralos por él/ella y aliéntele imitando las palabras.

Coinciden Ropa y Cuerpo

Que Necesita:

- Prendas de Ropa del niño/a

Que se Hace:

Ponga la ropa de su hijo en la cama antes de vestirse. Pídale una camiseta, pantalones, zapatos, y calcetines. Pregúntele a su hijo/a en qué parte de su cuerpo se puede poner cada prenda. Esto es una forma fácil para aprender los nombres de las partes del cuerpo y prendas de vestir.

CANCIONES

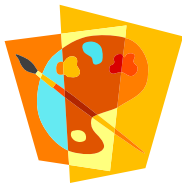
El Hokey Pokey

Pones un brazo hacia adentro
Pones tu brazo hacia atrás
Pones tu brazo hacia adentro y empiezas a agitar
Haz el hokey pokey y gira tu cuerpo alrededor-
ide eso se trata de girar!

Continúa con otras partes del cuerpo:)

Diez Deditos

Diez deditos, tengo diez deditos y todos me pertenecen. ¿Puedo hacer que hagan cosas, te gustaría ver? Yo puedo juntarlos y apretarlos. Puedo abrirlos ampliamente. Puedo aplaudir, ponerlos juntos y hacerlos desaparecer. Los puedo poner en alto. Puedo ponerlos hacia abajo bien bajitos. Puedo doblarlos juntos y mantenerlos así! (Haga las acciones con sus manos siguiendo las palabras y termine con las manos en su regazo).



Body Parts: Emily & Ethan, This is my Body

Smart
Art

OVERVIEW

In this activity children will learn about the human body by participating in a read-aloud, singing and painting a ceramic piece that is related to the Body Parts 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 - #1 SSD1 – Identity of Self
- DRDP - #6 SSD6 – Awareness of Diversity in Self and Others

MATERIALS & PREPARATION

MATERIALS:

- English book: Eyes, Nose, Fingers, and Toes
- Spanish Book: Ojos, Nariz, Dedos, y Dedos de los Piez
- Bisque piece: Tiny Tot Emily & Ethan
- Bisque paints: pink, yellow, brown, and blue
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

by: Judy Hindley
(Translation Attached)

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.

INTRODUCTION

- Introduce topic to students.
- Explain to children that our bodies have different parts that all function to help us live our daily lives. Describe some of our body parts and their functions.
- Ask children the following questions:
 - What do our ears do? Do they help you see, smell, taste, or hear?
 - How is our body different than.....a spider, elephant, bird?

ACTIVITY #1**Sing a Song:**

English Song: My Body
(Sung to the tune: Where is Thumbkin?)

This is my body.
This is my body.
It's the only one I've got.
It's the only one I've got.
I'm going to take good care of it.
I'm going to take good care of it.
Yes I am. Yes I am.

Spanish Song: Cabeza, Hombros, Rodillas

Cabeza, hombros, rodillas y dos pies
Cabeza, hombros, rodillas y dos pies
Ojos, oídos, boca y una nariz
Cabeza, hombros, rodillas y dos pies

ACTIVITY #2**Read Book**

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

ACTIVITY #3**Paint Ceramic Piece**

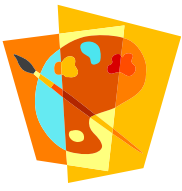
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint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

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

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

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

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



Book Translation: Ojos, Nariz, Dedos, y Dedos de los Pies

Smart
Art

Los ojos son para parpadear, ojos para pestañear. ¡Ojos para observar y encontrarte a-ti! Los ojos son para cerrarlos cuando estas dormido. Los ojos son para esconderse.

¡Peek a boo!

La nariz es para soplar. La nariz es para oler. La nariz tiene agujeros para oler.

Las orejas son para encontrar los lados de la cabeza. ¿Tu tienes puestas tus orejas hoy? Hurray! Que bueno las orejas se usan para escuchar.

La boca es para bostezar y abrirla mucho – se miran los dientes y la lengua de adentro.

La boca es para reír --- ¡Ja-ja-ja-ja! La lengua es para hablar y cantar. ¡La-la, la-la, la-la!

Los Labios son para da besitos. Los Labios son para soplar la flauta.

Los Labios son para estirarlos bien para una sonrisa amplia y redonda y la boca le hace así - ¡Ho! ¡Ho! ¡Ho! La sonrisa se siente hasta el ombligo. ¡Ja-ja! ¡Je-je! ¡Jo-ji! ¡Jo-jo!

¿Qué tal el cuello? El cuello es cosquilloso. ¿Qué tal los hombros? Son para menearlos.

La espalda es para estirla hacia arriba y muy alto. La espalda es para encorvarla, juntarla, y hacerla pequeña.

Los brazos se ponen hacia arriba, se ponen hacia abajo. Los brazos se estiran ampliamente. Los brazos pueden arrullar de un lado para el otro.

Las manos son para sostener, tocar, aplaudir, también para esconderlas atrás de su espalda.

Los dedos son para contar; uno, dos, tres, cuatro, cinco...

Le siguen, seis, siete, ocho, nueve, y diez.

¡A buscar los deditos de los pies y habrá que contarlos y después habrá que moverlos cado uno!

Las piernas son para brincar y bailar. Las piernas son para patear, saltar y brincar.

¡Los pies son para zapatear y zapatear!

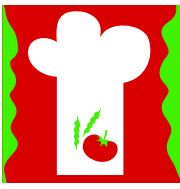
Los rodillas son para doblarlas, y ahora todos a sentarnos

¡Bump! En nuestras sentaduras se mueven de lado a lado.

¡Ahora aquí estamos! Y les diremos de nuevo los besitos son pequeños

Sonrisas gigantes –

Un abrazo contigo dentro de tu regazo.



Body Parts: Body Snackers

Snack Attack

OVERVIEW

In this lesson children will learn to identify different body parts, understand the purpose of different body parts and discover ways to strengthen body parts.

SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 – Concepts about Print
- DRDP - #1 SSD1 – Identity of Self
- DRDP - #6 SSD6 – Awareness of Diversity in Self and Others

MATERIALS & PREPARATION

MATERIALS:

- English Book: Parts by: Tedd Arnold
- Spanish Book: Partes por: Tedd Arnold
- Song: Do your ears hang low? / Juanito Cuando Baila
- Tablespoons – for placement on tables
- Per Child:
 - 1 Oreo cookie
 - 2 M & M'S or 2 chocolate chips
 - 1 jelly bean
 - 1 Twizzler Pull and Peel
 - 1 graham cracker
 - 4 pretzel sticks
 - 1 tablespoon of cream cheese
 - 1 spoon
 - 1 napkin
 - 1 paper plate

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 their bodies today.
- Name some body parts and have the children point to those body parts in their own body (ears, nose, mouth, head, hair, eyes, hands, fingers, feet, knees, etc.)
- 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.

Do your ears hang low

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you throw them o'er your shoulder
Like a Continental Soldier?
Do your ears hang low?

Do your ears hang high?
Do they reach up to the sky?
Do they wrinkle when they're wet?
Do they straighten when they're dry?
Can you wave them at your neighbor
With an element of flavor?
Do your ears hang high?

Do your ears hang wide?
Do they flap from side to side?
Do they wave in the breeze
From the slightest little sneeze?
Can you soar above the nation
With a feeling of elevation?
Do your ears hang wide?

Do your ears fall off
When you give a great big cough?
Do they lie there on the ground
Or bounce up at every sound?
Can you stick them in your pocket
Just like Davy Crocket?
Do your ears fall off?

Juanito Cuando Baila

Juanito cuando baila,
Baila, baila, baila,
Juanito cuando baila,
Baila con el dedito,
Con el dedito, -ito, -ito,
Asi baila Juanito.

Juanito cuando baila,
Baila, baila, baila,
Juanito cuando baila,
Baila con el pie,
Con el pie, pie, pie,
Con el dedito, -ito, -ito,
Asi baila Juanito.

Juanito cuando baila,
Baila, baila, baila,
Juanito cuando baila,
Baila con las rodillas,
Con las rodillas, -illas, -illas,
Con el pie, pie, pie,
Con el dedito, -ito, -ito,
Asi baila Juanito.

Juanito cuando baila,
Baila, baila, baila,
Juanito cuando baila,
Baila con los manos,
Con los manos, manos, manos,
Con las rodillas, -illas, -illas,
Con el pie,
Con el pie, pie, pie,
Con el dedito, -ito, -ito,
Asi baila Juanito.

Juanito cuando baila,
Baila, baila, baila,
Juanito cuando baila,
Baila con la cabeza,
Con la cabeza, -eza, -eza,
Con los manos, manos, manos,
Con las rodillas, -illas, -illas,
Con el pie,
Con el pie, pie, pie,
Con el dedito, -ito, -ito,
Asi baila Juanito.

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: Let children know that they will be doing a person for their snack, show them sample.

- To make this simple snack, a child will spread cream cheese over a section of graham cracker. Instruct children to use the tablespoons found on the table to measure the appropriate amount of cream cheese onto the cracker.
- Then she/he adds a half of Oreo cookie for the head, m & m's or chocolate chips for the eyes, a jelly bean for the nose, a twizzler pull and pill to make the mouth, and pretzel stick for arms and legs.
- When children complete their snack they can show their parents what they did and they can eat it.

TALK ABOUT IT

- Discuss what the children learned today about their bodies; what are some body parts they learned today?
- What are some of their favorite body parts and why?
- Ask them if they can remember what kind of function our body parts have in relation to each other.



Body Parts: My Skeleton Body

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 have a discussion to name and identify our body parts. Children will have the opportunity to make their own skeleton body craft project.

SKILLS

- DRDP – #1 SSD1 – Identity of Self
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRPD - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Me and My Amazing Body by: Joan Sweeney
- Spanish Book: Mi Cuerpo por: Andrea Pinnington
- Skeleton template
- Pasta(different shapes)
- Glue
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of the skeleton template

INTRODUCTION

- Introduce topic to students
- Lead the class into a discussion about different parts of their body.
- Ask children to point to the part of their body that you call out by name (hand, ear, feet, stomach, eye).
- Ask children if they know what each of their body parts do.
- Ask them to describe the noise that different body parts make.

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

Pasta Body:

- Tell children they will now be doing a skeleton.
- Pass out template, pasta and glue to each child.
- Tell children they will glue the pasta onto the skeleton template.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.



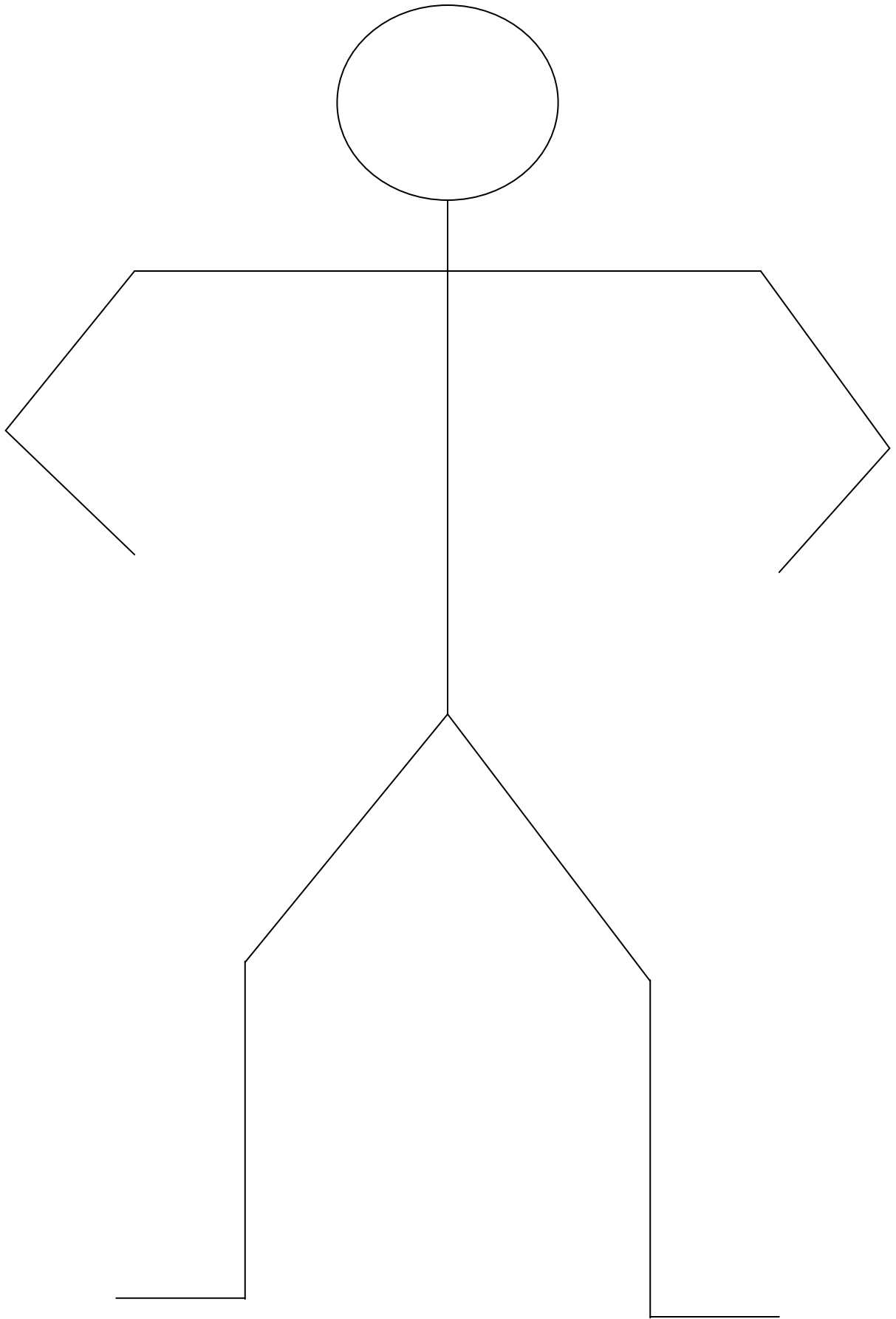
TALK ABOUT IT

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

- What their favorite part of the book or activity was?
- Ask children in what ways we are all different and alike?
- Tell children even though we do have some differences we are all special in our own way.

PARENT TIP SHEET

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

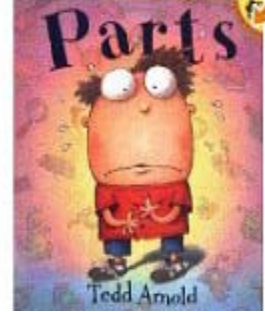
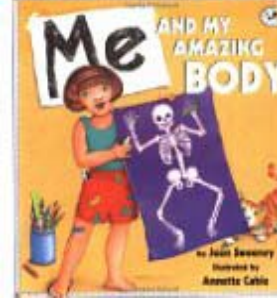
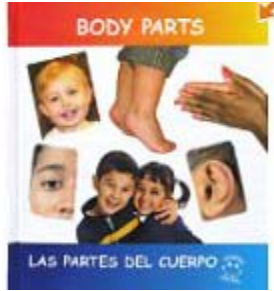




Parent Tip Sheet: My Body

Storytime

BOOKS



ACTIVITIES

Chalk Body Trace

What You Need:

- Chalk
- Open Space

What You Do:

Using chalk trace your child's body lying down on a cement area. When done tracing, have your child decorate their own traced body. Mention and recognize body parts with your child.

Face parts

What You Need:

- Crayons
- Construction Paper

What You Do:

Make a model by drawing your face, and then ask your child to do the same. When done acknowledge and recognize your child's effort and help him/her to identify the different parts of the face.

SONGS

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)
If you're happy and you know it stomp your feet.
(stomp stomp)
If you're happy and you know it stomp your feet.
(stomp stomp)
If you're happy and you know it then your face
will surely show it.

Body Parts

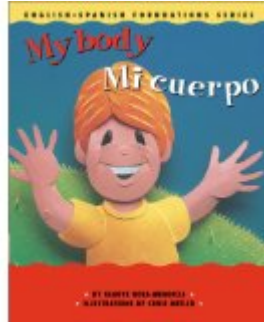
Body parts, body parts,
We've got more than a few.
We even have a few
I bet you never knew.
We can touch the ceiling,
Or even touch your shoe.
Now, _____ show us something
we can try and do.



Consejos Para Padres: Mi Cuerpo

Hora de
Cuentos

LIBROS



ACTIVIDADES

A Trazar el Cuerpo con Gis

Que Necesita:

- Gis
- Espacio con Superficie de Cemento

Que se Hace:

Usando gis trace el cuerpo de su hijo acostado sobre una superficie de cemento. Pídale a su hijo/a que decore su propio cuerpo trazado. Mencione y reconozca las partes del cuerpo con su hijo.

Partes de la Cara

Que Necesita:

- Crayones
- Papel de Dibujo

Que se Hace:

Haga un dibujo de su cara como modelo y, a continuación, pídale a su niño a hacer lo mismo. Cuando su hijo/a termine de dibujar su propia cara reconozca su esfuerzo y ayúdele a identificar las diferentes partes de la cara.

CANCIONES

Juanito Cuando Baila

Juanito cuando baila, baila, baila, baila,
Juanito cuando baila, baila con el dedo,
con el dedo, dedo, dedo, baila,
(Con la mano, codo, brazo, pie,...)
Baila su canción.

Salto, Salto, Salto

Salto, salto con mis pies
Muevo, muevo mi cabeza
Sacudo, sacudo mis manos
Doblo, doblo mis rodillas