



Spring: Garden Friends

ART Explosion

OVERVIEW

In this activity children will learn what spring means and about how many bugs in nature are very colorful and have interesting shapes. These three activities will let the children explore shapes and color by creating original and whimsical insect creations thru finger paint.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #28 COG9 – Number
- DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: Bonbon and his Garden Friends (Bilingual) by: Peter Curry
- Spanish Book: Bombón y sus Amigos del Jardín por: Peter Curry
- Buzzy Little Bee:
 - 1 pattern sample of a little bee: (1 per child)
 - Little bee card stock traceable pattern
 - 10 white sheets of construction paper (1 per child)
 - 20 wiggle eyes (2 per child)
 - 1 black crayon (1 per child ←need for lady bug activity)
 - Tempera paint: black, yellow, and white.
 - Spring sponge patterns with tempera paints: green, purple, blue and pink.
 - Glue
- Ladybug, Ladybug Fly Away Home:
 - 1 pattern sample of a lady bug
 - Ladybug card stock traceable pattern
 - White or yellow paper (1 per child)
 - Tempera paint: red, green, and black←(need for bumble bee activity) (1 per child)

PREPARATION:

- Prepare a sample projects for each activity for demonstration purposes.
- Place materials on table per child: 1 paper plate with red, green, black paint, 1 white or yellow construction paper, 2 wiggle eyes, 1 black crayon, and 1 white paper sheet.
- Make sure to separate the materials per bug activity.

INTRODUCTION

- Introduce topic to students by telling them that spring means that winter cold is gone and you start to feel that warm weather and see the green grass grow; the leaves are coming back to life again. The beginning of new life and the start of the summer! The long days and the trees beginning to get in bloom nice and green!
- Mention certain animals and bugs that begin to reappear after the snow has melted and the sun is beginning to show. For example, bees and ladybugs!

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.

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 – Baby Bumblebee
- Spanish – Que Lleva!

ACTIVITY #3

Instruct the children that they will now be making "A Bumble Bee Scene in the Spring".

- Have the child with parent's help to trace the bee from card stock bee pattern with a black crayon.
- Then have the child finger paint on a white sheet of construction paper the bee pattern with black, yellow, and white tempera paints.
- Have the child use the spring sponge painting to make up a garden.
- When finish painting, have the child glue wiggle eyes to each bee.

ACTIVITY #4

Instruct the children that they will now be making "Lady Bug, Lady Bug Fly away Home".

- To make the body, have the child with parent's help trace the lady bug from card stock ladybug model with a black crayon.
- Have the child finger paint with black and red tempera paint.
- Have the children give your ladybug some spots by using their pointer finger dipped in black paint. Have the child outline the shape if he wishes.
- Have the child use the spring sponge painting to make up a garden.

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 the spring by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Spring



BOOKS



ACTIVITIES

Kool-Aid Painting Scent

What You Need:

- Paper (prefer stiff)
- Several flavors of Kool-Aid
- Paint brushes
- Water Cups with water

What You Do:

Mix each flavor in a separate container with about half a cup of water. Allow the children to paint on the paper with the brushes after dipping them in the flavored water. The painting looks just like watercolor paints and it smells so good. Actually the whole art area smells great! The children love dipping their brushes in and smelling them before they paint, they try to guess what flavor it is. They come up with some pretty interesting guesses.

Sundae Ice Cream

What You Need:

- Ice cream, assorted ice cream toppings,
- assorted sprinkles, cool whip, cherries, nuts,
- Eatable bowls.

What You Do:

Allow your child to make his own ice cream sundaes and he will have an absolute ball. Your child will be able to add their own toppings as much or as little as he wants. Have your child put the ice cream into the eatable bowls because the ice cream is frozen and too hard for the children to scoop. Enjoy!!

SONGS

A Little Seed

A little seed for me to sow
(Pretend to hold a tiny seed.)

A little earth to make it grow
(Stoop down and touch the ground.)

A little hole, A little pat
(Pretend to dig a hole; plant seed; pat earth around seed.)

A little wish, And that is that.
(Touch index fingers to head; bring arms down and fold over chest.)

A little sun, A little shower
(Make sun with hands; use fingers to create rain.)

A little while, And then --- a flower!
(Pretend to sleep; cup hands around face like flower.)

Baby Bumblebee

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me,
(Cup hands together as if holding bee)
I'm bringing home a baby bumblebee,
Ouch! It stung me!
(Shake hands as if just stung)

I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me,
(Squish bee between palms of hands)
I'm squishing up a baby bumblebee,
Ooh! It's yucky!
(Open up hands to look at 'mess')

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
(Wipe hands off on shirt)
I'm wiping off the baby bumblebee,
Now my mommy won't be mad at me!
(Hold hands up to show they are clean)



Consejos Para Padres: Primavera

ARTE Explosivo

LIBROS



ACTIVIDADES

Pintando con Aromas

Que Necesita:

- Papel de Construcción
- Diferentes sabores de Kool-Aid
- Pinceles
- Tazas con agua

Que se Hace:

Mezcle cada sabor en un contenedor independiente ponga la mitad de una taza de agua. Permita a los niños pinten sobre el papel con los pinceles después que hayan sumergido su pincel en el agua de sabores. La pintura se ve como pinturas de acuarelas y huele tan bien. En realidad el área de arte todo huele! A los niños les gustara sumergir sus pinceles con olores y después de pintar, ¿intenten adivinar qué sabor es?

Helado de Frutas y Nueces

Que Necesita:

- Helado, surtido con coberturas de diferentes sabores.
- Surtido rociado con cerezas y nueces
- Tazones comestibles comestibles.

Que se Hace:

Permita que su hijo prepare su propio helado y estará bien complacido. Su hijo podrá añadir sus propios ingredientes por si quiere poco o bastante. Pídale a su hijo que ponga el helado en los tazones comestibles. Si el helado esta congelado y demasiado duro para su hijo proporcíonele ayuda. ¡Disfrute!

CANCIONES

En La Primavera Hay

En la primavera hay flores
 En la primavera hay flores
 Hay flores, hay flores,
 Primavera
 En la primavera hay césped
 En la primavera hay césped
 Hay césped, hay césped,
 Primavera
 En la primavera hay hojas
 En la primavera hay hojas
 Hay hojas, hay hojas
 Primavera
 En la primavera arco iris
 En la primavera arco iris
 Arco iris, arco iris,
 Primavera

Que Llueva!

¡Que llueva, que llueva!
 La vieja de la cueva.
 Los pajaritos cantan,
 Las nubes se levantan.
 Que sí, que no,
 ¡Que caiga un chaparrón!
 Que sí, que no,
 ¡Que canta el labrador!



Spring: Happy Caterpillar

Barney & Friends

OVERVIEW

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

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #14 LLD1 – Language Comprehension
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Spring by: JoAnn Early Macken
- Spanish Book: Primavera por: JoAnn Early Macken
- English Barney Clip: Spring Season
- Spanish Barney Clip: La Primavera
- 10 cardstock- large leaf cut outs
- Small paper plates
- Tempura paint (light green, dark green)
- Pom poms
- Small wiggly eyes
- Craft stick
- Glue

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make 10 templates of giant leaves on cardstock
- Place all items on tables for hands-on activity.

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Explain to children that spring is one of the four seasons we have thru out the year.
- Ask children if they can think of some signs that let us know that spring is here? Like rain, leaves begin to grow on the trees, flowers blooming, etc.
- Ask them what we like to do during this season?
- 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 – Spring is Coming
 - Spanish – Primavera en el Bosque
- **Show Barney & Friends clip:** Spring Season / La Primavera

ACTIVITY #3

Hands on Activity:

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

- Tell children that they will now get to finger paint their own giant leaf with green paint and that they will make a caterpillar that will “live” on their green leaf.
- Instruct children to paint their green leaves with the finger paint. Tell them not to use too much, so that their project can dry faster.
- Tell children that when they are done painting their leaf, they can pick out pom poms to make their caterpillar with.
- Ask parents to assist their children in gluing the pom poms onto the craft stick.
- Children can finish their project by gluing wiggly eyes onto the caterpillar if they wish.
- When children are done, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to pick out a book to share with their parents.



ACTIVITY #4

Book Cuddling:

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

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

TALK ABOUT IT

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

- Ask children to tell you what they learned today about the Spring Season?
- Ask parents to help deepen their child’s understanding about Spring by pointing out signs of Spring as they drive in their car, get ready for their day, or when they are at the park.
- **Show closing Barney & Friends clip**

PARENT TIP SHEET

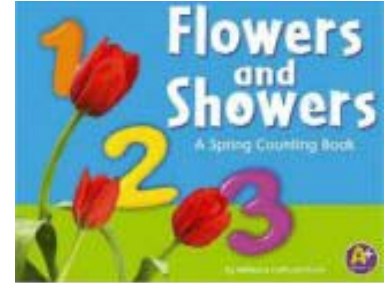
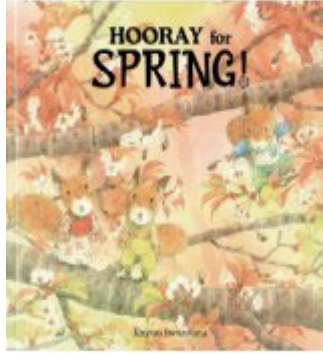
Pass out Parent Sheet and explain to parents that they can reinforce their child’s knowledge about spring by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Spring

Barney & Friends

BOOKS



ACTIVITIES

Pudding Paint

What You Need:

- Instant pudding,
- food coloring
- small containers for pudding
- long sheet of bulletin board paper or heavy craft paper
- soap and water

What You Do:

Prepare pudding and tape paper to a table. Parents can pre mix food coloring with the pudding or let your child do it. Draw a sample flower or hand prints with pudding and give to your child a container of pudding, and then let him use his fingers to do the rest. Talk about how it feels between his fingers, about the taste, smell, and possible drawings.

Flowery Mask

What You Need:

- Large Paper Plate
- Yarn
- Crayons
- Scissors
- Hole Puncher
- Scissors

What You Do:

Have your child decorate a paper plate as flower petals using crayons of different colors. After your child colored the paper plate cut out two eyes in between to make a hole punch on each side and add yarn thru to the size of your child's head with two eyes. Once the flower is done your child could wear the flower mask and pretend to be a flower.

SONGS

Spring is Coming

Spring is coming Spring is coming!
How do you think I know?
I see a flower blooming,
I know it must be so.
Spring is coming, spring is coming!
How do you think I know?
I see a blossom on the tree,
I know it must be so.

Itsy Bitsy Spider

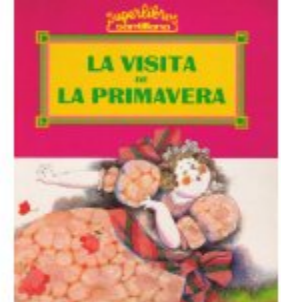
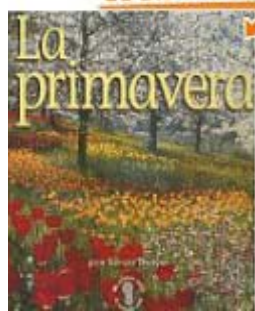
The itsy bitsy spider
Went up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider
Went up the spout again.



Consejos Para Padres: Primavera

Barney Y Amigos

LIBROS



ACTIVIDADES

Arte de Pudín

Que Necesita:

- Budín de sabores colorantes comestibles, pequeños recipientes de budín, hojas de papel de construcción grande, jabón y agua.

Que se Hace:

Prepare el pudín y ponga papel y péguelo con cinta en la tabla. Los Padres pueden pre-mezclar los colores comestibles alimentos con el pudín, o permita que los niños lo hagan. Dibuje un ejemplo imprimiendo sus manos en el papel con el pudín. Déle a su niño su propio contenedor de pudín y permítale usar los dedos para hacer el resto. Hable de lo que se siente entre sus dedos, sobre el sabor, el olor, y sus dibujos.

Mascara de Flor

Que Necesita:

- Un plato de papel largo, hilo de estambre,
- crayones, papel de construcción, tijeras, un perforador de papel.

Que se Hace:

Pídale a su hijo que decore un plato de papel como pétalos de una flor con crayones de colores diferentes. Después que su hijo coloree el plato de papel ayúdele a hacer dos ojos entre medio del plato con las tijeras (su hijo puede que necesite ayuda a recortar el plato para hacer los ojos.) Háganle un agujero con el perforador en cada lado del plato. Ponga el hilo en los agujeros al tamaño de la cabeza de su hijo. Una vez realizada la flor su hijo podrá ponerse la flor como mascara y pretender ser una flor.

CANCIONES

De Colores

De Colores, de colores se visten los campos en la primavera. De colores, de colores son los pajaritos que vienen de afuera. De colores, de colores es el arco iris que vemos lucir.
Coro; Y por eso los grandes amores de muchos colores me gustan a mi. Se repite (2).
Canta el gallo, canta el gallo con el kiri, kiri, kiri, kiri, kiri, kiri. La gallina, la gallina con el cara, cara, cara, cara. Los Pollitos con el pio ,pio ,pio, pio, pi.
Coro; Y por eso los grandes amores de muchos colores me gustan a mí. Se repite (2).

Primavera en el Bosque

Es primavera,
el bosque se alegra,
Nacen las flores, el sol calienta.
Bambi acaba de nacer,
Bambi es muy pequeño es.
Corre y salta sin parar,
no se cansa de jugar.
Es primavera,
el bosque se alegra,
Nacen las flores,
el sol calienta.



Letter Recognition: Learning My Letters: H and I

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 children that this for 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

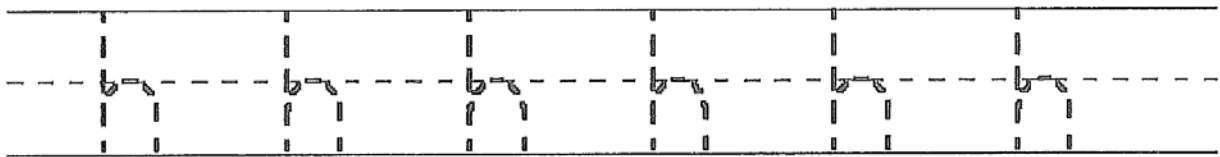
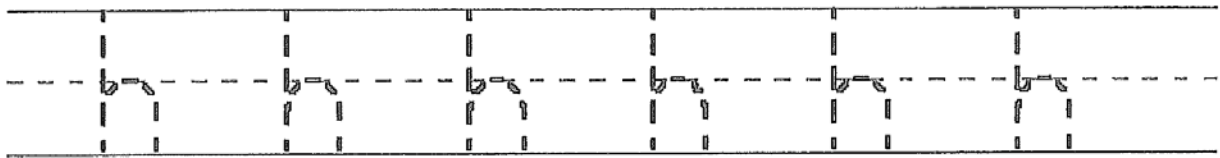
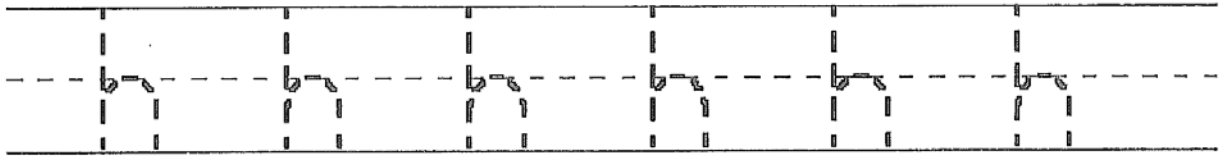
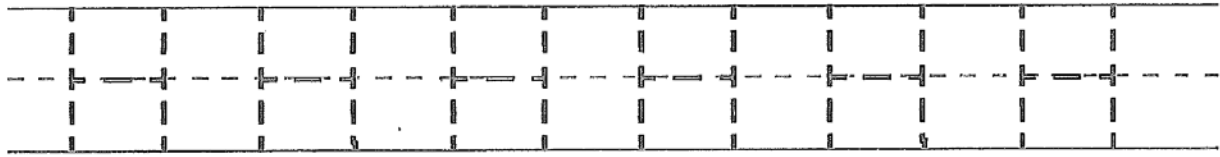
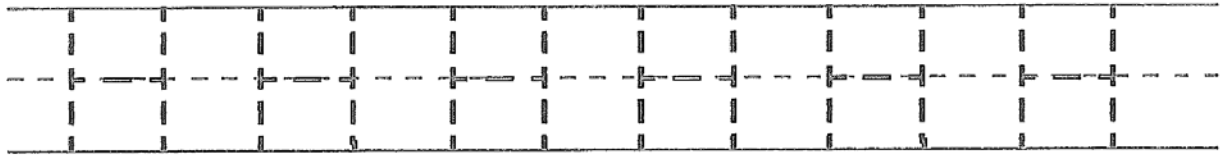
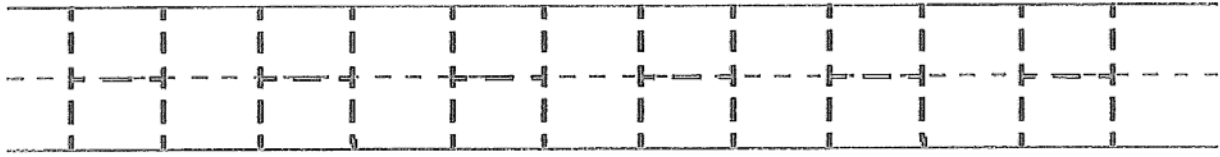
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters H,I

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.

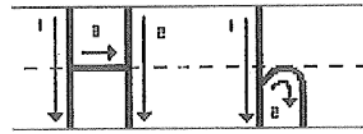
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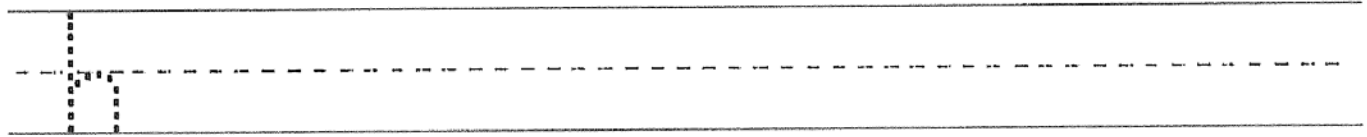
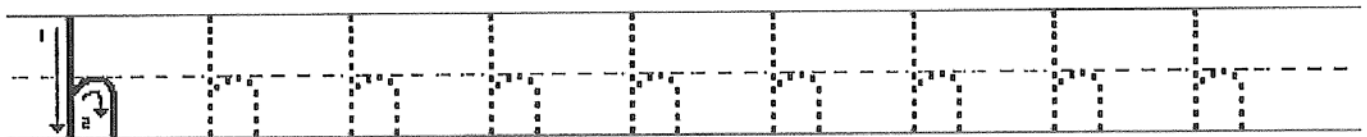
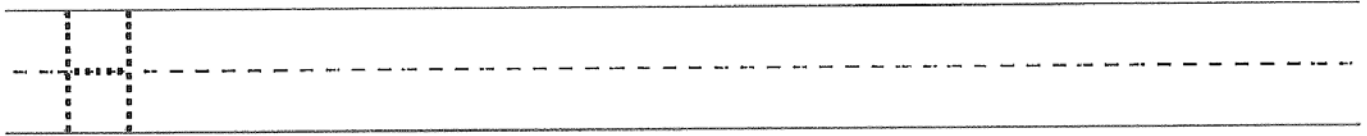
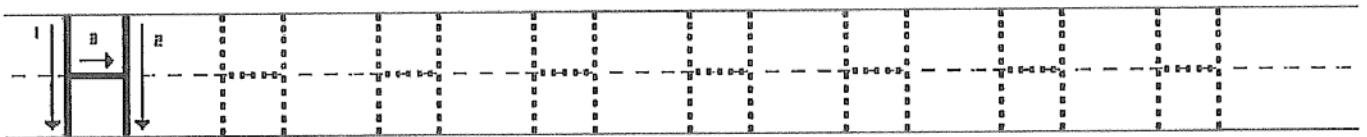
Me llamo:



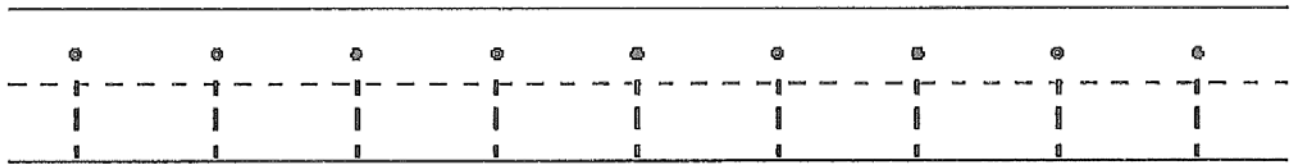
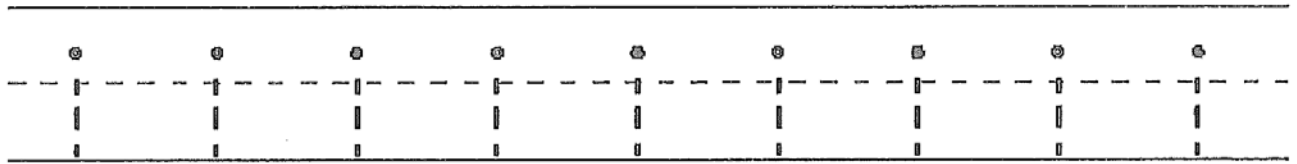
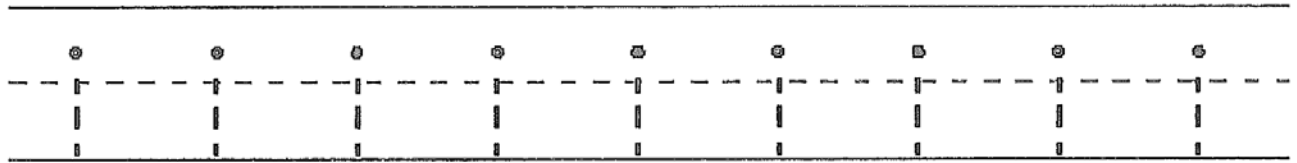
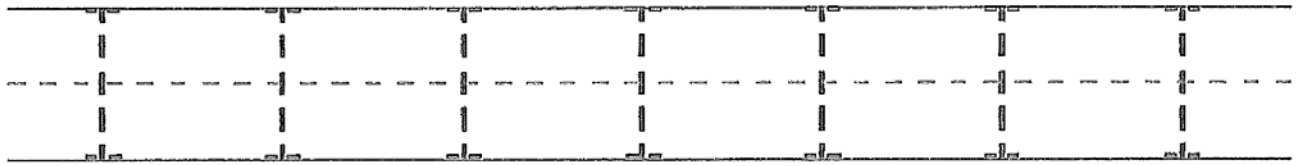
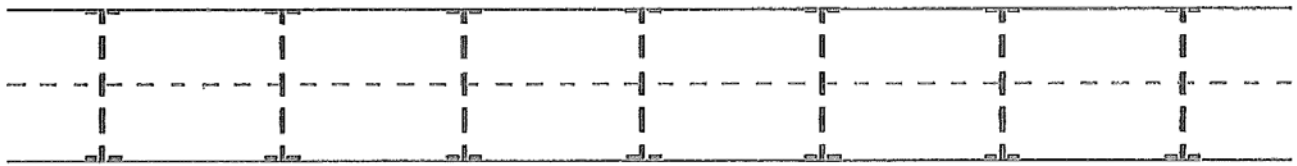
H
es para
HELADO



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



Name _____



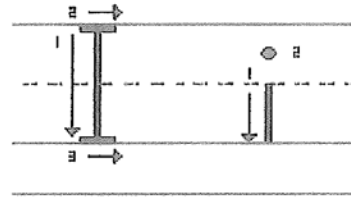
Instructions: trace and then copy letters or words

Tracing practice for uppercase letter 'I'. The row contains six dashed uppercase 'I' characters on a three-line grid. Each character has a solid dot at the top and a solid bar at the bottom. Below the tracing row are two blank three-line grids for copying.

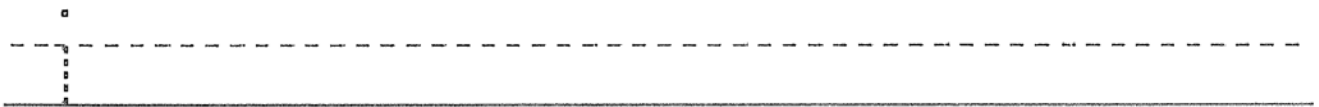
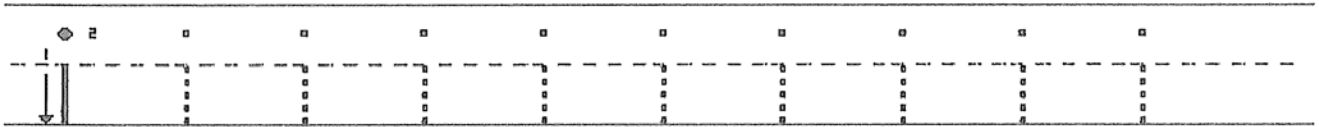
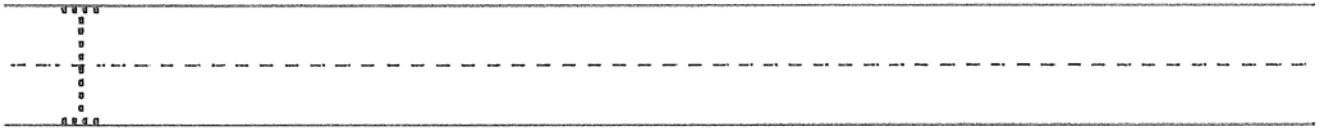
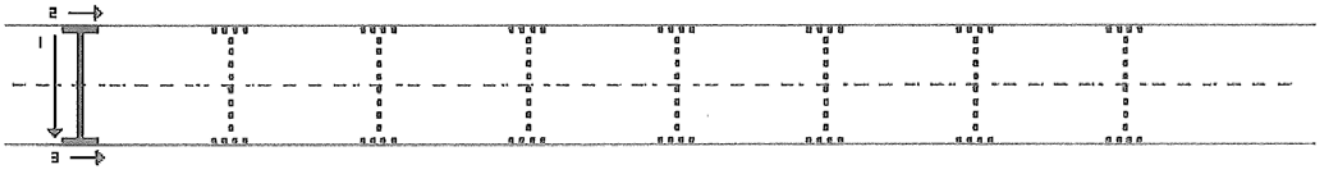
Tracing practice for lowercase letter 'i'. The row contains six dashed lowercase 'i' characters on a three-line grid. Each character has a solid dot at the top and a solid bar at the bottom. Below the tracing row are two blank three-line grids for copying.

Tracing practice for the words 'fishes in a pond'. The words are written in dashed letters on a three-line grid. Each letter has a solid dot at the top and a solid bar at the bottom. Below the tracing row are two blank three-line grids for copying.

Me llamo: _____



*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.



Communication

Responding to Voices and Music

Cuddle Crew 1
0-6 months

GOAL

For baby to respond to voices and to music.

EXPERIENCE

1. Talk slowly and with animation to the baby. Give her time to respond. Does she seem to be listening? Does she stop her activity? Does she look at you? Does she try to "talk back" by cooing or gurgling? If she does, converse with her in this manner and answer her with her own sounds. When you talk to the baby, watch for a specific response that indicates that she is listening.
2. Turn on music and enjoy listening to music together. You may find it interesting that most babies prefer classical music. Babies respond to music in individual ways. Some stop moving, others move more, some coo, and others go to sleep. (Some may even respond by crying if the music or the timing are not right.)

The baby can also experience music through headphones. Some audiologists recommend placing earphones on the bone behind the baby's ear. (Putting the earphones directly on the ear could injure tiny hair cells in the ear.) Turn on the music at a low to mid-low level, carefully monitoring the volume.

MATERIALS

CD or audiotape player; small earphones; audiotapes of music such as classical music, lullabies, natural rhythms



Comunicación

Responder a Voces y Música

Grupo de Bebes 1
0-6 meses

META

Para que el bebé responda a voces y a la música.

EXPERIENCIA

1. Hable lentamente y con animación al bebé. Déle tiempo al bebe para responder. ¿Parece estar escuchando? ¿Para su actividad? ¿La mira? ¿Trata de "hablarle para atrás" haciendo sonidos roncOS o balbuceos? Si lo hace, platique con su bebe de esa manera y contéstele con los mismos sonidos. Cuando hable con su bebé, mire para una respuesta específica que indica que su bebé escucha.
2. Prenda música y disfruten escuchando la música juntos. Talvez se le haga interesante que la mayoría de los bebés prefieren música clásica. Los bebés responden a la música en maneras individuales. Algunos bebes paran de moverse, otros se mueven más, algunos se arrullan, y otros se duermen. (Algunos bebes responden llorando si la música o el horario no son correctos).

El bebé también puede experimentar música por auriculares. Algunos audiólogos recomiendan auriculares que se coloquen en el hueso detrás de la oreja del bebé. (Poniendo los auriculares directamente en la oreja podrían lastimar células diminutas de pelo en la oreja). Prenda la música en voz baja o al nivel medio, vigilando con cuidado el volumen.

MATERIALES

Reproductor de CD o cinta de audio, auriculares pequeños, cintas de audio de la música como la música clásica, canciones de cuna, ritmos naturales



Communication

Sharing First Conversations

Cuddle Crew 1
0-6 months

GOAL

For the baby to “converse” with you (or herself).

EXPERIENCE

1. When you have the baby’s attention, wait for her to make a sound. Imitate her sound. Pause.
2. When she makes another sound, imitate that one. Do this at least 5–10 times throughout the day.
3. Work toward a conversation in which she speaks, you imitate, she speaks, you imitate, and so forth several times. Soon you will be able to experience the back-and-forth quality in communicating with the baby. Turn taking with a young baby while she begins to learn about the back-and-forth patterns of human communication can be quite magical! The baby may move away during one of her turns. This may mean that she is finished, or it may mean that she just needs time to rest. Wait to see if she is going to “come back” before you end the conversation.

Another activity that helps a baby attune herself to her own sounds is tape recording her cooing, babbling, and even crying. When she is in a conversational mood, play her sounds back to her and watch her reactions.

MATERIALS

Audiotape recorder, audiotapes



Comunicación

Compartir Primeras Conversaciones

Grupo de Bebes 1
0-6 meses

META

Para que el bebé "converse" con usted (o el mismo).

EXPERIENCIA

1. Cuando tiene la atención del bebé, espere para que haga un sonido. Imita su sonido. Pare.
2. Cuando el bebé haga otro sonido, imite ese sonido. Haga esto por lo menos 5-10 veces durante el día.
3. Trate de hacer una conversación donde su bebé y usted tomen turnos conversando, deje que su bebé haga un sonido y usted imite, el hable, usted imite, etc. varias veces. Pronto podrá tener la experiencia de tener una conversación con su bebé. Tomando turnos con un bebé mientras comienza aprender sobre la comunicación humana pueden ser bastante mágicas! El bebé puede moverse durante uno de sus turnos. Esto puede significar que a terminada, o puede significar que solo necesita tiempo para descansar. Espere para ver si "regresará" antes de que usted termine la conversación.

Otra actividad que ayuda a sintonizar a un bebé a sus propios sonidos es la cinta de grabación de su arrullo, balbuceo, y incluso su llanto. Cuando el bebé este en un estado de ánimo de conversación, ponga la grabación de sus sonidos y vea su reacción.

MATERIALES

La cinta de grabadora de audio, las cintas de audio



Communication Dancing

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience rhythms and dance.

EXPERIENCE

If you love music and movement, you will communicate the happiness they bring you to the baby.

Play music with an easy rhythm. Hold the baby closely and dance with him. Sway from side to side, moving forward and backward. Turn and twist in time to the music.

Your movements will stimulate the sense organs deep within the baby's ears. The sensations he experiences with this activity will help him develop position sense and balance for when he sits and stands. If you hum, your chest vibrations will also stimulate the baby.

The baby is likely to respond with pleasure when dancing with you.

MATERIALS

CD player or audiotape recorder, CD or audiotape music with an easy dancing rhythm



Comunicación Bailar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de ritmos y baile.

Si le guste la música y movimiento, usted comunicara la felicidad que le traen a su bebé.

Toque música con un ritmo tranquilo. Sostenga al bebé cerca y baile con él. Muévase de lado a lado, y hacia adelante y hacia atrás. Dese la vuelta y gire al ritmo de la música.

Sus movimientos estimularán los órganos sensoriales profundos dentro de las orejas del bebé. Las sensaciones que experimenta con esta actividad lo ayudarán a desarrollar sentido de posición y equilibrio para cuando se sienta y se para. Si tararea, sus vibraciones de pecho también estimularán al bebé.

Es probable que el bebé responda con placer al bailar con usted.

MATERIALES

El reproductor de CD o la cinta de grabadora de audio, CD o la cinta de música de audio con un ritmo fácil de baile



Communication

Talking to Get Attention

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn that she can get your attention by “talking.”

EXPERIENCE

Stand with the baby and another person. Talk in back and-forth conversation with the baby. Then gently, not abruptly, begin to bring the other person into the conversation. Begin to talk back and forth with the other adult for a while. See if the baby coughs or makes a sound to bring attention to herself. As soon as she does, focus your attention back on her and talk to her again. She will learn this mature way of getting your attention.

How does the baby react after doing this exercise? If the baby does not seem to notice the change in conversation partners, wait a few weeks and try again. Be sure to try several times.

Watch for times when the baby coughs or vocalizes. When she does, answer her immediately. Soon she will learn that she can “call” you in this way.

MATERIALS

None



Comunicación

Hablando para Conseguir Atención

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda que puede conseguir su atención "hablando".

EXPERIENCIA

Párese con el bebé y otra persona. Haga una conversación con el bebé tomando turnos para hablar. Entonces suavemente, no bruscamente, comience a traer a la otra persona en la conversación. Comience hablar con la persona tomando turnos por un rato. Mire si el bebé tose o hace un sonido para llamar la atención hacia el. En cuanto lo haga, enfoque su atención de nuevo al bebé y háblele otra vez. Aprenderá esta manera madura de conseguir su atención.

¿Como reacciona el bebé después de hacer este ejercicio? Si el bebé no parece notar el cambio en conversación entre parejas, espere unas semanas y trate otra vez. Asegúrese de tratar varias veces.

Esté atento para cuando el bebé tosa o vocalize. Cuando lo haga, contéstele inmediatamente. Pronto aprenderá que le puede "llamar" de esta manera.

MATERIALES

Ninguno



Communication

Turning to Hear

Cuddle Crew 1
0-6 months

GOAL

For the baby to turn toward a sound. This experience helps the baby learn to coordinate two senses—hearing and seeing.

EXPERIENCE

1. When the baby is on the floor, move several feet away and off to one side of her head. Softly call her name. If she turns to look at you, laugh and smile and talk to her. Do the same from another angle. If she makes no attempt to turn toward you, say her name a little louder and move closer to her. Let her see you as you talk to her. Then try again from one side or the other. Notice if she is searching for you with her eyes even though she may not be turning her head in your direction yet.
2. Softly ring a bell at the baby's side. Does she turn? If the baby does not seem to respond to sound after repeated tries on different days, then the parents should discuss the baby's hearing with a physician.

MATERIALS

Small bell or chime



Comunicación

Voltear para Escuchar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé voltee donde esta el sonido. Esta experiencia le ayuda al bebé aprender a coordinar dos sentidos- escuchar y mirar.

EXPERIENCIA

1. Cuando el bebé esta en el piso, muévase varios pasos del bebé y a un lado de la cabeza del bebé. Llame suavemente su nombre. Si volteo a verla, ríase y sonría y háblele al bebé. Haga lo mismo desde otro ángulo. Si no intenta el bebé voltear a verla, diga su nombre un poco mas fuerte y acérquese mas al bebé. Deje que el bebé la mire cuando habla con el. Luego trate de nuevo de un lado o de otro. Note si la busca a usted con los ojos aunque el no pueda estar girando la cabeza en su dirección todavía.
2. Suavemente suene una campana al lado del bebé. ¿Voltea el bebé? Si el bebé no parece responder al sonido después de varios intentos en diferentes días, entonces los padres deben hablar con un medico sobre la audición del bebe.

MATERIALES

Pequeña campana o campaneo



Communication

Understanding Words

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to understand the meaning of words, gestures, or signs.

EXPERIENCE

When presenting toys and materials to the infant, label them. When offering the baby a cup, say, "This is a cup. Would you like this cup?" When you pick it up for her, say, "May I get your cup?" When offering two toys, say, "This is a cup and this is a ball," gesturing to emphasize the object as you say its name. Within a few weeks, ask her, "Where is the cup?" If she looks at it, say, "There's the cup."

Present the baby with high-contrast black-and-white outlines of common objects such as a ball, spoon, cup, or dog. Draw her finger around the outside of the line while labeling the picture. Do the same with a book with high-contrast outlines.

When sitting with the baby and another person whom the baby frequently sees, ask where the person is. This person should say something to get her attention. When she looks at him or her, acknowledge the person.

Some parents and providers may want to teach their children to use signs. Some excellent guides are available on this topic (Acredolo & Goodwyn, 2002). As with words, the first step is for baby to understand your signs. Start by using simple, basic signs such as for EAT, MOTHER, and MILK. Say each word (e.g., "Eat") at the same time that you sign.

MATERIALS

Common objects such as cups and balls, outlines of common objects for finger tracing, books with high-contrast outlines



Comunicación Entender Palabras

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a comprender el significado de palabras, de los gestos, o de los signos.

EXPERIENCIA

Cuando le presente juguetes o materiales al infante, máquelos. Cuando le ofrezca un vaso al bebé, diga, "Este es un vaso. ¿Quieres este vaso?" Cuando usted lo recoja por el, diga, "¿Puedo agarrar tu vaso?" Cuando ofrezca dos juguetes, diga, "Este es un vaso y esta es una pelota," haga gestos para enfatizar el objeto mientras dice su nombre. Durante unas semanas, pregúntele, "¿Dónde está el vaso?" Si lo mira, diga, "Hay esta el vaso."

Presente al bebé altos-contrastes (imágenes) en blanco y negro de objetos comunes como una pelota, una cuchara, un vaso, o un perro. Dibuje el dedo del bebé al rededor del exterior de la línea mientras marca la imagen. Haga lo mismo con un libro con altos-contrastes.

Cuando este sentada con el bebé y otra persona que el bebé mira frecuentemente, pregunte donde está esa persona. Esta persona debe decir algo para llamar la atención del bebé. Cuando lo mire a él o ella, reconozca a la persona.

Algunos padres y proveedores querrán enseñar a sus hijos a usar señas. Algunas guías excelentes están disponibles en este tema (Acredolo & Goodwyn, 2002). Al igual que con palabras, el primer paso es que el bebé entienda sus señas. Empiece por usar signos simples y básicos como, COMER, MAMÁ, y LECHE. Diga cada palabra (ejemplo., "Comer") al mismo tiempo que haga la seña.

MATERIALES

Objetos comunes como vasos y Pelotas, retratos de objetos comunes para trazar con el dedo, libros con altos-contrastes



Communication Chanting

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to play a vocalizing game. This teaches the baby how to play games of imitation with you, a process you can use to teach many more sounds and skills as she grows.

EXPERIENCE

1. When the baby is facing you, make a little chanting noise as you perhaps did as a child, flapping your hand over your mouth repeatedly while making an "ah-ah-ah-ah" noise.
2. Now, to teach the baby to do it, just say "ah-ahah-ah" and try to get her to imitate you. When she does, wave your hand in front of her mouth to make the chanting sound. If she does her part to make this sound, reward her with a great response. This is wonderful fun when it works.

MATERIALS

None



Comunicación Canto

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a jugar un juego de vocalización. Esto enseña al bebé como jugar juegos de imitación con usted, un proceso que usted puede usar para enseñar muchos sonidos más y habilidades como vaya creciendo.

EXPERIENCIA

1. Cuando el bebé esté frente a usted, haga un sonido pequeño de canto como hizo quizás cuando era niño, batiendo la mano sobre la boca repetidas veces mientras hace un ruido "ah-ah-ah-ah".
2. Ahora, para enseñar al bebé que lo haga, solamente diga "ah-ah-ah-ah" y trate de que la imite a usted. Cuando lo haga, usted haga una señal con la mano enfrente de la boca del bebé para hacer el sonido del canto. Si el bebé hace el sonido, recompénselo con una gran respuesta. Esto es divertido y maravilloso cuando funciona.

MATERIALES

Ninguno



Communication Sharing First Books

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to develop a love of books.

EXPERIENCE

The pleasurable feeling of reading can begin very early. This experience helps to familiarize the baby with books as objects as well as a source of pleasure during reading time.

1. Sit with the baby during a relaxed quiet time and look at a book with very simple pictures. Talk about the pictures. Encourage her in whatever responses she makes, such as patting or looking. If the baby wants to mouth the book (and if it is made of safe, durable material such as plastic or cloth), let her do so. When you look at books together, gently work toward looking at the book and talking about it. Do not worry about finishing a book with a young baby.
2. Point out different pictures and sounds if appropriate (e.g., animals, cars, airplanes).

MATERIALS

Books made of chunky cardboard, vinyl, or cloth, with one picture per page (high-contrast pictures are best), wordless books



Comunicación

Compartir los Primeros Libros

Grupo de Bebes 1
0-6 meses

META

Para que el bebé empiece a desarrollar un amor por los libros.

EXPERIENCIA

El sentimiento grato de leer puede empezar muy temprano. Esta experiencia ayuda a familiarizar al bebé con libros como objetos y también como una fuente de placer durante el tiempo de lectura.

1. Siéntese con el bebé durante un tiempo relajado y con calma mire un libro con imágenes muy sencillas. Hable sobre las imágenes. Anime a su bebé de cualquier respuesta que hace, como tocar o mirar. Si el bebé quiere poner el libro en su boca (y si el libro esta echo de material seguro como plástico o tela) deje que lo haga. Cuando miren libros juntos, háganlo con calma y muy suavemente. Hable sobre las imágenes. No se preocupe de terminar de leer el libro con el bebé.
2. Señale las diferentes imágenes y sonidos si es apropiado (por ejemplo, animales, carros, aviones).

MATERIALES

Libros de cartón grueso, vinilo o tela, con una imagen en cada página (imágenes de alto contraste son los mejores), libros sin palabras



Introduction

Cuddle Crew

INTRODUCTION

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INFORMATION

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- Parents receive activity sheets to help with their infants growth and development.
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The areas of development we review are:

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- 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.

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Communication

Imitating Verbal Cues

Cuddle Crew 2
6-12 months

GOAL

For the baby to better discriminate between and mimic sounds.

EXPERIENCE

1. Imitate the baby, making babbling sounds (e.g., "ba-ba" or "ga-ga"). Make your sounds as close as possible to the baby's babbling sounds.
2. Listen for baby to repeat the sound, at first approximating it with any babble, then later making close to the exact one. Reinforce the efforts.
3. Now make a new sound and wait for baby to babble in return. Work toward baby imitating the sound more closely.

MATERIALS

None



Comunicación

Imitando Señas Verbales

Grupo de Bebes 2
6-12 meses

META

Para que el bebé pueda distinguir entre e imitar sonidos.

EXPERIENCIA

1. Imita al bebé, haciendo sonidos de balbuceo (ejemplo., "ba-ba" o "ga-ga"). Trate de hacer sus sonidos como los sonidos del bebé.
2. Escuche que el bebé repita el sonido, al principio aproxímelo con cualquier sonido de balbuceo, y después haciendo el sonido exacto. Reforcé el esfuerzo.
3. Ahora haga un nuevo sonido y espere que el bebé balbucee para atrás. Trate de que el bebé imite los sonidos de usted.

MATERIALES

Ninguno



Communication Repeating Events

Cuddle Crew 2
6-12 months

Objective

For the baby to communicate through action and sound that she wants an action repeated.

EXPERIENCE

In this activity, you are watching the baby for signs that she wants to continue playing. Get involved by playing a game with baby using one of her favorite toys, such as a silly or dancing clown, then stop. Watch to see if she kicks, bats at the toy, vocalizes, or moves all over. If she gives you a cue she wants you to resume activity (e.g., bats the toy), resume activity on her cue.

Play this game when you are bouncing her on your knee or moving her legs. Play vigorously, then stop. What is baby's response? Wait for her to give you a signal that she wants you to resume, and then do so.

Repeat an action with a toy and then stop. Has her response changed? Note if baby talks or touches, looks at, or smiles at the object. Repeat the action again, then stop. Does baby do one or two things to keep your attention? As she progresses, she may actively try to start the action again to get you to participate. For example, she may pat her hands on yours to play Pat-a-Cake.

MATERIALS

Baby's favorite action toys



Comunicación

Repitiendo Eventos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé pueda comunicarse por acción y sonido que quiere una acción repetida.

EXPERIENCIA

En esta actividad, va a vigilar al bebé que haga señales de que quiera seguir jugando. Involúcrese jugando un juego con el bebé, usando uno de sus favoritos juguetes, ya sea un chistoso o bailarín payaso, después pare. Mire haber si pateo, toca al juguete, vocaliza, o se mueve para todas partes. Si le da una señal que quiera continuar la actividad (ejemplo., tocando el juguete), siga jugando la actividad cuando el bebé haga una señal.

Juega este juego cuando usted la este saltando en su rodilla o moviendo las piernas del bebé. Juegue con mucha energía, luego pare. ¿Que es la respuesta de el bebé? Espere que le de una señal de que quiere continuar jugando, y luego continúe.

Repita una acción con un juguete y luego pare. ¿Ha cambiado la respuesta de su bebé? Note si el bebé habla o toca, mira, o sonrío al objeto. Repita la acción otra vez, luego pare. ¿El bebé hace una o dos cosas para mantener su atención? Como vaya progresando el bebé, podrá activamente tratar de empezar la acción otra vez para que usted participe con el. Por ejemplo, el bebé puede aplaudir sus manos en las de usted para jugar palmaditas.

MATERIALES

Un juguete favorito del bebé



Communication

Playing with Animals & Puppets

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin to play games with puppets and toy animals, which helps expand her range of communication modes.

EXPERIENCE

Hold a puppet and play games such as I'm Going to Give You a Kiss. Pretend to have the puppet kiss the baby. Make the puppet dance and be animated. Wait for the baby to communicate with you in response by making a gesture to continue the game.

With a toy animal or animal puppet, make accompanying animal sounds. For example, "What does this cow say? "Mooooo?" Make the cow puppet approach the baby as you say this.

These experiences expand the baby's communicative competence by laying the groundwork for the baby to later "talk through" a puppet or toy animal.

MATERIALS

Bright, colorful puppets with distinct faces; stuffed animals



Comunicación

Jugando con Animales y Títeres

Grupo de Bebes 2
6-12 meses

Meta

Para que el bebé empiece a jugar juegos con títeres y juguetes de animales, cuál ayuda ampliar el alcance de sus modos de comunicación.

EXPERIENCIA

Sostenga un títere y juegue juegos como Te voy a dar un beso. Finja que el títere le de besos al bebé. Haga que el títere baile y sea animado. Espere que el bebe se comuniqué con usted haciendo una sena de que quiere seguir jugando.

Con un juguete de animal o un títere de animal, haga sonidos de animales. Por ejemplo, "¿Que dice la vaca?" "¿Mooooo?" Haga que el títere se acerque al bebé cuando le pregunte esto.

Estas experiencias desarrollan la competencia comunicativa del bebe colocando un fundamento para que el bebe después "hable por medio" de un títere o juguete de animal.

MATERIALES

Brillante, títeres de colores con caras distintas; animales de peluche



Communication

Recognizing Names

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn his name and associate names with people.

EXPERIENCE

1. While baby is playing, call his name. If he turns, smile and say, "Hi, Omar!"
2. Ask the baby, "Where's your mom (or the name of someone in the family who is in the room)?" Have that person try to get baby's attention. When baby turns to the person, show excitement and say, "There's Omar!"
3. Repeat, asking about other people the baby knows who are actually there or in photographs.

MATERIALS

Family member, photographs of people familiar to Baby



Comunicación

Reconociendo Nombres

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda su nombre y asociar nombres con la gente.

EXPERIENCIA

1. Mientras el bebe juega, llame su nombre. Si voltea, sonría y diga, "¡Hola, Omar!"
2. Pregúntele al bebé, "¿Dónde esta tu mamá (o el nombre de alguien de la familia que este en el cuarto)?" Haga que esa persona trate de obtener la atención del bebé. Cuando el bebé voltee hacia la persona, demuestre emoción y diga, "¡Allí esta Omar!"
3. Repita, preguntando sobre otras personas que el bebé conozca, que estén actualmente allí o en fotografías.

MATERIALES

Un miembro de la familia, fotografías de personas familiares al bebé.



Communication

Experiencing Joint Attention

Cuddle Crew 2
6-12 months

GOAL

For the baby to look at something at the same time the adult does (to share attention), and to begin to develop his ability to communicate about what he is looking at jointly with another person.

EXPERIENCE

When looking at something with the baby, point to what you are looking at and say the name of the object or person.

Carry the baby around the room and touch things you see in a way that captures the baby's attention. Talk about each object. (This is also a good way to calm or orient a child in a new environment.)

Note if the baby looks at you to share pleasure and then returns his gaze to the object of his attention. When he does, you can respond to what you think he is looking at, such as "Yes, that is a truck." Or the baby may share pleasure with you by looking at an object and then back at you, seeming to ask for comment or some other response.

Some babies near 1 year of age may point at objects themselves. Often this pointing means, "What's that?" or "Look at that." Supply a label when baby does this.

If you touch an object when playing with baby, see if he looks at the object and then goes to play with it. Later (12-18 months), he may bring an object to you for shared pleasure or for you to comment on it.

If you are teaching baby signs, take note of things around him that he is interested in and research baby signs that could be added. For example, if the baby shows interest in airplanes, look up the sign for airplane and use that when he looks at an airplane. Use the word airplane, too, so that he associates the object, sign, and word with one another.

MATERIALS

Whatever is of interest to the baby in your environment



Comunicación

Experimentar Atención Juntos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé mire algo al mismo tiempo que el adulto (que compartan atención), y comience a desarrollar sus habilidades de comunicar sobre lo que esta mirando junto con la otra persona.

EXPERIENCIA

Cuando mire algo con el bebé, señale lo que este mirando y diga el nombre del objeto o persona.

Cargué al bebe alrededor del cuarto y toque cosas que usted mire de una manera que capten la atención de su bebé. Hable sobre cada objeto. (Esta es una buena manera de calmar o orientar a un bebé a un nuevo ambiente.

Note si el bebé la mira a usted para compartir placer, y luego devuelve su mirada al objeto de su atención. Cuando lo haga, usted puede responder a lo que usted piensa que el esta mirando, tal como "Si, es un camión." O el bebé puede compartir el placer con usted mirando un objeto y luego a usted, buscando por un comentario o alguna otra respuesta.

Algunos bebes cerca de un año de edad pueden señalar a los objetos ellos mismos. Muchas veces estas señas significan," ¿Que es eso?" o "Mira eso". Marque el objeto cuando el bebé haga eso.

Si usted toca un objeto cuando este jugando con su bebé, mire si mira al objeto y después va a jugar con ese objeto. Después (12-18 meses), el podrá traerle un objeto a usted para compartir placer o para que usted haga un comentario.

Si usted le esta enseñando señas a su bebé, haga nota de las cosas que están alrededor de el que le interesen y investigue las señas de bebé que pueden hacer agregadas. Por ejemplo, si el bebé muestra interés en aviones, busque la señal de avión y use esa seña cuando mire un avión. Use la palabra avión también, para que el bebé asocie el objeto, seña, y la palabra con cada una.

MATERIALES

Cualquier cosa que sea de interés al bebé en su medio ambiente



Communication

Listening to Words

Cuddle Crew 2
6-12 months

GOAL

For the baby to have her vocalizations reinforced and associated with word meanings.

EXPERIENCE

By 10 months, some babies have meaningful words in their language repertoires. It is important to listen for them.

1. Listen for sounds resembling words, such as "hi," "mama," "dada," and "ba" (which can mean baby, bottle, blanket, ball), and any others that are used consistently.
2. When you hear what resembles a word, give the baby a positive response and elaborate on the meaning. For example, say, "Here's Dad" while pointing to the child's father. That will help her want to repeat the vocalization and to associate vocalizations with their meanings.

MATERIALS

None



Comunicación

Escuchando Palabras

Grupo de Bebes 2
6-12 meses

META

Para que el bebé reforcé su vocalización y la asocie con el significado de las palabras.

EXPERIENCIA

A los 10 meses, algunos bebes tienen palabras significativas en sus repertorios del idioma. Es importante escucharlos.

1. Escuche por sonidos que parezcan palabras, como "hola," "mamá," "papá," y "ba" (lo cual se puede significar bebé, biberón, cobija, pelota) y cualquier otra que use constantemente.
2. Cuando escuche lo que parezca palabras, déle al bebé una respuesta positiva y explique la palabra con más detalles. Por ejemplo, diga, "Aquí está papá" mientras señala a papá. Esto ayudara al bebé a que quiera repetir la vocalización y asociarla con su significado.

MATERIALES

Ninguno



Communication

Listening to Music

Cuddle Crew 2
6-12 months

META

For the baby to use music for fun and relaxation.

EXPERIENCIA

Play audiotapes and/or CDs with the baby and sing along. Model an appreciation and love of music.

Play music during baby's naptime for her to listen to as she drifts off to sleep.

Sing songs with infants individually and in groups.

Children this age love songs such as the following:

"Itsy Bitsy Spider"

"Rock a Bye Baby"

"Twinkle, Twinkle, Little Star"

"Baby Bumblebee"

"Open, Shut Them"

MATERIALES

CDs or audiotapes and CD or audiotape player



Comunicación

Escuchando Música

Grupo de Bebes 2
6-12 meses

META

Para que el bebé use música para divertirse y relajación.

EXPERIENCIA

Juegue cintas de audio y/o CDs con el bebé y canten juntos. Modele apreciación y el amor por la música.

Toque música durante la siesta del bebé para que la escuche mientras se duerme.

Cante canciones con los infantes individualmente y en grupos.

Los niños de esta edad les encantan canciones como las siguientes:

"La Araña Pequeñita"

"Arroró Mi Niño"

"Estrellita"

"Buenos Días"

"Los Pollitos"

MATERIALES

CDs o las cintas de audio



Communication Reading Books

Cuddle Crew 2
6-12 months

GOAL

For the baby's love of books to grow, and for the baby to learn to point to pictures.

EXPERIENCE

1. Begin by intentionally creating a positive, warm atmosphere for reading time. It is good to set up a time each day for reading. Sit with baby on your lap while you read. In some cases, it is good to sit in the same chair so that the baby comes to expect reading when you sit there, but it is not necessary.
2. Point to the pictures as you read. Then encourage baby to answer your question, "Where's the ____?" by pointing. You can also ask the baby to put his finger on the ____.

Remember, it is hard for some children this age to sit longer than a few seconds or minutes, initially. Stay with the activity as long as the child is able to enjoy it and the reading time will eventually grow longer and longer. Pay careful attention to what he shows interest in and build on those interests as much as possible. Do not worry about reading the "story" or about looking at a complete book with a child this age.

MATERIALS

Chunky infant/toddler books with one picture on a page (e.g., First Books by Discovery Toys, board books, wordless books)



Comunicación Leer Libros

Grupo de Bebes 2
6-12 meses

META

Para que crezca el amor del bebé por los libros, y para que el bebé aprenda a señalar las imágenes.

EXPERIENCIA

1. Empiece por crear un ambiente positivo y placentero para la hora de leer. Es bueno establecer un horario diario para leer. Siente a su bebé en sus piernas mientras lee. En algunos casos, es bueno sentarse en la misma silla para que el bebé sepa que al sentarse ahí es por que se le va a leer, pero no es necesario.
2. Señale los dibujos cuando lea. Apoye al bebé a que conteste su pregunta, "¿Donde esta ____?" al señalar. También puede pedirle al bebé que señale el ____.

Recuerde, es difícil para algunos niños de esta edad sentarse tranquilos por mas de unos cuantos segundos o minutos. Permanezca haciendo la actividad con su niño siempre y cuando el niño la disfrute y eventualmente el tiempo de lectura crecerá más y más. Preste mucha atención a lo que muestra interés y básiese en los intereses lo más posible. No se preocupo de leer la "historia" o mirar el libro completo con un niño de esta edad.

MATERIALES

Libros gruesos para bebes con una imagen en la pagina (por ejemplo, Libros de Discovery Toys, libros de cartón, libros sin palabras)



Spring: Beautiful Butterfly!

Family Storytime

OVERVIEW

In this class children will learn about the season of spring. 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 spring season learning theme.

INFANT & TODDLER SKILLS

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

PRESCHOOL AGED SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Where Butterflies Grow
- Spanish Book: El Taller de las Mariposas
- Coffee filter (1 per child)
- Washable markers
- Small cup of water (1 per child)
- Paint brush (1 per child)
- Clothes pin (1 per child)
- Pipe cleaner (1 per child)
- Google eyes and glue (optional)
- Black markers
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place all materials on activity tables for use during hands-on craft activity.
- 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 spring to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the spring season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during spring. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe what changes they notice outdoor and at the park during the spring. Ask them to describe the type of activities they can do that they might not have been able to do during winter or the type of clothes that they get to wear that is different.
- Ask children if they know what season come before spring and what season comes after spring?

ACTIVITY #1

Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is.
- Discuss the parts of the book. (Front Cover, Back Cover, Spine)
- Based on the cover children should be able to predict what the book might be about.
- Finally read the book to the children.
- As you read the story engage the children by:
 - Discussing any new and unfamiliar words during the story.
 - Asking questions such as:
 - What is going on in the story?
 - What do they see?
 - What is going to happen next?

ACTIVITY #2

Hands-on Art Activity:

- Ask parents to flatten the coffee filter (use a small pieces of tape to secure it to the table so it will not slip while kids are coloring).
- Instruct families to color the coffee filter with markers.
- Provide each family/child with a cup of water and paint brush.
- Paint water over the entire coffee filter (the marker colors will bleed into each other for a very cool effect).
- Allow coffee filter to dry.
- Once the filter is dry, scrunch the middle of it and clip it with the clothes pin. Spread out the "wings".
- Use the pipe cleaner to create an antenna.
- Families can give their butterfly eyes using google eyes or a black marker.



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 springtime.

TALK ABOUT IT

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

- Can you name some signs that spring is coming?
- What is your favorite thing about spring? Why?
- How is spring different than winter?
- 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.



Spring: Spring Fling!

Motor Movements

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Mat
- Spinning disks and sticks

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 – A Little Seed
 - Spanish – Somos Como las Flores

ACTIVITY #3

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

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

ACTIVITY #4

This activity can be done if time permits.

Gross Motor Activity

- **Duck, Duck, Goose**
 - Ask the children to sit in a circle with their legs crossed, facing each other.
 - Select one child to stand outside the circle and play the fox.
 - The fox walks around the circle, touching each child on the head gently while saying “duck” as he taps each child.
 - Once the fox decides who will play the goose, he touches that child's head and says “goose.”
 - The goose must get up and chase the fox around the circle.
 - If the goose tags the fox before the fox sits down in the goose's spot, the fox must try again. However, if the fox sits down in the goose's seat before being tagged, the goose will play the fox and the game starts again.
 - Repeat until everyone has had a chance to be the fox.

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.

- **Spinning Disk Dance**
 - Ask children to make a circle on the carpet. Give each child a disk and a stick. Tell them that the goal of this activity is to keep the disk spinning while the music is playing.
 - Model for the children how to spin the disk.
 - Emphasize to the children that they are going to have to move their bodies to keep the disk from falling off the stick. In order to do this, it is very important that each child have enough space to be able to maneuver and play safely.
 - Tell the children that they can begin spinning their disk when they hear the music. When the music stops, they are to stop as well.
 - Play music in the background as children are completing the activity.

ACTIVITY #6

Cool Down:

- **Wriggle Your Toes in the Rain:** Ask children to lie on their backs on the floor, with their arms falling limply at their sides. Then ask the children to focus on each of the body parts while breathing. Sing the "Wriggle Your Toes in the Rain" Song:

Wriggle your toes in the rain
Cool and wet, cool and wet
Wriggle your toes in the rain

Raise your shoulders in the rain
Cool and wet, cool and wet
Raise your shoulders in the rain

Feel the rain on your knees
Cool and wet, cool and wet
Feel the rain on you knees

Wriggle your nose in the rain
Cool and wet, cool and wet
Wriggle your nose in the rain

Pat your tummy in the rain
Cool and wet, cool and wet
Pat your tummy in the rain

Flutter your eyes in the rain
Cool and wet, cool and wet
Flutter your eyes in the rain
Cool and wet, cool and wet

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.



Spring: Music & Movement Songs

Motor Movements

ENGLISH

A Little Seed

A little seed for me to sow
(Pretend to hold a tiny seed.)

A little earth to make it grow
(Stoop down and touch the ground.)

A little hole, A little pat
(Pretend to dig a hole; plant seed; pat earth around seed.)

A little wish, And that is that.
(Touch index fingers to head; bring arms down and fold over chest.)

A little sun, A little shower
(Make sun with hands; use fingers to create rain.)

A little while, And then --- a flower!

(Pretend to sleep; cup hands around face like flower.)

SPANISH

Somos Como las Flores

Somos como las flores

En el jardín de la vida

Somos como las flores

Necesitamos la lluvia y el sol.

Sol, caliénteme

Luna, arrúllame

Brisa, refréscame

Tierra, aliméntame



Spring: How do We Know it is Spring?

My 5 Senses

OVERVIEW

In this activity children will learn about spring 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 - #20 COG1 – Cause and Effect
- DRDP I&T - #23 COG4 – Memory

MATERIALS & PREPARATION

MATERIALS:

- English Book: Spring By: Barron's
- Spanish Book: La Primavera Por: Barron's
- Rain sticks
- CD: Nature's Lullabies
- Bunny cut out
- Glue
- Soft items: cotton balls, pom poms, tissue paper
- Flower candles: lilac mist, sweet pea, wild honeysuckle, spring meadow
- Pictures with spring items (flower, rain, rainbow, butterfly, birds, etc)
- Strawberries, grapes, baby carrots, celery sticks
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Rain stick, CD: Nature's Lullabies
 - **Sight:** Pictures with spring items (flower, rain, rainbow, butterfly, birds, etc)
 - **Touch:** Bunny cut out, soft items (cotton ball, pom poms, tissue paper)
 - **Taste:** Strawberries, grapes, baby carrots, celery sticks
 - **Smell:** Flower candles: lilac mist, sweet pea, wild honeysuckle, spring meadow

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: Spring
- Tell the children that today they will learn about spring through their five senses.
- Ask them how we can know that spring is here? (Rain, rainbows, growing flowers, trees are blooming, we plant seeds, etc)
- Let children know that spring is a time to fly kites, and to enjoy colorful rainbows. It's also a time in which all of our five senses are especially attune to our surroundings. We see new flowers blooming, hear birds singing, smell fresh mown grass, feel the wind blowing, and taste fresh picked fruits and vegetables.

ACTIVITY #1

10 Minutes

Book Reading:

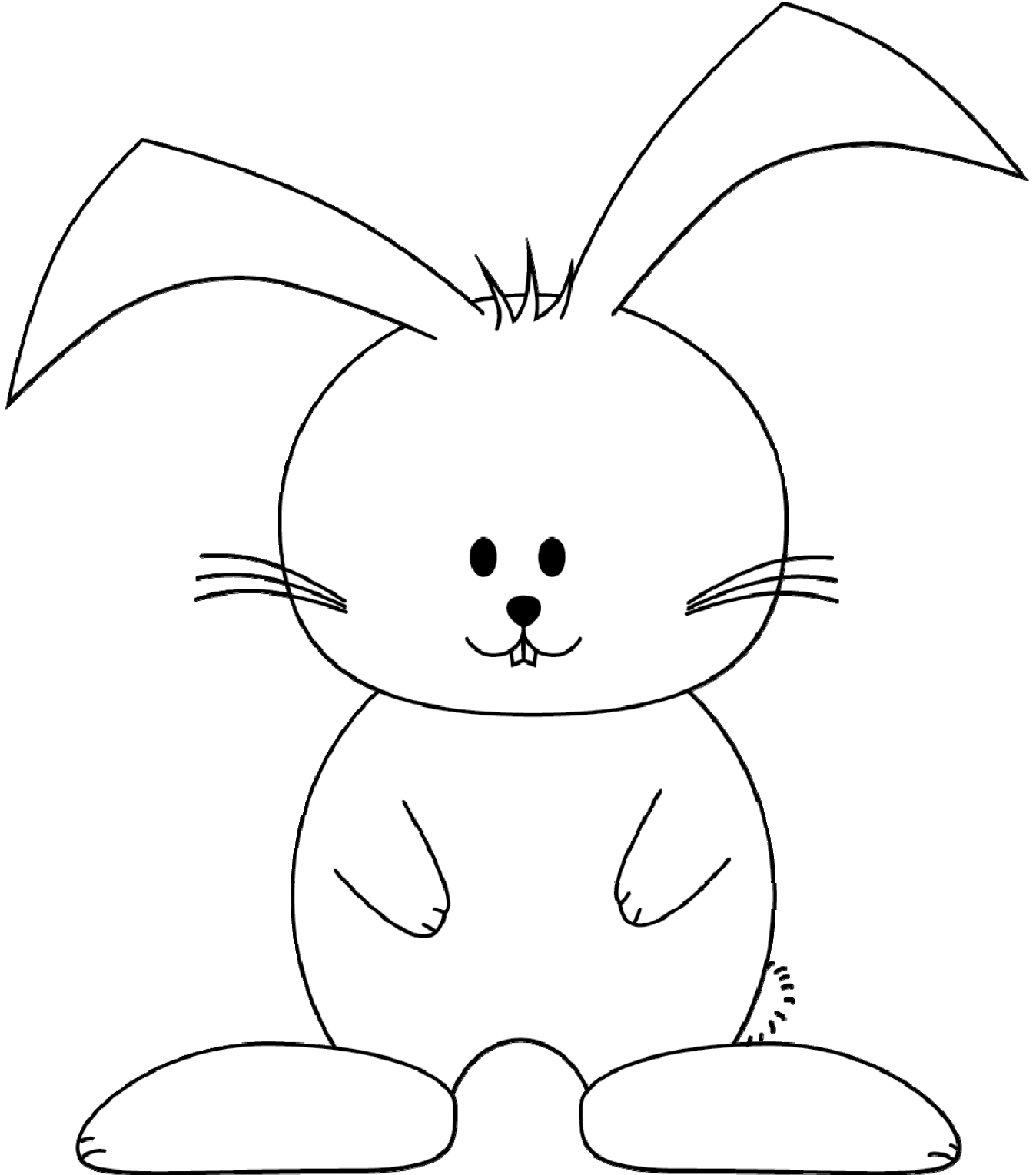
- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read book, engaging children in the story by asking questions, or pointing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

<p>ACTIVITY #2</p> <p>5 Minutes</p>	<p>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.</p> <ul style="list-style-type: none"> • English – Rainbows in my Bubbles • Spanish - En La Primavera Hay
<p>ACTIVITY #3</p> <p>15 Minutes</p>	<p>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.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> ○ Hearing station: Children will get to play with rain sticks and listen to a CD with Nature Lullabies. ○ Sight station: Children will look at pictures of different signs of spring, like birds, rain, rainbow, flowers, butterfly, etc. (parents can ask their child to name what they see). ○ Touch station: Have parents explain to their child that bunnies are born during spring and they have very soft fur. Then have the children explore the items (cotton, pom poms, tissue paper) and then glue them onto a bunny cut out to decorate it. ○ Taste station: children will taste strawberries, grapes, baby carrots, and celery sticks. Have parents ask their child to name the fruit or vegetable they are eating? ○ Smell station: Children will smell different flowers. Have parents ask their children what flower smell the best?
<p>ACTIVITY #4</p> <p>5 Minutes</p>	<p>Search and Find:</p> <ul style="list-style-type: none"> • Invite children to complete the I-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.
<p>TALK ABOUT IT</p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> • Ask children if they can remember the 5 senses that they used today. • Ask them which fruit or vegetable did they like the best? • Ask them what is their favorite thing about spring?
<p>PARENT TIP SHEET</p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about spring by reading, singing, and completing some of the suggested activities.</p>



Spring:
Bunny Cut-out

My 5
Senses





Sun

Flowers

Frog

Birds

Ladybug

Ball

Butterfly

Snail

Bee

Fish

Eye Spy

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



Preescolar



Sol

Flores

Rana

Pájaro

Mariquita

Pelota

Mariposa

Caracol

Abeja

Pez

Ojo Espía

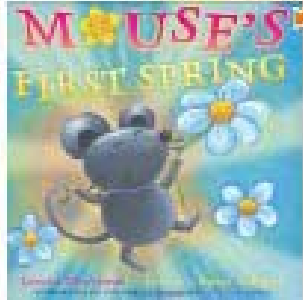
Encuentra cada
elemento de la lista
y haga un círculo en
la imagen.



Parent Tip Sheet: Spring

My 5 Senses

BOOKS



ACTIVITIES

Making a Rainbow

What You Need:

- Shaving Cream
- Food coloring (red, orange, yellow, green, blue, purple)
- White Construction Paper

What You Do:

Place shaving cream on construction paper. Then add two drops of each color of food colorings to the shaving cream. Have your child mix shaving cream with food coloring using their hands to create a rainbow. Talk to your child about the texture and name the colors that you used to make a rainbow.

Nature's Sounds

What You Need:

- No materials needed

What You Do:

Sit with your child outside or by an open window. Ask your child if he can hear birds sing, bees buzzing, rain falling, wind blowing, frogs, crickets, or any other nature sounds? Let your child know these are all sounds we hear during the season of Spring. With this activity you are exploring the sense of hearing.

SONGS

Rainbows In My Bubbles

Tune: "She'll Be Coming 'Round The Mountain"

I've got rainbows in my bubbles, yes I do.
I've got rainbows in my bubbles, yes I do.
When I blow up towards the sun,
They have rainbows, every one.
I've got rainbows in my bubbles, yes I do.

I See Rain

Out on the sidewalk, I see rain.
Now it's hitting my window pane.
Oh, I wish it would go away.
So I could go outside to play.

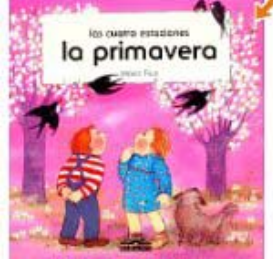
Pitter pat, look at that.
Drip, drip drop, please, please stop.
Watching the rain is not much fun.
Can't we have a day of sun!



Consejos Para Padres: Primavera

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Hacer un Arco iris

Que Necesita:

- Crema de Afeitar
- Colorante de Alimentos (rojo, anaranjado, amarillo, verde, azul, morado)
- Papel de Construcción Blanco

Que se Hace:

Ponga crema de afeitar en el papel de construcción. Después agregue dos gotas de colorante de alimentos de cada color a la crema de afeitar. Haga que su niño mezcle la crema de afeitar con colorante de alimentos usando sus manos para crear un arco iris. Hable con su niño sobre la textura y nombre los colores que usaron para hacer el arco iris.

Sonidos de la Naturaleza

Que Necesita:

- No necesita materiales

Que se Hace:

Siéntese con su niño afuera o junto de una ventana. ¿Pregúntele a su niño si puede escuchar a los pájaros cantar, a las abejas, la lluvia caer, al viento soplar, ranas, grillos, o cualquier otro sonido de la naturaleza? Dígale a su niño que todos estos sonidos son sonidos que escuchamos durante la temporada de Primavera. Con esta actividad están explorando el sentido de escuchar.

CANCIONES

De Colores

De colores, de colores se visten los campos en la primavera
De colores, de colores son los pajaritos que vienen de afuera
De colores, de colores es el arco iris que vemos lucir
Y por eso los grandes amores de muchos colores me gustan a mí
Y por eso los grandes amores de muchos colores me gustan a mí
Canta el gallo, canta el gallo con el quiri quiri quiri quiri quiri
La gallina, la gallina con el cara cara cara cara cara
Los polluelos, los polluelos con el pío pío pío pío pío pío
Y por eso los grandes amores de muchos colores me gustan a mí
Y por eso los grandes amores de muchos colores me gustan a mí

En La Primavera Hay

En la primavera hay flores
En la primavera hay flores
Hay flores, hay flores,
Primavera

En la primavera hay césped
En la primavera hay césped
Hay césped, hay césped,
Primavera

En la primavera hay hojas
En la primavera hay hojas
Hay hojas, hay hojas
Primavera

En la primavera arco iris
En la primavera arco iris
Arco iris, arco iris,
Primavera



Spring: Picture Spring!

Playing to Learn

OVERVIEW

Children will learn about the season of spring while they play a guessing game. They will have to guess what spring picture is missing from the group of pictures.

SKILLS

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

MATERIALS & PREPARATION

Materials:

- 18 spring picture cards
- Ziploc bags (1 per child)
- Large sitting bunny shape
- Cotton
- Tape
- Copy of tic-tac-toe game (1 per family)
- 1 large set of spring pictures

Preparation:

- Prepare take home activity set for each participant
- Make copies of spring pictures and place a set of 18 in each Ziploc bag per child.

INTRODUCTION

- Introduce topic to students: Tell children that today's game will be about the season of spring.
- Ask them what are some signs of spring? How is the weather? What holidays do we celebrate during spring? What animals do you see? What fruits and vegetables do you eat in spring?
- Show children pictures of things we see during spring.

ACTIVITY #1

Pin the Tail on the Bunny:

- Tell children that first we will be playing a game where they pin the tail on the bunny.
- Tape the bunny shape to a wall (child's height).
- Give each child a large cotton ball with rolled tape attached.
- One at a time, blindfold the children and have them try to stick their tail onto the bunny shape.
- Measure to see which child is able to place the tail onto the bunny correctly or which one is the closest; the winner gets a prize.

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

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

ACTIVITY #2

Guessing Game:

- Instruct children that they will be playing a guessing game with their parents.
- Pass out a Ziploc bag to each child.
- Ask the children to take out the playing cards out of the bag.
- Tell them that all the pictures they see are of things we see during spring time.
- Tell parents to review the pictures with their child and have their child name each picture. If the child could not name the picture the parent can name it for them.
- After parent and child have reviewed the pictures, have the parent place 5 pictures on the table and encourage their child to look at the pictures for about 20 seconds.
- Then have your child cover his eyes or place his head on the table. Then remove a picture from the pile.
- Then have your child open his eyes and look at the pictures. Have your child guess which picture is missing?
- If your child answers correctly let him know that he is right and show him the picture. If he does not answer correctly let him know what the correct answer is.
- Add more pictures every time you play a new game to make it more challenging for your child.
- Continue to play the game until you have included all 18 cards.

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

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

ACTIVITY #3

Easter Tic-Tac-Toe:

- Have parents assist their child in cutting the tic-tac-toe game out.
- Have the child select either the pink tulip or blue Easter egg.
- Have parents and child take turns placing your pictures on the game board, trying to get three pictures in a row, vertically, horizontally or diagonally.
- If someone gets three in a row they win. If all the spaces fill up without getting three in a row clear the board and start over.

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

- Their child's ability to take turns.
- Their child's ability to interact with peers and familiar adults.
- Their child's ability to think logically.
- Their child's ability to solve problems.

TALK ABOUT IT

- Ask children if they liked the game they played.
- Ask children how the game they played reminded them about Spring?
- Ask them what things do they like to do during spring?
- 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.



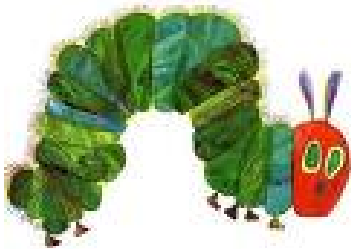
Rainbow
Arco iris



Butterfly
Mariposa



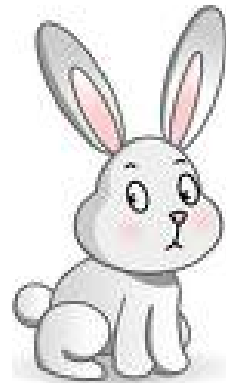
Flower
Flor



Caterpillar
Oruga



Rain
Lluvia



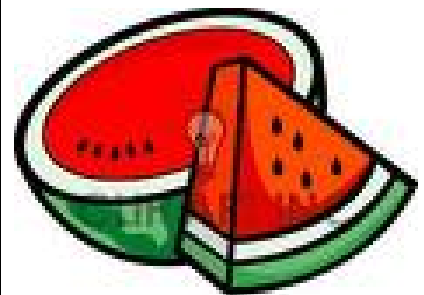
Bunny
Conejo



Bee
Abeja



Frog
Rana



Watermelon
Sandia



Cherry
Cereza



Radish
Rábano



Carrot
Zanahoria



Ladybug
Mariquita



Dragonfly
Libélula



Grasshopper
Saltamontes



Strawberry
Fresa



Swallow Bird
Golondrina



Blooming Tree
Árbol Floreciendo





Spring: Spring has Sprung!

Sesame Street Fun!

OVERVIEW

In this activity children will learn about spring and the things that occur during this season. Children will listen to a story, recite a chant, and do a bunny booklet.

SKILLS

- DRDP – #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause & Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: Wee Little Bunny by: Lauren Thompson
- Spanish Book: La Sorpresa de Mamá Coneja por: Alma Flor Ada
- English Video/Sesame Street: Spring
- Spanish Video/Plaza Sésamo: La Primavera
- Copies of bunny booklet sheets
- Pink Felt Material
- White construction paper
- Green tissue paper
- Cotton balls
- Glue, Stapler, Crayons

PREPARATION:

- Make copies of bunny booklet sheets (1 set per child)
- Cut pink felt material into bunny ear shapes (2 per child)
- Cut white construction paper into small rectangles for bunny teeth (1 per child)

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children that today they will be talking about the season of spring.
- Ask children, what are some signs that nature provides to us to let us know that spring is here (rain, rainbows, trees are blooming, growing flowers, new animal are born)
- Ask children if they have seen a real bunny and have they touched its fur? Ask them to describe the bunny they saw (size, texture, color, 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

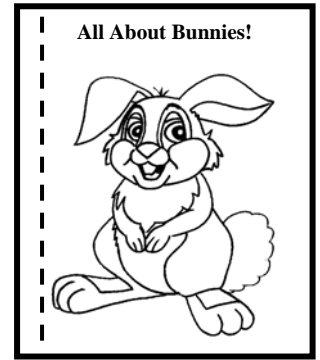
Sing Song/Watch Sesame Street Clip:

- Tell children that we will now be singing a song. (The Songs can be found on the Parent Tip Sheet.)
 - English – Spring Song
 - Spanish – Ya es Primavera
- [Show Sesame Street Clip: Spring / La Primavera](#)

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 bunny booklet.
- Give each child a copy of 5 page booklet, felt bunny ears, bunny teeth, tissue paper and cotton balls, and glue.
- Read aloud the text in English: A rabbit has long ears. A rabbit has long front teeth. A rabbit eats plants. A rabbit is soft.
- Read aloud text in Spanish: Un conejo tiene orejas largas. Un conejo tiene dientes largos enfrente. Un conejo come plantas. Un conejo es suave.
- Next, guide children through the steps below to help him complete the pages.
 - Title Page: All about Bunnies! By: Child's name.
 - Page 1: Glue pink felt inside the bunny's long ears.
 - Page 2: Glue construction paper rectangle to the bunny to make long front teeth.
 - Page 3: Glue crumpled green tissue paper to the page so that it resembles plants.
 - Page 4: Stretch out cotton balls and then glue them to the bunny to make soft fur.
- Then invite children to color the pages as desired.
- When the glue is dry, gather the pages 1-5 and stack them all together with title page on top saying, All about Bunnies! By: Child's name.
- Have the teacher staple all sheets together to finish book.
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

- Discuss what the children learned regarding spring?
- Ask children what they learned about bunnies?

PARENT TIP SHEET

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

All About Bunnies!

By:



All About Bunnies!

By:



Todo Sobre Conejos!

Por:



Todo Sobre Conejos!

Por:

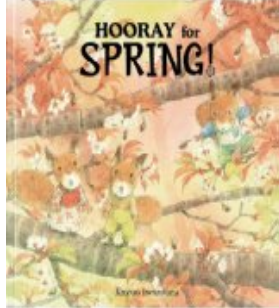




Parent Tip Sheet: Spring

Sesame Street Fun!

BOOKS



ACTIVITIES

Handprint Rainbow

What You Need:

- Construction paper (red, orange, yellow, green, blue, and purple)
- A large piece of neutral-colored paper (about 2 1/2 feet by 1 1/2 ft long)
- A pencil and a marker
- Scissors
- Glue

What You Do:

Using the colored construction paper, help your child trace their hands. Make about 10 handprints of each of the colors of the rainbow (red, orange, yellow, green, blue, and purple). Cut out the hand prints. Glue the handprints onto the paper in a rainbow shape. You now have a Handprint Rainbow to help you celebrate Spring.

Flower Crown

What You Need:

- A paper plate
- Colored construction paper
- Tissue paper
- Paint, markers, or crayons
- Scissors
- Glue
- Stapler

What You Do:

Help your child cut a slit through the center of the paper plate, leaving about an inch at the edges of the plate. Cut three more slits. Bend the triangles formed by the cuts upwards, forming leaf-like shapes. Have your child paint the crown light green (or use markers or crayons to color it). Let the paint dry. Cut out some construction paper or tissue paper flowers for your hat. Glue flowers to the crown. Decorate it and staple two long ribbons of tissue paper to your beautiful hat.

SONGS

I'll Plant a Little Seed

Sung to: "I'm A Little Teapot"

I'll plant a little seed in the dark, dark ground.
Out comes the yellow sun, big and round.
Down comes the cool rain, soft and slow.
Up comes the little seed, grow, grow, grow!

Spring Song

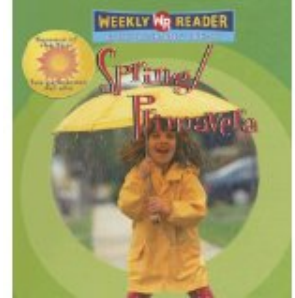
Put up your umbrella
When the rain comes down.
Wear a happy smile
And wipe away a frown.
Splash in all the puddles
And do a little dance.
Rain is just the thing we need
For new spring plants.



Consejos Para Padres: Primavera



LIBROS



ACTIVIDADES

Arco iris

Que Necesita:

- Papel de Construcción (rojo, anaranjado, amarillo, verde, azul, morado)
- Un papel grande de color neutral (2 ½ pies por 1 ½ pies de largo)
- Lápiz y marcador
- Tijeras
- Pegamento

Que se Hace:

Usando el papel de construcción de color, ayúdele a su niño a trazar su mano. Haga unas 10 huellas de mano de cada uno de los colores del arco iris (rojo, anaranjado, amarillo, verde, azul y morado). Corte las huellas y pegúelas en el papel neutral. Trate de pegarlas en forma de arco iris. Ahora ya tiene su arco iris de huellas para celebrar la primavera.

Corona de Flores

Que Necesita:

- Plato de Papel
- Papel de construcción
- Papel de Tejido
- Pintura, Marcadores, o crayolas
- Tijeras
- Pegamento
- Grapadora

Que se Hace:

Ayúdele a su niño a cortar un poco el centro del plato de papel, dejando más o menos una pulgada en las horribas del plato. Corte tres veces más. Doble los triángulos formados por los cortes hacia arriba, formado hojas. Haga que su niño pinte la corona verde (o use marcadores o crayolas para pintarla). Deje que la pintura se seque. Corte papel de construcción o papel de tejido en forma de flores para su corona. Pegue las flores en la corona. Decórela y engrape dos listones de papel de tejido a su corona.

CANCIONES

Ya es Primavera

Ya esta aquí llego el mes de Abril.
Ya es primavera y nos alegra sale el sol por fin.
Ya esta aquí la hora de reír.
Aique salir, jugar sin fin estamos en Abril
Ahí mucho por hacer, al aire libre hay que correr,
bolar cometas, el parque ver, el sol salio por fin.
Ya esta aquí se juega en el jardín.
La nueva flor ya va salir que estamos en abril.
Ya esta aquí llego el mes de Abril y nos alegra,
sale el sol por fin.

La Primavera

La primavera ha venido
Nadie sabe cómo ha sido
Ha despertado la rama
El almendro ha florecido
En el campo se escucha el "GRI" "GRI" del grillo
La primavera ha venido
Nadie sabe cómo ha sido



Spring: Rainbow Streamers

Sing & Play

OVERVIEW

In this activity children will learn about Spring and that during this season it rains and we can see rainbows in the sky. They will listen to a story and do a rainbow streamer to dance with it while they sing the song, "Rainbow".

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #24 COG5 – Symbolic Play
- DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: *Spring is Here* by; Taro Gomi
- Spanish Book: *Llegó la Primavera* por: Taro Gomi
- Color flashcards
- Paper plate (1 per child)
- Tissue paper strips, cut into two to three feet long (red, orange, yellow, green, blue, and purple)
- Children's scissors and glue sticks
- Crayons
- Hole puncher
- Yarn
- English Song: #28, "Rainbow of Colors" / Spanish Song: # 29, "De Colores"

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut tissue paper strips; red, orange, yellow, green blue and purple (a set per child)

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Tell children that today we will be talking about the season of spring.
- Tell children that one of the ways we know spring is here, is that it will rain and we will see rainbows in the sky.
- Ask children if they have seen a rainbow before? Then ask them what colors make up a rainbow? Show children flashcards as they name each color.
- Explain the activities that children will be doing during class;
 - Book reading (show the actual book)
 - Hands-on art activity (describe the activity we will be completing today for take-home)
 - Sing and dance (name the title of the song to be sung/music to be played)
 - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their art project)
 - Circle time (explain that we will conclude our class on the carpet in circle time)

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Hands on Activity:

- Instruct children that now they will be making their own Rainbow Streamers.
- Show a sample of the completed craft project.
- Pass out materials: a set of tissue paper strips per child, crayons, and a paper plate.
- Ask parents to cut the center out of the paper plate, hole punch two holes on the top of the plate and tie a streamer into the two holes to act as a handle.
- Ask children to color their paper plate as they desire.
- When children are done coloring, ask parents to help their child glue their streamers to one of the edges of the paper plate, one on top of another.
- When they are done tell them that now they have Rainbow Streamer to dance with.



ACTIVITY #3

Sing and Dance

Tell children that we will now be singing a song. Tell children that they can use their streamers as they sing and move their bodies. 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 – Rainbow Song
- Spanish – El Arco Iris

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:

- Ask children what they learned today about spring?
- Tell children they can dance with their streamers at home while they sing a simple song just like the one we sang today.

PARENT TIP SHEET

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



Spring: Color Flashcards

Sing
& Play



Red

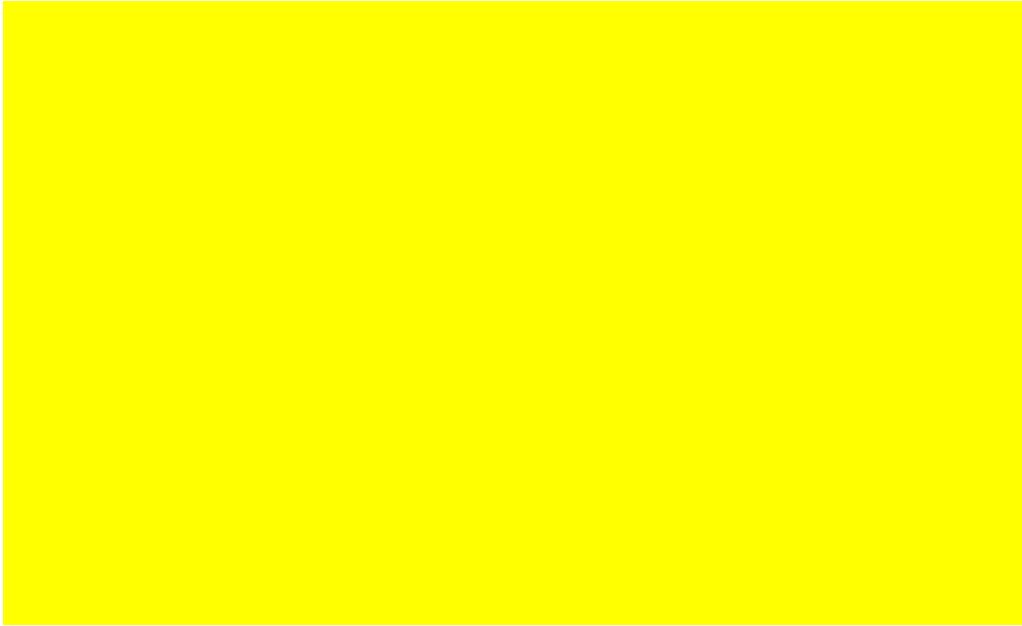


Blue



Spring: Color Flashcards

Sing
& Play



Yellow

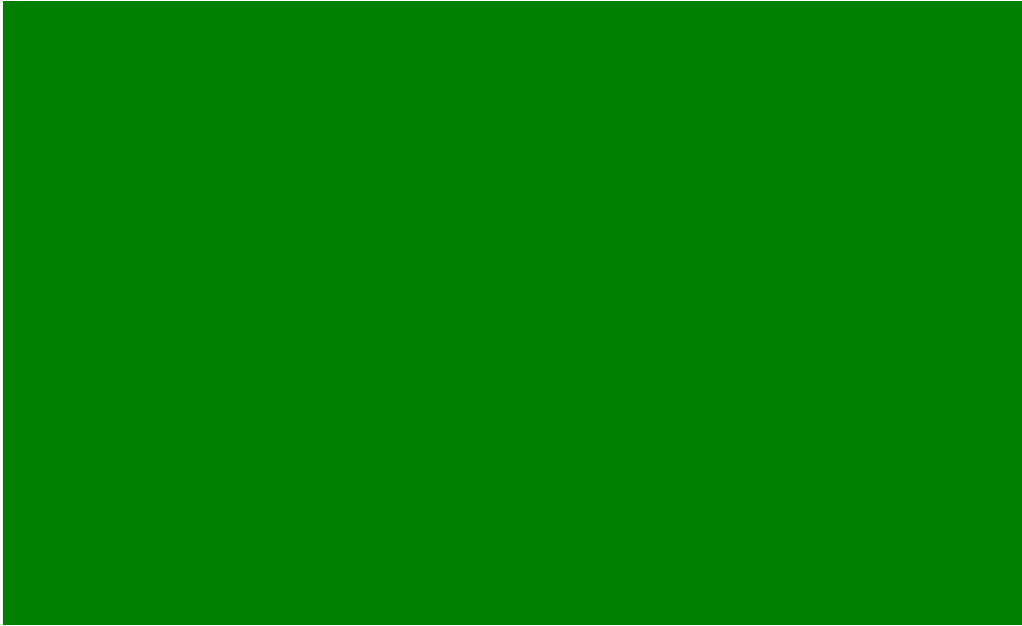


Orange



Spring: Color Flashcards

Sing
& Play



Green



Purple



Parent Tip Sheet: Spring

Sing & Play

BOOKS



ACTIVITIES

A Stick Flower

What You Need:

- Green Popsicle sticks
- Muffin liners different sizes
- Glue
- Paints: desirable colors

What You Do:

Have your child take green popsicle sticks and put a drop of glue on the top. Take a large muffin liner, stretch it out a bit and affix it to the top of glue. Have your child put a small drop of glue in the middle of the large muffin liner. Have your child take a smaller muffin liner and affix it in the center of the large muffin liner. You and your child have just made a pretty flower. Repeat the process. Some children make two flowers, others make up to ten. It's up to them. Let these flowers dry.

Paper Plate Umbrellas

What You Need:

- Large paper plates
- Markers and crayons.

What You Do:

Give to your child a paper plate with a small hole poked in the middle. Let your youngster decorate the back of his plate with crayons or felt tip markers. When he has finished, have him stick his index fingers up through the hole in his plate to make an umbrella

SONGS

My Eyes can see the springtime

(Tune: Did you ever see a Lassie?)

My eyes can see it springtime, its springtime, its springtime.
My eyes can see it springtime, the grass is so green!
The green grass, the flowers, the sunshine and showers.
My eyes can see its springtime, and I am so glad. My ears can hear its springtime, its spring time, and its springtime.

Rainbow Song

(Tune: Hush, Little Baby)

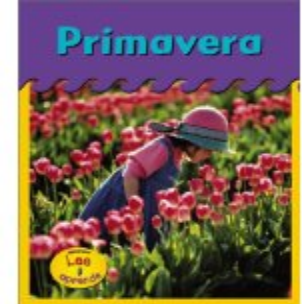
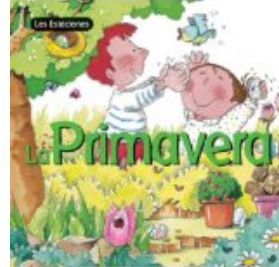
Rainbow purple, Rainbow blue, Rainbow green, And yellow too
Rainbow orange, Rainbow red, Rainbow shining over head.
Come and count The colors with me
How many colors Can you see?
1-2-3 on down to green
4-5-6 colors can be seen
Rainbow purple, Rainbow blue, Rainbow green, And yellow too
Rainbow orange, Rainbow red
Rainbow shining over head.



Consejos Para Padres: Primavera

Canta y Juega

LIBROS



ACTIVIDADES

Flor de Palo

Que Necesita:

- Palitos de Paleta Verdes
- Alienadores de diferentes tamaños de Mollete o bollo
- Pegamento o goma
- Pinturas; de colores deseables

Que se Hace:

Pídale a su hijo que tome un palito verde de paleta y que ponga una gota de pegamento en la parte superior. Que agarre un forro de bollo, grande y que lo estire un poco después que lo coloque en la parte superior de en medio. Que le ponga una gotita de pegamento al bollo grande. Que agarre un forro de bollo y pequeño y que lo coloque en el centro de la funda del forro del bollo grande. Su hijo acaba de hacer una bonita flor. Repita el proceso. Algunos niños hacen dos flores, otros hacen hasta diez. Depende de ellos. Deje que las flores se sequen.

Un Paraguas de Plato

Que Necesita:

- Platos de papel grandes
- Crayones
- Marcadores de Pincel

Que se Hace:

Déle a su hijo un plato de papel y hágale un pequeño agujero en medio. Permita que su hijo decore su plato con lápices de colores o crayones. Cuando haya terminado, pídale a su hijo que ponga su dedo índice en el orificio de su plato para hacer su paraguas.

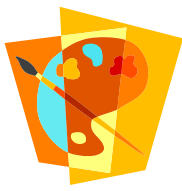
CANCIONES

Lluvia, lluvia vete ya

Lluvia, lluvia, vete ya
Los niños quieren jugar
Nubes, nubes, aléjense
Los niños, quieren jugar
Lluvia, lluvia, ven aquí
Las florcitas quieren salir

El Arco Iris

El Arco Iris se asoma
Cuando pasa la tormenta,
Es un arco de colores
Desde el rojo, hasta el violeta
Si yo los cuento son siete
Toda la lista completa:
Rojo, Naranja, Amarillo, Verde, Azul,
y violeta.



Spring: Flowering Vase

Smart
Art

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: In My Garden by: Gill Guile
- Spanish Book: Cómo Plantar un Arco Iris por: Lois Ehlert
- Bisque piece: Flower Vase
- Bisque paints: green, pink, yellow, purple, and blue
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

- Prepare a sample project for demonstration purposes.
- 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 there are four seasons in the year. Spring is the second season, the one that comes after winter and before summer.
- Tell children that we know when spring is coming because the weather gets a little warmer, the leaves start growing on the trees and flowers begin to bloom outside. It is also a good time of year to plant, and we often see rainbows in the sky.
- Describe how April rain occurs (motion rain with your fingers/hands) and how hibernating animals appear to hunt.

ACTIVITY #1

Sing a Song:

English Song: My Eyes can see the Springtime
(Tune: Did you ever see a Lassie?)

My eyes can see its springtime, its springtime, its springtime.
My eyes can see its springtime, the grass is so green!
The green grass, the flowers, the sunshine and showers.
My eyes can see its springtime, and I am so glad.
My ears can hear its springtime, its spring time, and its springtime.

Spanish Song: En la Primavera Hay

En la primavera hay flores
En la primavera hay flores
Hay flores, hay flores,
Primavera

En la primavera hay césped
En la primavera hay césped
Hay césped, hay césped,
Primavera

En la primavera hay hojas
En la primavera hay hojas
Hay hojas, hay hojas
Primavera

En la primavera arco iris
En la primavera arco iris
Arco iris, arco iris,
Primavera

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.



Spring: My Yummy Flower

Snack Attack

OVERVIEW

Children will create an edible snack that closely resembles a sunflower.

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 - #42 HLTH2 – Healthy Lifestyle
- DRDP - #27 COG1 – Cause & Effect
- DRDP - #36 MaTH5 – Shapes
- DRDP - #41 HLTH3 – Personal Care Routines

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Garden by: Kevin Henkes
- Spanish Book: Las Cuatro Estaciones: La Primavera por: Maria Rius
- Per Child:
 - 1 orange slice
 - 6 sliced strawberries in half
 - 1 celery stick
 - 2 spinach leaves

PREPARATION:

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

INTRODUCTION

- Introduce topic to students: Tell children that they will be learning about the Spring season today.
- Ask children what happens during the month of spring?
- Ask if they plant anything in their yard during this time of year, explaining that during the spring we often plant flowers.
- 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.

Spring is Coming

Spring is coming Spring is coming!
 How do you think I know?
 I see a flower blooming,
 I know it must be so.
 Spring is coming, spring is coming!
 How do you think I know?
 I see a blossom on the tree,
 I know it must be so.

Primavera en el Bosque

Es primavera,
 el bosque se alegra,
 Nacen las flores, el sol calienta.
 Bambi acaba de nacer,
 Bambi es muy pequeño es.
 Corre y salta sin parar,
 no se cansa de jugar.
 Es primavera,
 el bosque se alegra,
 Nacen las flores,
 el sol calienta.

ACTIVITY #2

Book Reading:

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

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

ACTIVITY #3

Snack: Instruct children how to put together their flower snack:

- Slice an orange in half and place one slice faced up on plate.
- Slice 5 strawberries in half and place pieces around sliced orange faced up on plate.
- Place a celery stick in the bottom of orange to represent the stem.
- Add a spinach leaf on each side of the celery stick.
- Now you've created a beautiful sun flower.



TALK ABOUT IT

- Discuss how a garden needs water, soil and sun to thrive.
- Elaborate on the different types of gardens you can grow. For example, you can grow a vegetable garden or a flower garden etc.
- Finally, you can end the lesson by having the children demonstrate how you water a flower in a garden!



Spring: Tissue Flower

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 about the characteristics of the spring season. Children will have the opportunity to make their own spring flower art project.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Planting a Rainbow By: Lois Ehlert
- Spanish Book: Cómo Plantar un Arco Iris Por: Lois Ehlert
- Give-away books
- Small paper plates
- Multiple colors of tissue paper cut in squares
- Green jumbo popsicle sticks
- Seeds
- Glue

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut tissue paper in squares.

INTRODUCTION

- Introduce topic to students
- Lead the class into a discussion about the spring season.
- Ask the children to name some of the identifying characteristics of the spring 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 (front cover, back cover, spine).
- Ask the children if they can predict what the book will be about?
- Based on the cover children should guess the book is about flowers, plants or a rainbow.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

ACTIVITY #2

My Springtime Flower:

- Tell children they will each get to do their own special flower.
- Each child will receive a small paper plate and approximately 20 squares of tissue paper.
- Tell children they can choose any color tissue paper to make their flower.
- Children will glue the tissue paper to the paper plate until it is covered completely.
- Next the children will glue the seeds in the center of the plate (to resemble the stigma).
- Then the children will glue the jumbo popsicle sticks to the back of the plate to complete their flower.



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 if they have a garden at home?
- Ask them what color of flowers they have?
- Ask them what color they made their flower and why?

PARENT TIP SHEET

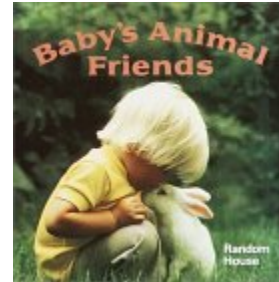
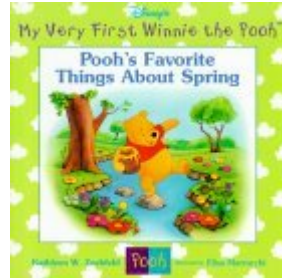
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about spring by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Spring

Storytime

BOOKS



ACTIVITIES

Rainbow Sticks

What You Need:

- Paper Towel Rolls
- Tape that you can paint on
- Glue
- Paint
- Uncooked Rice
- Toothpicks

What You Do:

Pre-poke holes into the side of the paper towel rolls. Then have your children poke toothpicks through the holes (glue both ends). Next tape one end of the roll closed. Add rice and tape the other end. Next let your children paint their sticks as rainbows. Finally, cut off any ends of the toothpicks sticking out. Now your children have a great rainbow stick that sounds like the rain that makes rainbows come.

Paper Plate Sunflower

What You Need:

- Paper Plates
- Yellow Paper
- Paint
- Glue
- Sunflower seeds or Oatmeal

What You Do:

Give your children paper plates. Have them cut out pedals from the yellow paper and then attach them around the paper plate. They can then add sunflower seeds or oatmeal to the seed of the flower

SONGS

Spring Is Here

(Sung to the tune of "Are You Sleeping")

I see robins,
I see bird's nests,
I see butterflies,
and flowers too.
Everything is growing,
The wind is gently blowing.
Spring is here, spring is here.

Spring Poem

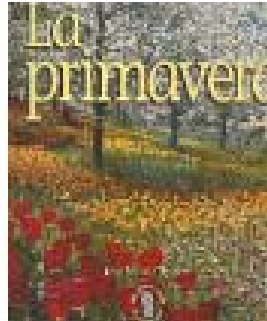
Some days seem like winter,
Some are nice and warm.
Rainy days and windy days,
Maybe it will storm.
Warm or cold or wet or dry,
What will the weather be?
I think Spring is trying to play
Peek-a-boo with me.



Consejos Para Padres: Primavera

Hora de Cuentos

LIBROS



ACTIVIDADES

Tubos de Arco Iris

Que Necesita:

- Tubos de toallas de papel
- Cinta en la que pueda pintar
- Pegamento
- Pintura
- Arroz crudo
- Palillos de dientes

Que se Hace:

Haga agujeros pequeños en los tubos de toallas. Luego deje que su niño/a ponga los palillos de diente en los agujeros con pegamento. Con cinta de pegar cubra una orilla del tubo. Agregue el arroz y cubra ese lado con cinta. Los niños pintaran el tubo como un arco iris. Al final corte las orillas de los palillos que están de fuera.

Girasol

Que Necesita:

- Platos de papel
- Papel amarillo
- Pintura
- Pegamento
- Semillas de girasol o avena

Que se Hace:

De un plato de papel a su niño/a. Permita que su hijo/a use el papel Amarillo para cortar pétalos de girasol. Después su hijo/a pegara los pétalos alrededor del plato de papel. Cuando terminen de pegar los pétalos pueden pegar la semilla o la avena en el centro de su flor.

CANCIONES

La Primavera

Cantan, cantan por los campos,
Primavera llega ya.
Por los campos viene riendo jajá jajá,
Riendo jajá jajá.
En la primavera los campos florecen,
Las aves aparecen,
Sale el sol,
Todo es amor,
Llegó la primavera vestida de flores,
Y yo quisiera vestirme de mil colores.

Que Llueva

Que llueva, que llueva,
Los niños están en casa,
Los pajaritos cantan,
Las nubes se levantan.
Que sí, que no,
Que caiga un chaparrón.