



# The Zoo: Let's Make a Snake!



## OVERVIEW

In this activity children will learn the basics of a zoo. Children will be finger painting and decorating with the assistance of their parent their very unique mobile snake.

## 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 - #33 MPD3 – Fine Motor

## MATERIALS & PREPARATION

- MATERIALS:**
- English Book: At the Zoo (Bilingual) by: Gladys Rosa-Mendoza
  - Spanish Book: Vamos al Zoológico por: Gladys Rosa-Mendoza
  - Small white paper plates pre traced (3 per child)
  - Tempera paint: yellow, brown, and green
  - Red yarn (3 pieces of 10 cm per child)
  - Do a Dot markers
  - Colored black and orange macaroni
  - Scissors and hole puncher
  - Glue (1 per child)

## INTRODUCTION

- PREPARATION:**
- Prepare a sample projects for each activity for demonstration purposes.
  - Place materials on table per child.

## ACTIVITY #1

- Introduce topic to students.
- Ask the students if they have ever been to the Zoo before? Ask those that have what type of animals live in a zoo. Ask them what their favorite animal to visit at the zoo is?
- Tell the children that one of the reptiles that live in the zoo are snakes. Today they will be making a snake to take home with them.

## 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.

- 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 – The Crocodile Song
  - Spanish – ¿Qué Hizo el Animal?

**ACTIVITY #3**

Inform children that they will now be making a "Snake Mobile".

- Instruct the children and parents to cut their three paper plates with children's scissors on the traced lines and make two holes with a hole puncher on their paper plates.
- Finger paint inside of the paper plate pattern with green tempera color and glue two black macaronis as snake eyes.
- Have the children paint the second plate with Do a Do Markers.
- On the third paper plate have children combine glue with yellow finger paint and decorate it with orange macaronis.
- Children with their parents' assistance will connect the paper plates with red yarn and make a tied a knot to keep the paper plates together.
- Finally, tell the children that they can hang their snake mobile in its new "habitat" for all to see!

**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?
- Ask children what their favorite animal at the zoo is.
- Remind them that zoo animals come from all different parts of the world, giving examples.

**PARENT TIP SHEET**

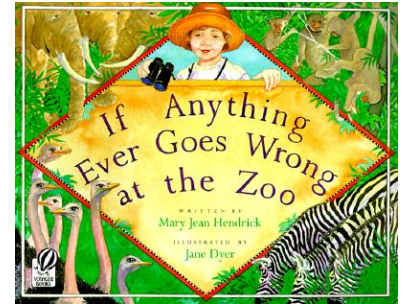
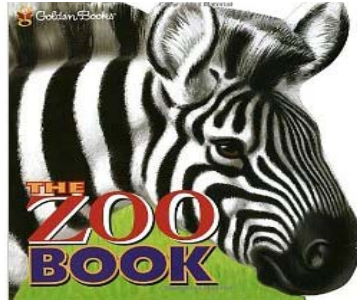
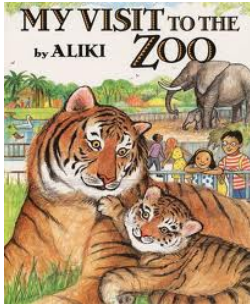
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the zoo by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: The Zoo



## BOOKS



## ACTIVITIES

### Zoo Animals

#### What You Need:

- Crayons
- White construction paper
- A book of zoo animals

#### What You Do:

Read the zoo animal book. As you read play pretend and make the sounds of the different animals. Provide materials; crayons and construction paper. Draw a zoo animal of your choice. Ask or encourage you child to draw his own zoo animal. If your child is too young, help him to draw the zoo animal and encourage him to color with crayons by holding his hand.

### Snake Shapes

#### What You Need:

- Tempera washable paint (Four colors of your choice)
- White construction paper
- 1 Black crayon

#### What You Do:

Draw four same or different shapes of snake's patterns: circles, diamonds, hearts, ovals, rectangles, squares and triangles. Make the shapes big enough so your child could finger paint just for fun.

## SONGS

### This Little Kitty

*(Start by holding up all 5 fingers.)*

This little kitty said, "I smell a mouse."

*(Take one finger away.)*

This little kitty said, "Let's hunt through the house." *(Take next finger away.)*

This little kitty said, "Let's go creepy creep." *(Pretend to creep with next finger, then take it away.)*

This little kitty said, "Is the mouse asleep?" *(Pretend to be asleep, then take next finger away.)*

This little kitty said, "Meow, meow, I saw him go through this hole just now." *(Take last finger away.)*

### The Crocodile Song

Oh she sailed away on a pleasant summer's day on the back of a crocodile.

"You see," said she, "he's as tame as he can be, I'll float him down the Nile."

But the croc' winked his eye as she waved to all good-bye, wearing a sunny smile.

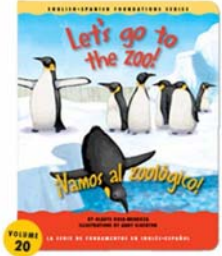
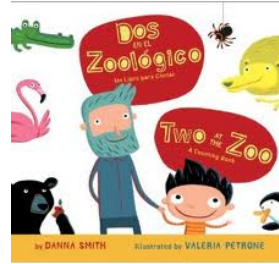
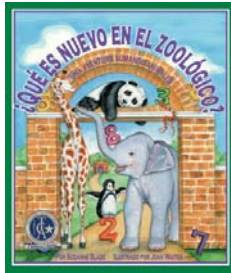
At the end of the ride the lady was inside, and the smile on the croc-o-dile!



# Consejos Para Padres: El Zoológico



## LIBROS



## ACTIVIDADES

### Dibuja tu animal preferido del zoológico

#### Que Necesita:

- Papel Blanco de Construcción
- Lápices de Colores (crayones)
- Libro de Animales del Zoológico

#### Que se Hace:

Léale a su hijo el libro de animales del zoológico. Durante la lectura juegue pretendiendo y haga sonidos de diferentes animales. Proporcione los materiales; lápices de colores y papel de construcción. Dibuje un animal del zoológico de su elección como ejemplo. Pídale a su hijo que dibuje sus propios animales de zoológico. Si su hijo es demasiado joven, ayúdele a dibujar y colorear los animales del zoológico con lápices de colores sosteniéndole la mano.

### Culebra de Figuras

#### Que Necesita:

- Colores de Pintura Lavable (cuatro colores de su elección)
- Papel de Construcción Blanco
- 1 Crayón Negro

#### Que se Hace:

Dibuje formas iguales o diferentes de cuatro patrones de la serpiente: círculos, diamantes, corazones, elipses, rectángulos, cuadrados y triángulos. Haga las formas lo suficientemente grandes como para que su hijo pueda pintar con las yemas de sus dedos para que pinte sólo por diversión.

## CANCIONES

### ¿Qué Hizo el Animal?

¿Qué hizo la oveja, oveja, oveja?  
¿Qué hizo la oveja?  
Comió, comió, comió.

¿Qué hizo la cabra, la cabra, la cabra?  
¿Qué hizo la cabra?  
Jugó, jugó, jugó.

¿Qué hizo el pinguino, pinguino, pinguino?  
¿Qué hizo el pinguino?  
Nadó, nadó, nadó.

¿Qué hizo la jirafa, jirafa, jirafa?  
¿Qué hizo la jirafa?  
Bebió, bebió, bebió.

¿Qué hizo el conejo, conejo, el conejo?  
¿Qué hizo el conejo?  
Durmió, durmió, durmió.

### El Zoológico

El zo-zo-zoológico, El zo-zo-zoológico,  
El zo-zo-zoológico  
Yo veo los animales.

El elefante, la jirafa  
Y la cebra, el tigre, el león.  
El elefante, la jirafa  
Y la cebra, el tigre, el león.

El zo-zo-zoológico, El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.  
El guardián va a guardar.

El pájaro, la foca  
El mono, la tortuga  
El pájaro, la foca  
El mono, la tortuga

El zo-zo-zoológico, El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.



# The Zoo: Zoo Animal Puppets

## Barney & Friends

### OVERVIEW

In this activity children will learn about the many animals that live in the zoo. 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 - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: At the Zoo by: Roger Priddy
- Spanish Book: Los Bebes del Zoológico por: Laura D'argo
- English Barney Clip: Zoo Animal Alphabet
- Spanish Barney Clip: El Alfabeto de Animales del Zoológico
- Zoo animal templates ( 1 per child)
- Paper bags ( 1 per child)
- Crayons
- Glue
- Optional: glitter, gems, foam stickers
- Song: English: "Old MacDonald Had a Zoo"
- Song: Spanish: "Los Elefantes"

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copy of zoo animal templates and cut them out.
- Place a bowl with the various animal templates on the center of each table.
- Place glue, crayons, and other optional decorations on table for children to use.

### INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce Topic to Students: Tell children that many animals live in the Zoo so that people can go see them and learn more about them. The zoo is a place where animals can live and be safe.
- Many animals we see at the zoo are from different countries.
- 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 – Old MacDonald had a Zoo
  - Spanish – Señor Elefante
- **Show Barney & Friends clip:** Zoo Animal Alphabet / El Alfabeto de Animales del Zoológico

## ACTIVITY #3

### Hands on Activity:

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

- Tell children that they will be making a puppet of their favorite Zoo animals.
- Instruct children to pick out the zoo animal that they would like to make today from the options provided on the table.
- Tell children that the first part of the project will focus on gluing the face of the animal to the flap on the paper bag. Ask parents to assist children if needed.
- Instruct children to decorate their puppets with the materials provided on the table.
- Children can finish their project by giving their Zoo animal a name. Parents can write the name on the bottom of the zoo animal puppet, emphasizing the letters that make up the name.
- 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.



OPTIONAL: offer parents copies of the animals their child did not choose. This would allow them to repeat the project at home and create a puppet show.

## 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 the Zoo and the animals at the Zoo.

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

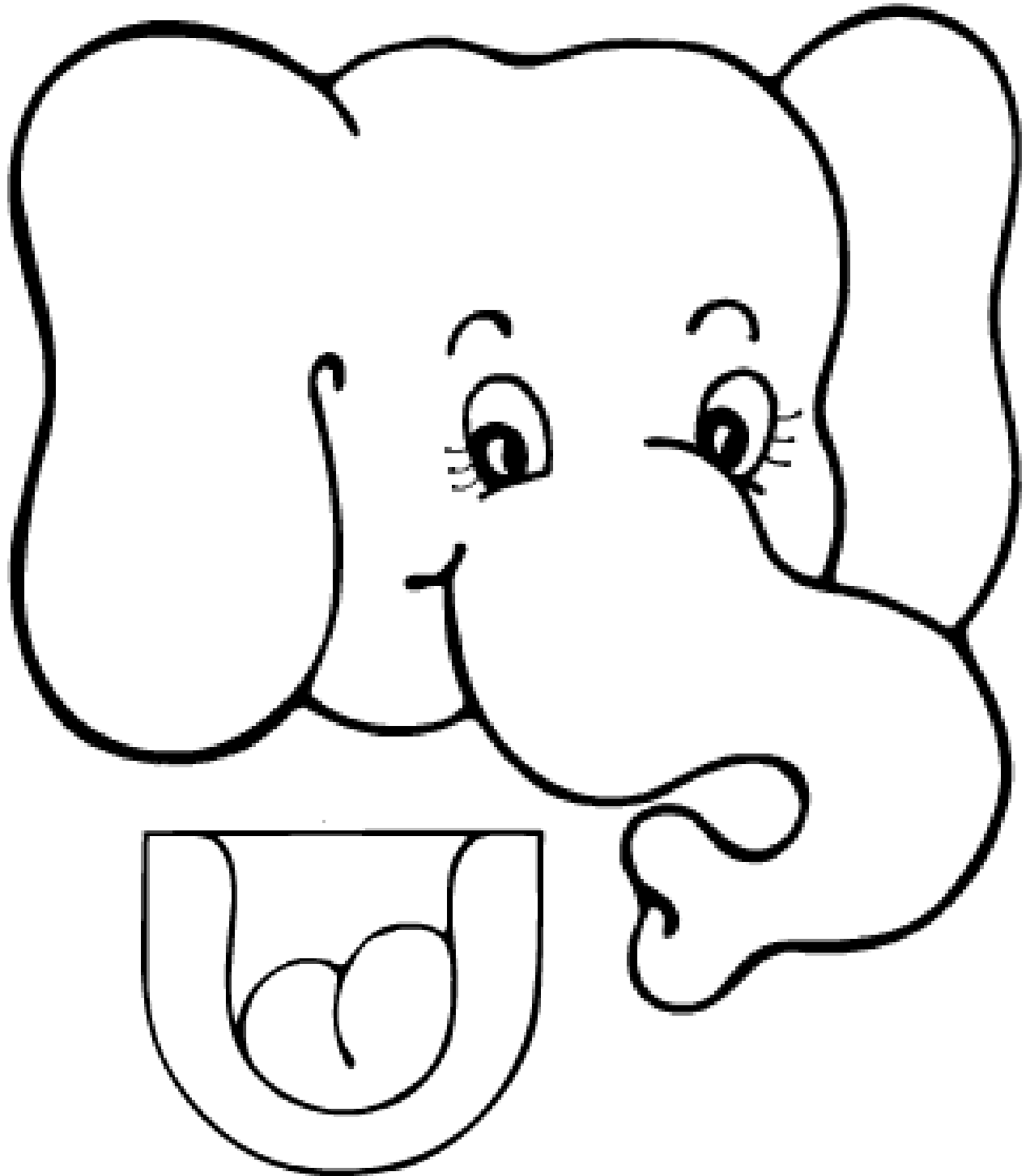
## TALK ABOUT IT

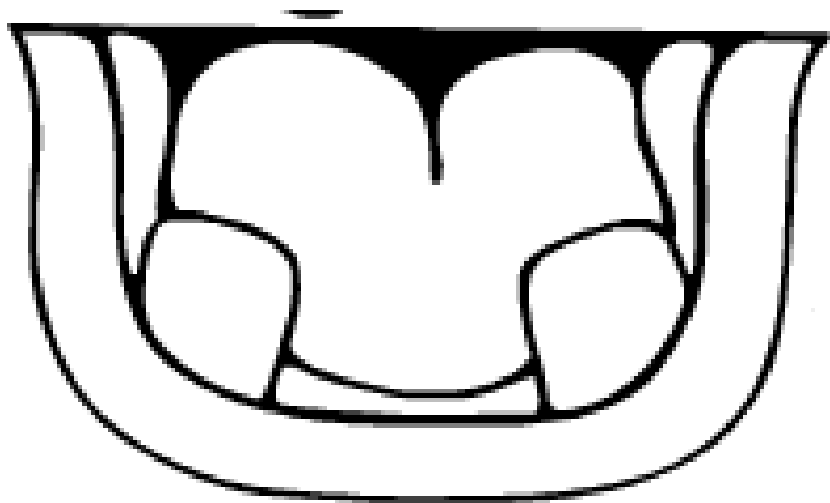
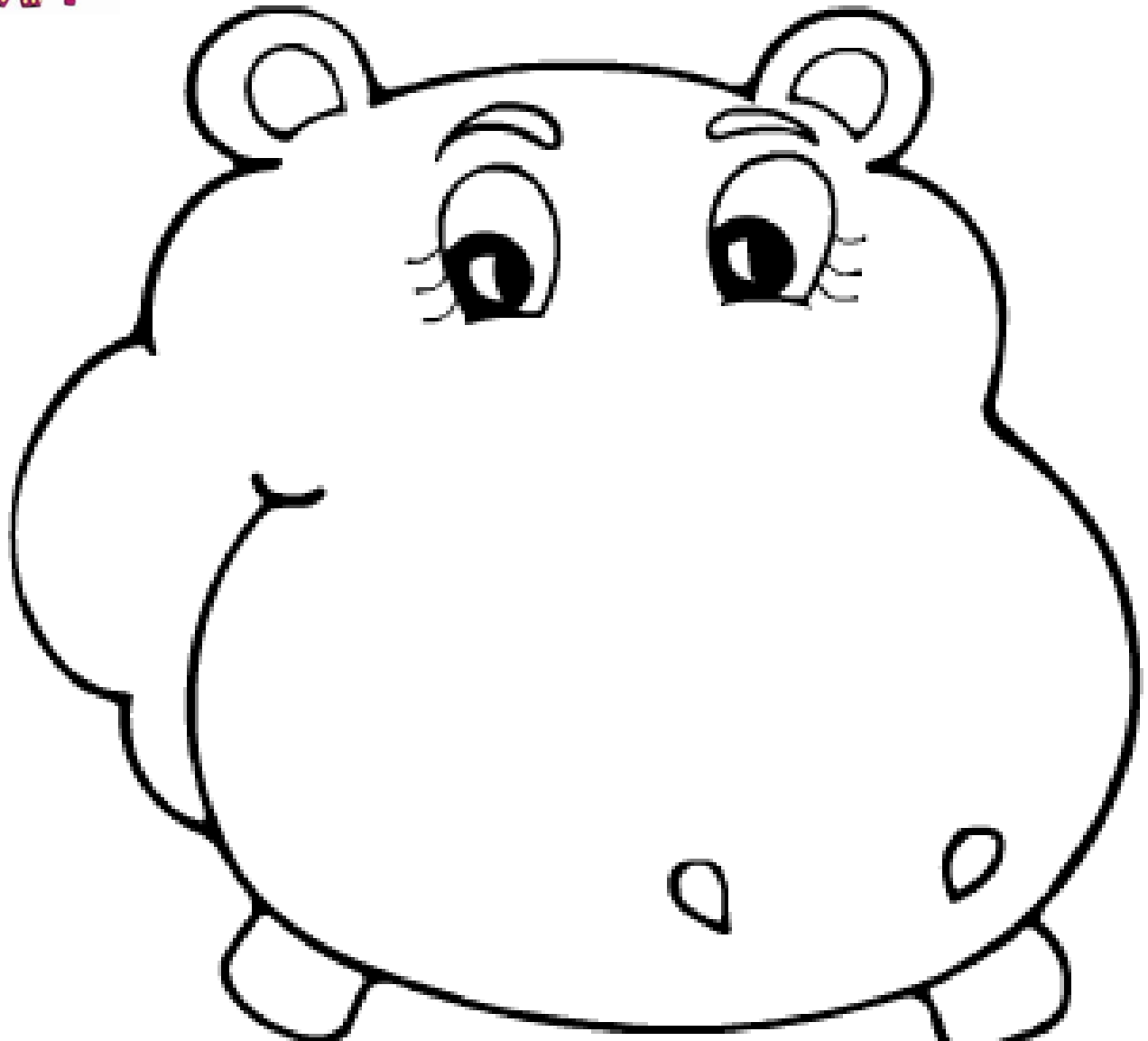
Ask children to go back to the rug or carpet to discuss the following:

- Ask children to tell you what they learned today about the Zoo?
- Ask children to show off their puppet and to tell you what kind of sound that animal puppet makes if they were to see them at the Zoo.
- **Show closing Barney & Friends clip**

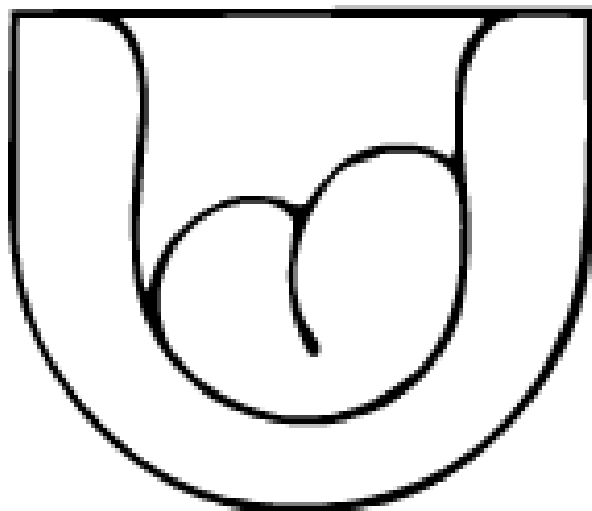
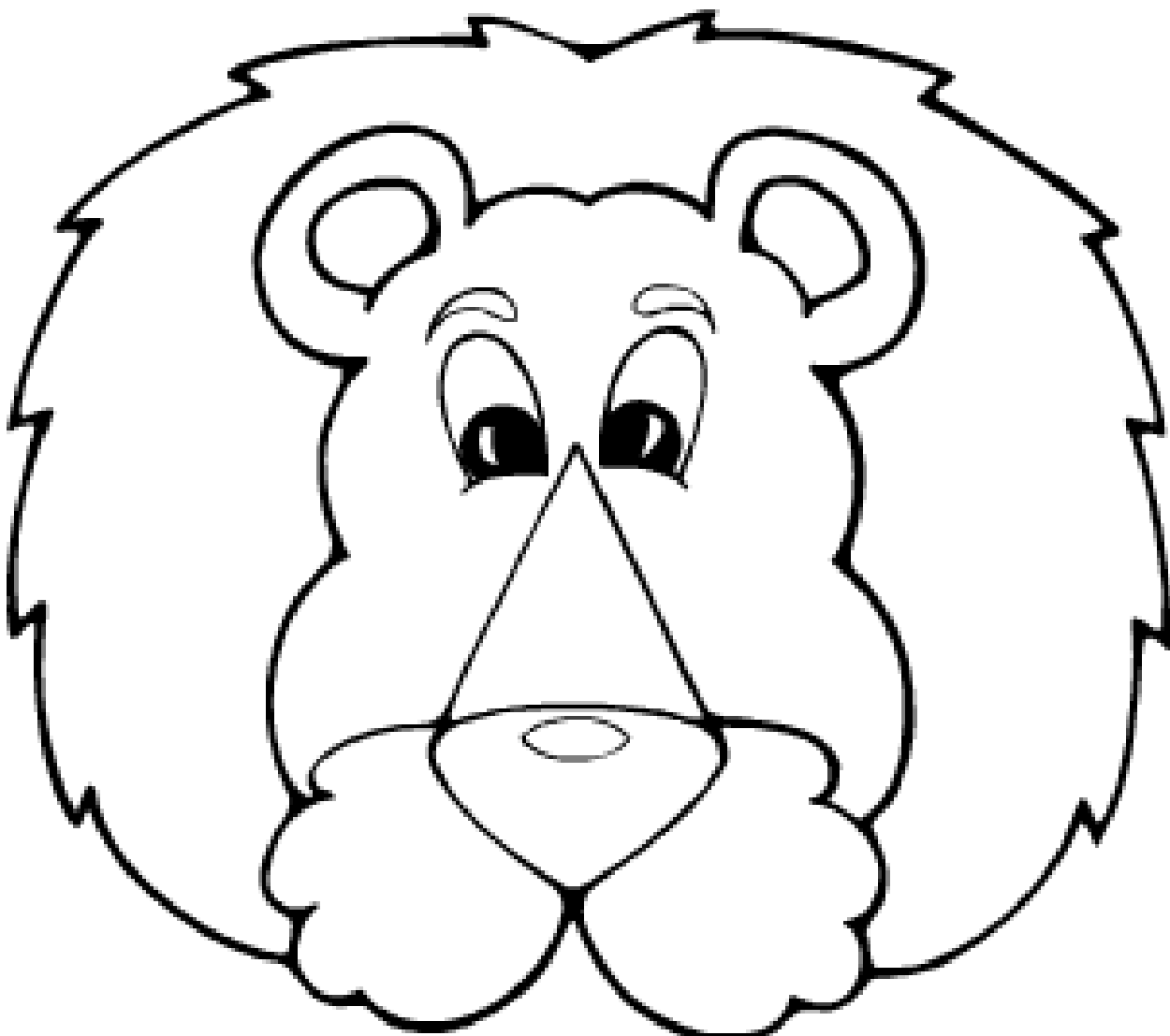
## PARENT TIP SHEET

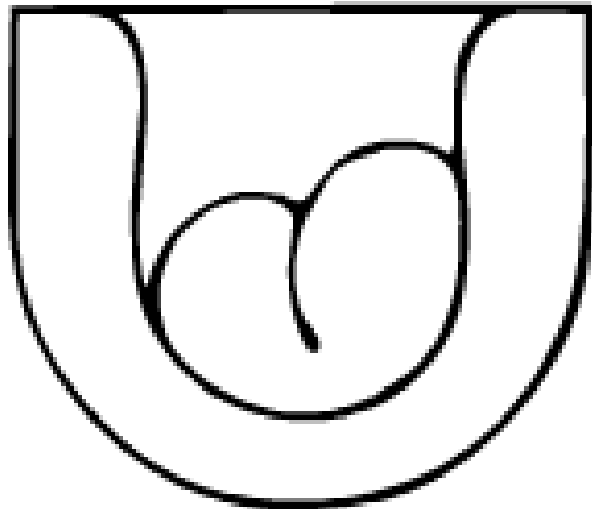
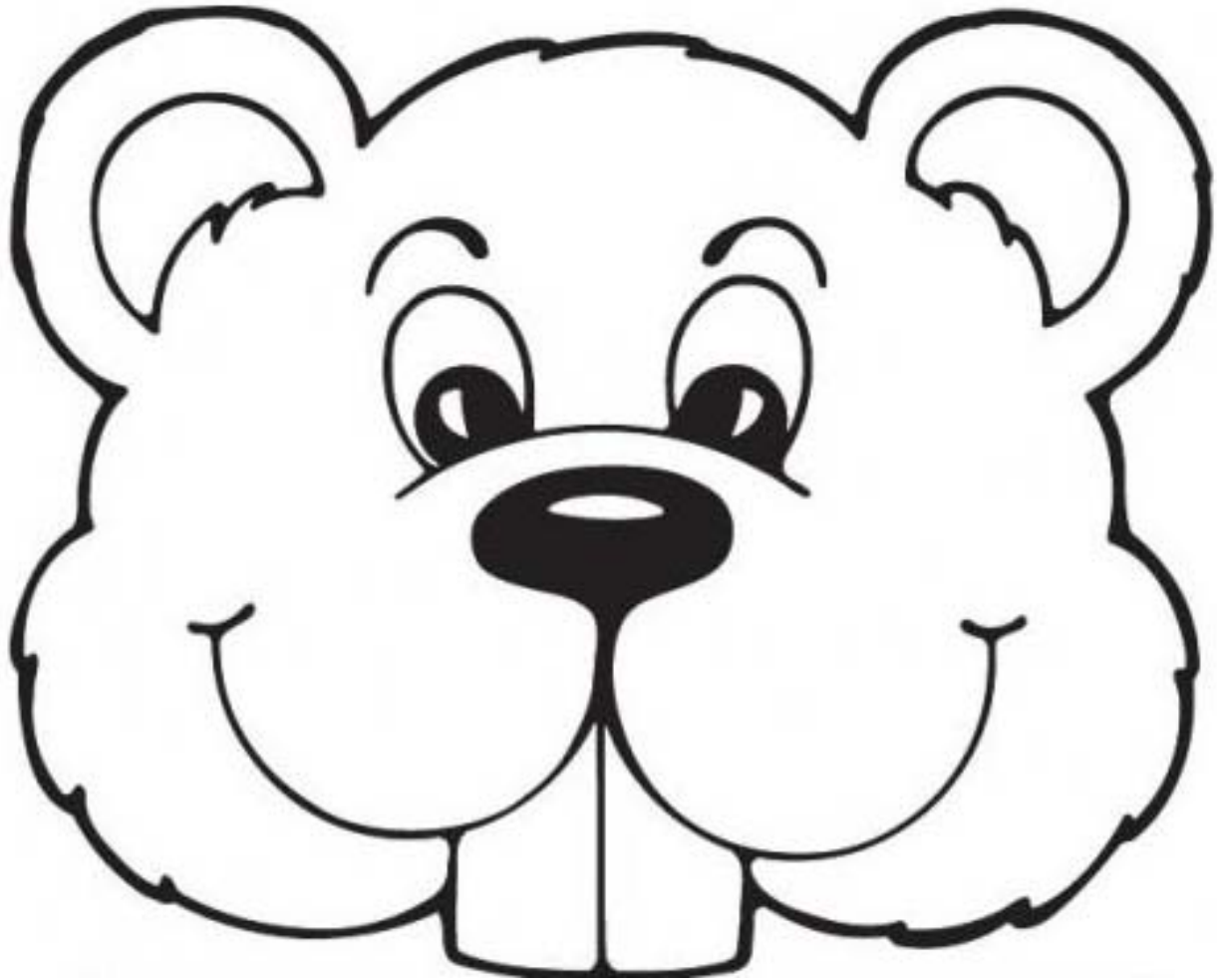
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the zoo by reading, singing, and completing some of the suggested activities.













# Parent Tip Sheet: The Zoo

## Barney & Friends

### BOOKS



### ACTIVITIES

#### Clothes Pin Giraffe

**What You Need:**

- 2 clothes pins,
- "Z" shape cut out of yellow construction paper,
- Brown ripped up pieces of construction paper
- A marker to draw eyes and mouth.

**What You Do:**

Children can cut their own "Z" from yellow construction paper or it can be precut by adult. Brown construction paper pieces are ripped by children and glued onto the "Z". Next, eyes and mouth are drawn with the marker. Finally, clothes pins are clipped on bottom of the "Z" to make the legs of the giraffe.

#### Play dough Zoo Animals

**What You Need:**

- 2 cups of flour,
- 1 cup of hot water (handle by an adult),
- 1 cup of salt,
- Large mixing bowl,
- Food coloring (any color).

**What You Do:**

Mix flour, water and salt together in a bowl. Knead it until it's combined. Have your child help you in the process. Divide dough into smaller balls and knead a single color of food coloring into each ball of dough. Keep adding food coloring until your dough is dark enough! Wrap the play dough in plastic wrap or place each color in its own plastic bag when its done. Your play dough will stay fresh for a long time! Play with your child, making shapes similar to animals found in a zoo!

### SONGS

#### Old MacDonald Had a Zoo

Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!  
And in this zoo, he had some lions,  
Shoo-bee-doo-bee-doo!  
With a roar-roar here,  
And a roar-roar there;  
Here a roar, there a roar,  
Everywhere a roar-roar.  
Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!  
Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!

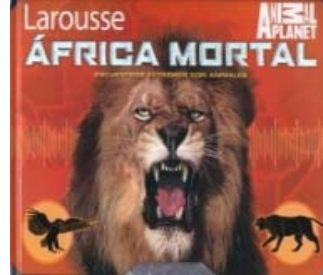
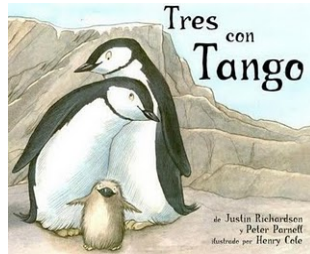
And in this zoo, he had some snakes  
Shoo-bee-doo-bee-doo!  
With a ssss-ssss here,  
And a ssss-ssss there;  
Here a ssss, there a ssss,  
Everywhere a ssss-ssss;  
Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!



# Consejos Para Padres: El Zoológico

## Barney Y Amigos

### LIBROS



### ACTIVIDADES

#### Botones de Jirafa

##### Que Necesita:

- 2 pasadores de ropa, forma de "Z" cortar de cartulina amarilla, y marrón. Pedacitos recortados de cartulina un marcador para dibujar los ojos y la boca

##### Que se Hace:

Los niños pueden cortar su propio "Z" de cartulina amarilla o puede ser precortada por un adulto. Pedazos de cartulina marrón que los niños los peguen a la "Z". A continuación, que peguen los ojos y la boca se dibujan con el marcador. Finalmente, se recortan los pasadores de ropa en la parte inferior de la "Z" para hacer las patas de la jirafa.

#### Mascara de Flor

##### Que Necesita:

- 2 tazas de harina,
- 1 taza de agua caliente (con ayuda de un adulto),
- 1 taza de sal,
- un tazón para mezclas y color para alimentos

##### Que se Hace:

Mezcle harina, agua caliente y sal juntos en un recipiente. Se amasa la harina hasta que se combina. Haga que su hijo le ayude en el proceso. Divida la plastilina en pequeñas bolas y amase. Póngale un solo color de alimentos individualmente. Agréguele color hasta su masa este suficientemente oscura! Ponga la plastilina de juego en bolsas plástico individual y selecciónelas por cada color. Su plastilina permanecerá fresca durante mucho tiempo! Ahora a jugar con la plastilina con su hijo. ! Amolde figuras, animalitos y a divertirse!

### CANCIONES

#### Señor Elefante

Dicen que el elefante es gordo, gordo, gordo.  
Y yo soy muy flaquito, y yo soy muy flaquito.  
Dicen que el elefante es gordo, gordo, gordo Y  
yo soy muy flaquito, y qué le voy a hacer.  
Dicen que la jirafa es alta, alta, alta.  
Y yo soy muy bajito, y yo soy muy bajito.  
Dicen que la jirafa es alta, alta, alta.  
Y yo soy muy bajito, y qué le voy a hacer.  
Dicen que la gallina tiene muchas plumas y yo  
muchos pelitos, y yo muchos pelitos.  
Dicen que la gallina tiene muchas plumas y yo  
muchos pelitos, iy qué le voy a hacer!

#### Cinco Elefantitos

Cinco elefantitos, éste se cayó,  
Cuatro elefantitos, éste se perdió,  
Tres elefantitos, éste se enfermó,  
Dos elefantitos, éste se murió.  
Ahora queda uno, uno se quedó,  
Y este elefantito, ime lo llevo yo!  
iMe lo llevo yo!



# Letter Recognition: Learning My Letters: J and K

# Compu Kids

## OVERVIEW

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

## SKILLS

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

## MATERIALS & PREPARATION

### MATERIALS:

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

### PREPARATION:

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

## INTRODUCTION

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

**ACTIVITY #1**

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

**ACTIVITY #2**

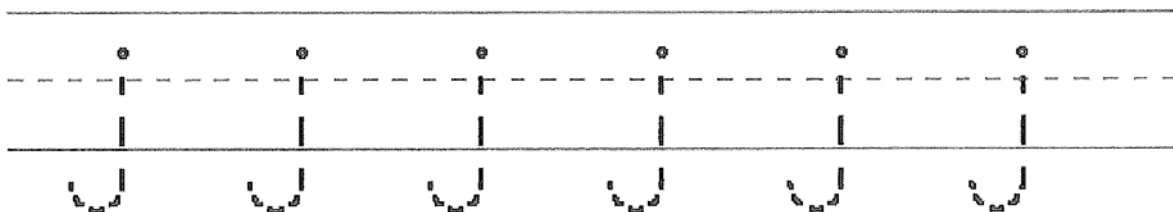
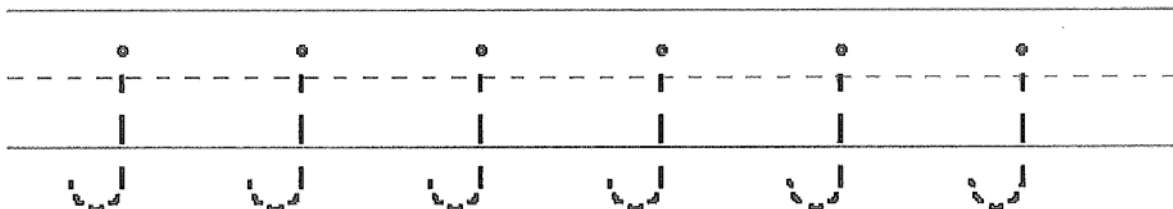
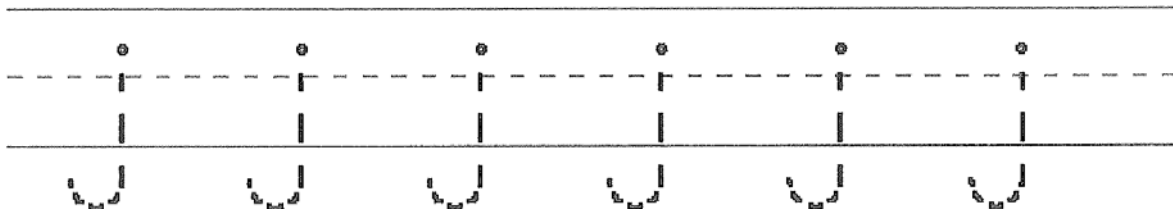
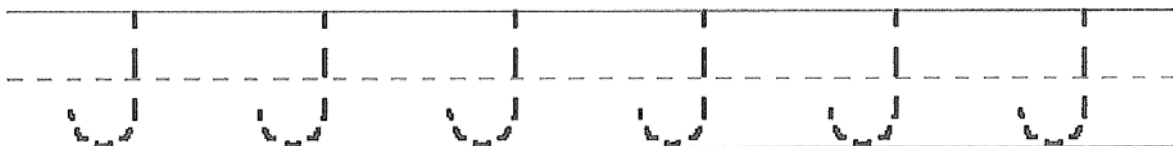
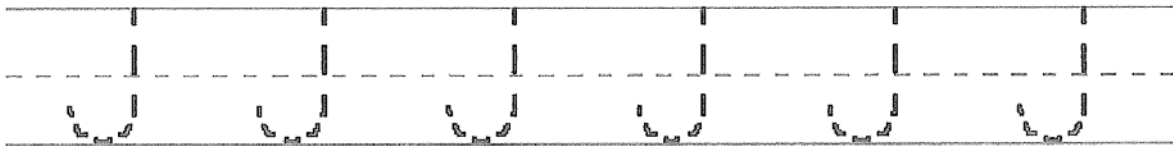
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters J,K

**HOMEWORK**

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

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

Name \_\_\_\_\_



Instructions: trace and then copy letters or words.

j j j j j j j j j j

ju ju ju ju ju ju ju ju ju ju

juice jump jogs and jumps

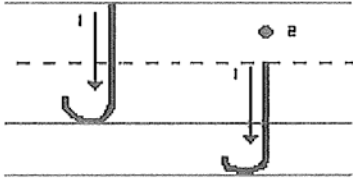
Blank handwriting lines for independent practice.



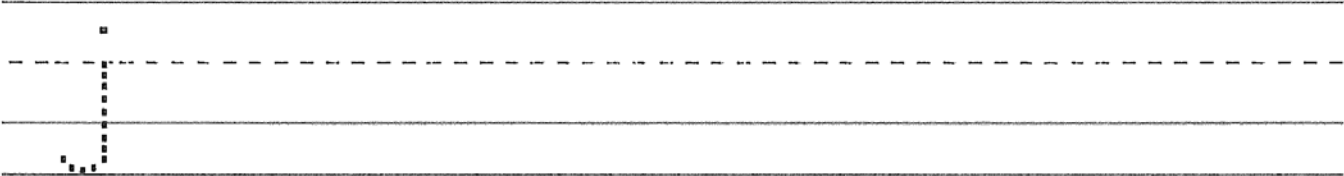
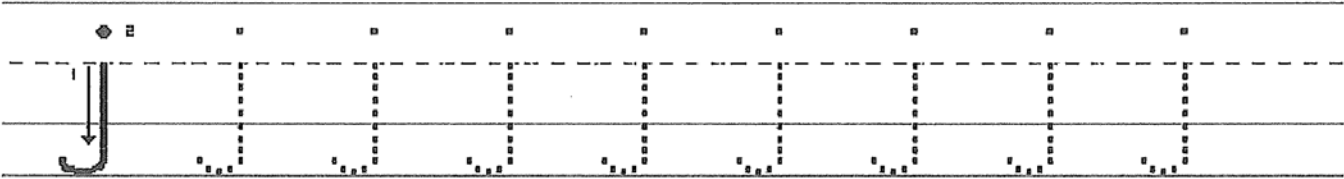
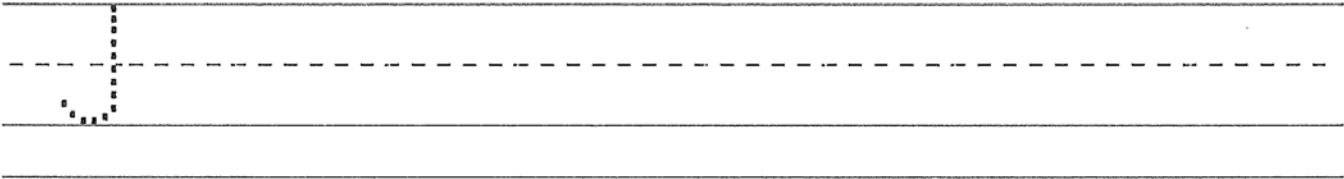
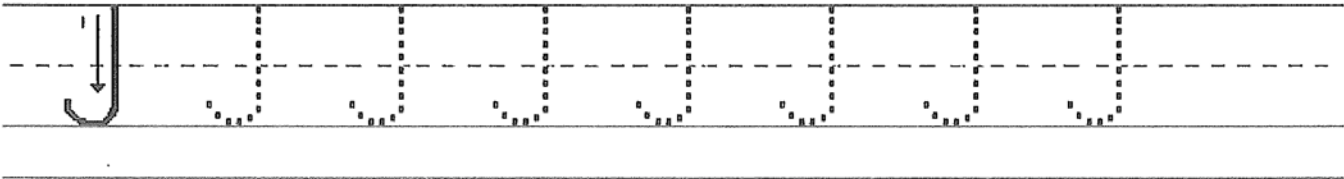
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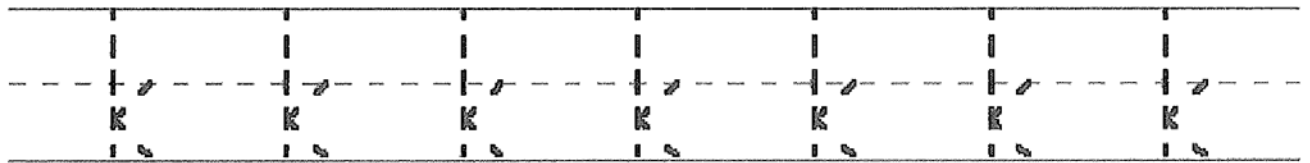
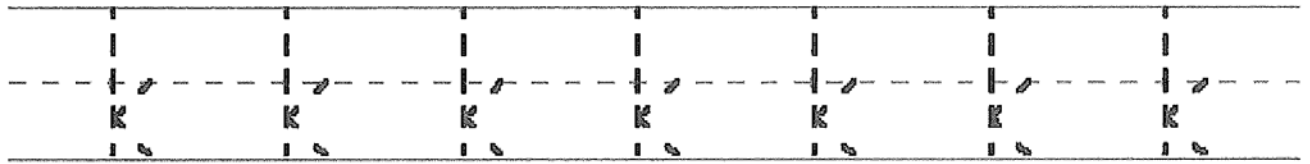
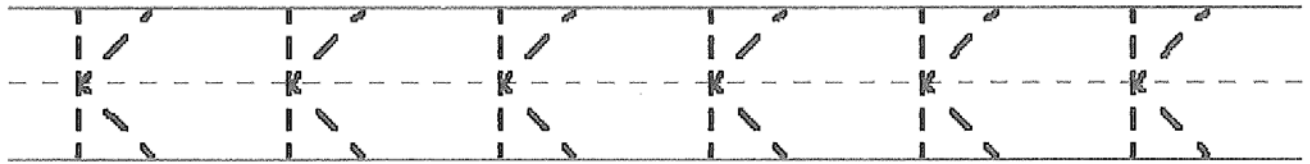
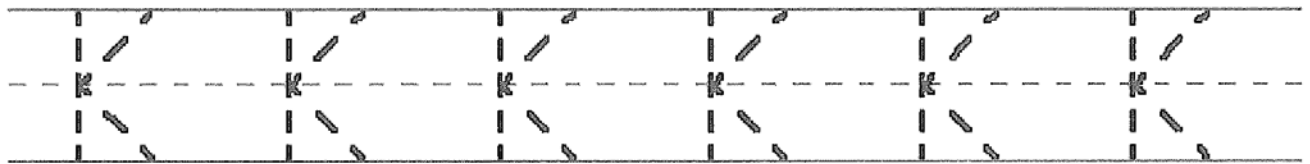
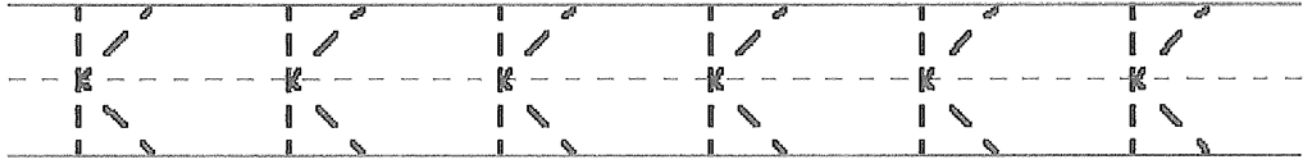
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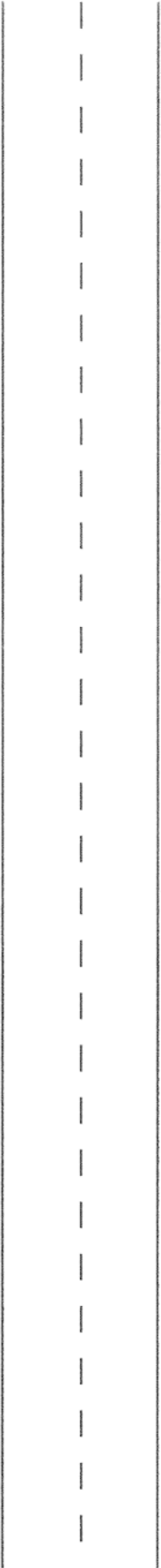
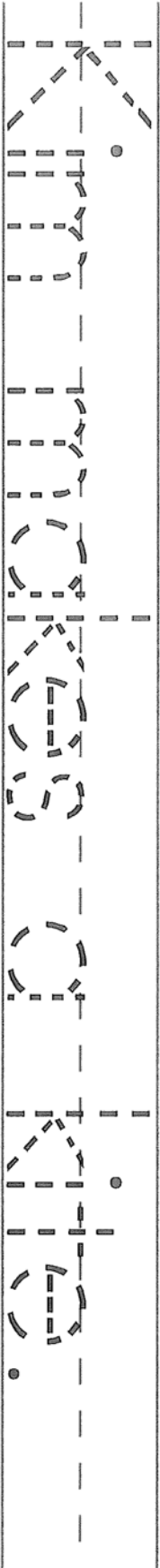
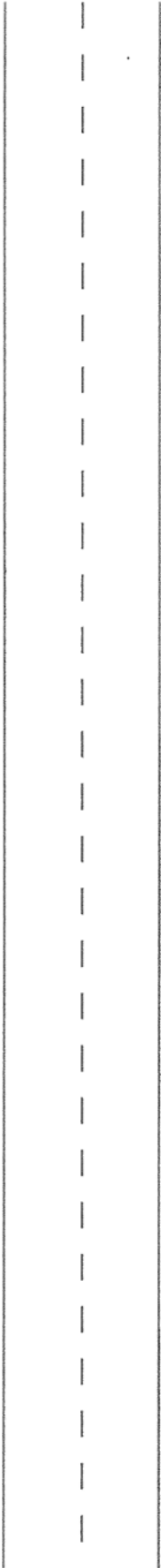
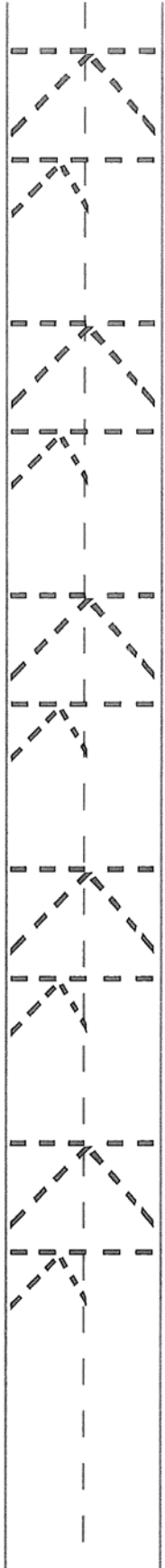
*Para ver la animación,  
mueva su ratón sobre  
una letra.*



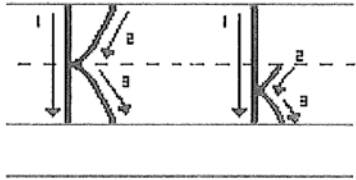
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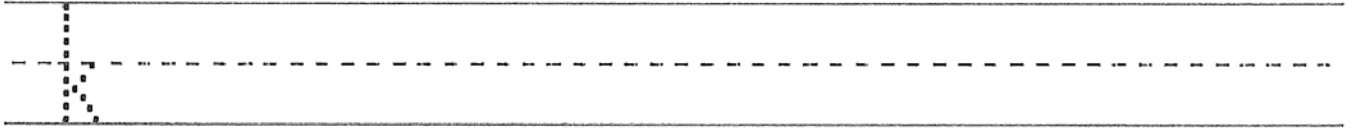
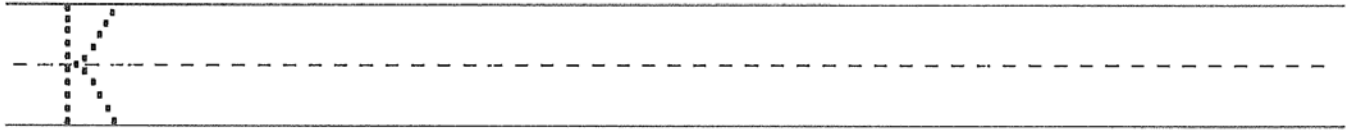
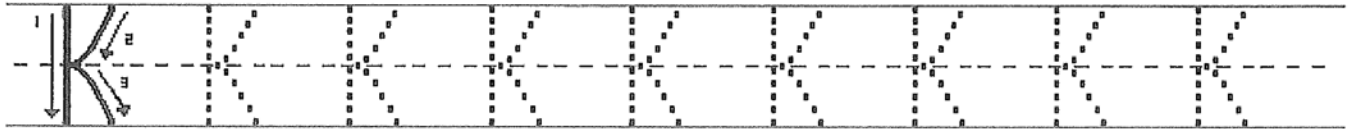
Instructions: trace and then copy letters or words.



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, curiosoear y activar juguetes de causa y efecto. El tocar juguetes con las dos manos, golpear, aventar y dejar caer juguetes.
- **Los Movimientos de Motriz Amplios:** Es el ejercicio de, acostarse boca abajo y mirar hacia arriba, el rodar hacia los lados, sentarse, rebotar, mecerse, y jalarse hacia arriba.
- **Intelectual:** mirar, distinguir objetos, poner y quitar aros del eje, aprender la función de los objetos, y buscar cosas.
- **Descubrir:** Usan todos los sentidos, masajes, textura del tacto, escuchar sonidos, y explorar la textura de una caja.
- **Social:** Imitar expresiones faciales, mirar al espejo, saludar y decir adiós despidiéndose moviendo las manos, decir "hola" aventar un beso, explorar partes del cuerpo, y jugar a usar la imaginación.

### AL-FINAL

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



# Discovery

## Using all the Senses

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to develop in all sensory modalities, (i.e., vision, hearing, touch, motion, smell, taste).

### EXPERIENCE

The sensory assessment worksheet on the next page will help you observe a baby to learn his preferences for different sensory modalities. In their book *First Feelings*, Stanley and Nancy Greenspan (1989) suggest that the first stage in the emotional development of infants centers around learning to open up the senses to achieve a calm, alert state.

Many infants prefer one sense to another. The first observations will be to identify the infant's preferred senses. If the infant is using a sensory modality he likes, he will brighten and show interest. He is not likely to ignore the activity or become upset when this sense is stimulated. Becoming calm is another way an infant demonstrates interest in a sensory modality.

After deciding the baby's strongest modalities, you can decide how to use these sensory modalities together with the less-preferred ones in order to develop these weaker areas. Thus, you will help the infant find more ways to respond to his world.

### MATERIALS

Discovery 1a, Sensory Assessment Worksheet



# Descubrimiento

## Usando todos los Sentidos

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé desarrolle todas las modalidades sensoriales, (por ejemplo: visión, oído, tacto, movimiento, olor, sabor).

### EXPERIENCIA

La hoja de evaluación sensorial en la página siguiente le ayudará a observar a su bebé para aprender sus preferencias por diferentes modalidades sensoriales. En su libro *Primeros Sentimientos*, Stanley Greenspan y Nancy (1989) sugieren que la primera etapa en el desarrollo emocional de los bebés se centra en aprender a abrir los sentidos para lograr un estado de calma y de alerta.

Muchos bebes prefieren un sentido a otro. Las primeras observaciones serán de identificar los sentidos preferidos del bebé. Si el bebé utiliza una modalidad sensorial que le gusta, aclarará y mostrará interés. El no es probable de ignorar la actividad ni llegar a molestarse cuando este sentido es estimulado. Ponerse calmado es otra manera que un bebé demuestra interés en una modalidad sensorial.

Después de decidir las modalidades más fuertes del bebé, usted puede decidir cómo utilizar estas modalidades sensoriales juntas con las menos-preferidas para desarrollar estas áreas más débiles. Así, ayudará al bebé encontrar más maneras de responder a su mundo.

### MATERIALES

Descubrimiento 1a, La Hoja de Evaluación Sensorial



# Discovery

## Sensory Assessment Worksheet

Instructions: In each category, circle the phrase that best describes the baby at this time.

<b>Vision</b>	No brightening or quieting to faces or objects	Some brightening or quieting to faces or objects	Visible brightening to faces or objects	
<b>Hearing</b>	Becomes irritable with voices, new tones	Little response to voices, new sounds	Some brightening to voices, new sounds	Visible brightening or orienting to voices or sounds
<b>Touch</b>	Becomes irritable with touching or massage	Little response to touch or massage	Some response to touch or massage	Visible brightening or orienting to touch or massage
<b>Motion</b>				
Movement Tensing (Response to Rocking)	Little or no response	Some response	Responds well to rocking; may relax and go to sleep	Other
Position Preference	Vertical	45 degrees	Horizontal	Other
Movement Preference A	Calm	Medium	Brisk	Other
Movement Preference B	Likes to be moved vertically	Likes to be moved horizontally	-	Other
<b>Smell</b> (What scents the baby seems to notice)	The mother	Clothing	Perfume	Other

### Taste

Have you noticed the baby responding to taste in any way? Please describe.

---



---

The Infants strongest senses seem to be:

---

The infants weaker senses seem to be:

---

I can use the (stronger sense) \_\_\_\_\_ to strengthen \_\_\_\_\_ (weaker sense) by:

---

# Descubrimiento

## Hoja de Evaluación Sensorial

Instrucciones: En cada categoría, circule la frase que mejor describe al bebé en este momento.

<b>Visión</b>	No hay brillo o reacción a caras o objetos	Hay un poco de brillo o reacción a caras y objetos	El brillo es visible a caras y objetos	
<b>Oído</b>	Se vuelve irritable con voces, nuevos tonos	Un poco de respuesta a las voces, nuevos sonidos	Algún brillo a voces, nuevos sonidos	Brillo visible o se orienta a voces o sonidos
<b>Tacto</b>	Se vuelve irritable con tacto o masajes	Un poco de respuesta a tacto o masaje	Alguna respuesta a tacto o masaje	Brillo visible o se orienta a tacto o masaje
<b>Movimiento</b>				
Movimiento Tenso (Responde al Mecerse)	Un poco o nada de respuesta	Alguna respuesta	Responde bien al mecerse; talvez se relaja y se duerme	Otro
Preferencia de Posición	Vertical	45 grados	Horizontal	Otro
Movimiento Preferencia A	Calorado	Mediano	Animado	Otro
Movimiento Preferencia B	Le gusta que lo muevan verticalmente	Le gusta que lo muevan horizontalmente	-	Otro
<b>Olor</b> (Que olores el bebé parece notar)	La mamá	Ropa	Perfume	Otro

### Sabor

¿Ha notado que el bebé responda a un sabor de alguna manera? Por favor, describa.

Los sentidos mas fuertes del bebé parecen ser:

Los sentidos mas débiles del bebé parecen ser:

Yo puede usar el (sentido mas fuerte)\_\_\_\_\_ para reforzar\_\_\_\_\_ (el sentido mas débil) por:



## Discovery Massaging

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to respond to touch from loving hands.

### EXPERIENCE

Begin with the infant on her back, so you can look at one another. You will be “speaking” with your eyes and your hands. Then begin to massage the following areas:

**Chest:** Put some oil on your hands, and then rub a little on the infant’s bare chest.

1. Starting at the middle of the chest, slowly rub out toward the sides. Next, lightly slide your fingertips back to the center. Move your hands out to the sides again, but go a littler higher with each repeated movement. The outward movement is firmer and deeper. The return-to-center stroke is light. Both of your hands are moving, but in opposite directions, as if you were smoothing the pages of a book.

2. Your hands will now move one after another. As your hands move up from the infant’s hip, they should slide over the abdomen, then the chest, and over the opposite shoulder (i.e., left hip to right shoulder). Stroke in this manner repeatedly and rhythmically for a few minutes.

**Arms:** Now turn the infant on one side and massage her arms.

1. Hold her wrist with your left hand and extend her arm out to the side. Grasp her shoulder with your right hand and move slowly down the length of her arm. Encircle her arm with your hand and gently “milk” the limb downward. When your right hand reaches her wrist, release your left hand as your right hand holds her wrist. Start your left hand at the baby’s shoulder, moving downward to her wrist, until your right hand is free once again. The movements should be rhythmical, flowing, and soothing.

2. Your hands now begin together. Grasp the infant’s shoulder and move downward, in a circular manner, but in opposite directions to the wrist. Slide your hands back to the shoulder and repeat several times.

**Face:** Beginning with the center of the baby’s forehead, move your fingertips sideways along the eyebrows.

1. Press somewhat firmly as you move your hands to the sides of her face and lightly return to the center, repeating several times.

2. Slide down to the bridge of the nose, working gently and lightly, moving upward between the eyes and toward the forehead.

3. Lightly stroke the baby’s eyelids, closing them carefully. Move your thumbs downward, along the sides of the nose, to the corner of the mouth. Gently stretch out the mouth, begin again at the eyelids.

### MATERIALS

Massage, baby, or vegetable oil or oil gel; a draft-free, warm room; 15 minutes of uninterrupted time; a large, absorbent towel; a receiving blanket



# Descubrimiento Masajes

Grupo de Bebes 1  
0-6 meses

## META

Para que el bebé responda al tacto de manos amorosas.

## EXPERIENCIA

Comience con el bebé sobre su espalda, para que puedan mirarse el uno al otro. Usted "hablara" con sus manos y sus ojos. Luego comience a dar masajes a las siguientes áreas:

**Pecho:** Ponga un poco de aceite en sus manos, y luego frote un poco sobre el pecho descubierto del bebé.

1. Comenzando en el centro del pecho, lentamente frote hacia los lados. Luego, deslice ligeramente la punta de los dedos de nuevo al centro. Mueva las manos hacia los lados de nuevo, pero vaya un poco más arriba con cada movimiento repetido. El movimiento hacia fuera es más firme y más profundo. El movimiento de retorno al centro es liviano. Sus dos manos se mueven, pero en direcciones opuestas, como si estuviera alisando las páginas de un libro.

2. Sus manos ahora se moverán una tras otra. Mientras sus manos se mueven arriba de la cadera del bebé, deben deslizarse sobre el abdomen, luego el pecho, y sobre el hombro opuesto (por ejemplo: cadera izquierda a hombro derecho). Acaricie de esta manera repetidas veces y rítmicamente por algunos minutos.

**Brazos:** Ahora de vuelta al bebé a un lado y dé masajes a sus brazos.

1. Agarre la muñeca del bebé con su mano izquierda y extienda el brazo hacia un lado. Sujete el hombro con su mano derecha y muévase lentamente a lo largo de su brazo. Toque el brazo del bebé con su mano y suavemente déle un masaje hacia abajo. Cuando su mano derecha alcance su muñeca, suelte su mano izquierda mientras su mano derecha sujeta su muñeca. Comience con su mano izquierda en el hombro del bebé, se mueve hacia abajo a la muñeca, hasta que su mano derecha está libre de nuevo. Los movimientos deben ser rítmicos, fluidos, y tranquilos.

2. Sus manos ahora comienzan juntas. Sujete el hombro del bebé y muévase hacia abajo, de una manera circular, pero en dirección opuesta de la muñeca. Deslice sus manos de nuevo al hombro y repita varias veces.

**Cara:** Comenzando con el centro de la frente del bebé, mueva sus dedos hacia los lados a lo largo de las cejas.

1. Apriete con cierta solidez al mover sus manos a los lados de la cara del bebé y ligeramente regrese al centro, repitiendo varias veces.

2. Deslice abajo al puente de la nariz, trabajando suavemente y levemente, moviendo hacia arriba entre los ojos y hacia la frente.

3. Acaricie levemente los párpados del bebé, cerrándolos con cuidado. Mueva sus dedos pulgares hacia abajo, por los lados de la nariz, a la esquina de la boca. Suavemente estire la boca, y empiece otra vez en los párpados.

## MATERIALES

Masaje, bebé, o aceite vegetal o aceite en gel; un cuarto calentito; 15 minutos de tiempo interrumpido; una toalla grande absorbente; una manta



## Discovery Feeling Textures

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to perceive differences in textures through the sense of touch.

### EXPERIENCE

1. Lay the baby on her back on a blanket or towel, in just a diaper if possible. Talk about the object you have in your hand for the baby to feel. Name the object, describe what it feels like, and tell what you are going to do with it. Touch the baby's fingers, toes, arms, legs, and tummy with the various textures.
2. Experiment with the textures. Which does she like best? On which parts of her body does she like to feel the textures the most?

Not all babies will show a preference or immediately enjoy this activity, but they may in a couple of weeks.

### MATERIALS

Objects of different textures: fabric swatches, sponges, cotton, and so forth



# Descubrimiento

## Sensación de Texturas

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé perciba diferencias en texturas por el sentido del tacto.

### EXPERIENCIA

1. Acueste al bebé en su espalda en una cobija o toalla, solamente en pañal si es posible. Hable sobre el objeto que tiene en su mano para que el bebé lo sienta. Nombre el objeto, describa como se siente, y diga lo que va hacer con el. Toque los dedos del bebé, los dedos de los pies, brazos, piernas, y estomago con varias texturas.
2. Experimente con texturas. ¿Cual le gusta más al bebé? ¿En que partes de su cuerpo le gusta sentir las texturas más?

No todos los bebes mostraran una preferencia o inmediatamente disfrutaran de esta actividad, pero puede que en un par de semanas si.

### MATERIALES

Objetos de diferentes texturas: pedazos de tela, esponjas, algodón, etc.



## Discovery

### Blowing through a Straw

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to develop body awareness by experiencing a new sensation.

#### EXPERIENCE

1. Lay the baby on his back, preferably in just a diaper. Make sure you are both in a comfortable position.
2. Tell the baby what you are going to do and where you are going to blow on his body.
3. Stroke the area you have selected first to help the baby orient to the activity and enjoy it more.
4. Blow on the part of the body you have selected (e.g., arm, tummy, leg) through the drinking straw. Avoid blowing in the eyes and ears.

The baby's attention should be focused on the blowing and possibly on the body part being blown on.

#### MATERIALS

Drinking straw



## Descubrimiento

### Soplando a través de un Popote

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé desarrolle el conocimiento del cuerpo al experimentar una nueva sensación.

1. Coloque al bebé en la espalda, de preferencia en tan sólo un pañal. Asegúrese de que los dos estén en una posición cómoda.
2. Dígame al bebé lo que usted va a hacer y dónde va a soplar en su cuerpo.
3. Acaricie la área que ha seleccionado primero para ayudar a orientar al bebé a la actividad y que la disfrute más.
4. Sople por el popote en la parte del cuerpo que usted a elegido (ejemplo: brazo, estomago, pierna) Evite soplar en los ojos y las orejas.

La atención del bebé debe estar enfocada en la parte del cuerpo que será soplada con el popote.

#### MATERIALES

Popote de beber





## Discovery

### Smelling Different Scents

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby's sense of smell to develop further.

#### EXPERIENCE

You can help make a baby aware of the many smells in her environment.

1. Gather a collection of small bottles or jars that contain scented sponges or cotton balls. These scents should be from the baby's environment, such as the mother's perfume, father's aftershave or shaving cream, baby oil, formula, or milk.
2. Show the baby the bottle and then smell the bottle yourself. Tell the baby what it smells like (e.g., sweet, sour) and what it is (e.g., orange oil, baby oil). Let the baby smell the sponge or cotton ball and note her reactions. Are there any preferences? Which smells are most interesting to her? Are they familiar? Sweet? Sour?

#### MATERIALS

Small bottles or jars with scented sponges or cotton balls in them.  
Grocery stores sell many scented oils that represent the scents the baby is exposed to, such as oil of orange (found in the baking goods section).

Note: Smells that are not too strong are better for younger babies.



# Descubrimiento

## Oler Olores Diferentes

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé desarrolle el sentido del olfato aún más.

### EXPERIENCIA

Usted puede ayudar a su bebé a darse cuenta de los muchos olores en su medio ambiente.

1. Reúna una colección de pequeñas botellas o frascos que contienen las esponjas perfumadas o bolas de algodón. Estos olores deben ser del medio ambiente del bebé, como el perfume de mamá, la crema de afeitar de papá o crema afeitar, aceite de bebé, fórmula o leche.
2. Muestre al bebé la botella y entonces huela la botella usted misma. Diga al bebé como a que huele (por ejemplo, algo dulce o agrio) y lo que es (por ejemplo, aceite de naranja o aceite de bebé). Permita que el bebé huela la esponja o bolas de algodón y note sus reacciones.  
¿Hay alguna preferencia? ¿Cuales olores son más interesantes al bebé?  
¿Son familiares? ¿Dulces? ¿Agrias?

### MATERIALES

Pequeñas botellas o frascos con esponjas perfumadas o bolas de algodón en ellos. Los supermercados venden muchos aceites perfumados que representan los olores a los que está expuesto el bebé, como el aceite de naranja (que se encuentra en la sección de productos para hornear).

Nota: Los olores que no son demasiado fuertes son mejores para los bebés pequeños.



## Discovery

### Riding on a Blanket

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to orient to different types of movement.

#### EXPERIENCE

Two adults are needed for this experience. Put a blanket on the floor and place the baby in the middle of the blanket. Each adult takes two corners of the blanket.

1. As you lift the blanket very slightly off the floor to a height of only a few inches, rock the baby back and forth very gently. Do this activity in a carpeted area.
2. Making sure the baby is only a few inches off the floor at most. Turn around in circles, trying both directions.
3. Use a gentle, up-and-down motion when picking the blanket up off the floor.
4. Gently pull the baby around on the blanket.
5. Watch the baby's facial expressions and body movements. Does he prefer one movement over another? Talk to him and use joyful expressions.

#### MATERIALS

Large blanket, 2 adults



## Descubrimiento

### Montar en una Cobija

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé se oriente a diferentes tipos de movimientos.

#### EXPERIENCIA

Dos adultos son necesarios para esta experiencia. Ponga una cobija en el suelo y coloque al bebé en medio de la cobija. Cada adulto toma dos esquinas de la cobija.

1. Al levantar la cobija muy poco sobre el suelo hasta una altura de sólo unos centímetros, meza al bebé con mucha suavidad. Realice esta actividad en una zona alfombrada.
2. Asegúrese de que el bebé este a sólo unos centímetros del suelo. De la vuelta en círculos, tratando ambas direcciones.
3. Use un movimiento suave, arriba y abajo al momento de retirar la cobija hacia arriba del piso.
4. Suavemente estire al bebé alrededor en la cobija.
5. Mire las expresiones faciales del bebé y los movimientos del cuerpo. ¿Prefiere un movimiento sobre otro? Hable con el bebé y utilice expresiones alegres.

#### MATERIALES

Cobija grande, 2 adultos



## Discovery

### Playing with Water

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to experience further sensation through water.

#### EXPERIENCE

By the time most babies are a few months old, they enjoy their baths. These experiences expand on the idea of fun and exploration with water.

Give the baby a dry washcloth to mouth, and then give her a wet one. Put one of each in the baby's hands and observe her preferences. You may have to manipulate the baby's hands so she can experience both the sensations of wet and dry. Babies often find this a soothing activity and enjoy the oral feeling of mouthing cloth. When playing with the cloth, babies may prefer wet to dry or vice versa.

Put a bib on the baby and take off her shirt. Put some lukewarm water in her highchair tray. Let the baby experience playing with the water. Be ready for and expect spills, so choose the place for this play accordingly.

#### MATERIALS

Two washcloths or other suitable fabric for baby to mouth, highchair with tray, bib, and warm water.



## Descubrimiento Jugar con Agua

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé experimente sensaciones nuevas a través del agua.

### EXPERIENCIA

Cuando la mayoría de los bebés tienen mas meses de edad, disfrutan de sus baños. Estas experiencias amplían la idea de la diversión y la exploración de agua.

Dé al bebé un paño seco para la boca, y luego déle uno mojado. Ponga un paño de cada uno en las manos del bebé y observe sus preferencias. Puede que tenga que manipular las manos del bebé para que el pueda experimentar las dos sensaciones de mojado y seco. Los bebés con frecuencia encuentran esta actividad ser calmante y disfrutan de la sensación oral de tener un paño en la boca. Cuando juegan con el paño, los bebés talvez lo prefieren húmedo a seco o viceversa.

Póngale un babero al bebé y quítele la camisa. Ponga un poco de agua tibia en su bandeja de su silla alta. Deje que el bebé experimente jugando con el agua. Esté preparado para esperar derrames, así que elige un lugar para esta actividad que sea apropiado.

### MATERIALES

Dos toallitas u otra tela conveniente para que el bebé se la pueda poner en la boca, una silla alta con bandeja, un babero, y agua tibia.



## Discovery

### Playing with Textured Containers

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to refine his sense of touch.

#### EXPERIENCE

1. Line the inside and outside of different containers with different types of textured materials listed below.
2. Talk with the baby about the materials and what they feel like. Help the baby explore the containers.
3. Put the baby's favorite toy in a container and let him feel for it.

#### MATERIALS

Containers of different sizes (e.g., baby wipe container, small boxes, margarine tubs); different fabrics and textures for covering them (e.g. satin, felt, corduroy, sandpaper); favorite toy.



## Descubrimiento

Jugar con Contenedores de Texturas

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé refine su sentido del tacto.

### EXPERIENCIA

1. Forre el interior y exterior de diferentes contenedores con diferentes tipos de texturas de materiales mencionadas abajo.
2. Hable con el bebé sobre los materiales y como se sienten. Ayude al bebé a explorar los contenedores.
3. Ponga el juguete favorito del bebé en un contenedor y deje que lo toque.

### MATERIALES

Contenedores de diferentes tamaños (por ejemplo; el contenedor de toallitas de bebé, cajas pequeñas, contenedores de margarina); diferentes tejidos y texturas para forrarlos (por ejemplo; raso, fieltro, pana, papel de lija); juguete favorito.





# Introduction

## Cuddle Crew

### INTRODUCTION

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

### INFORMATION

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

### AREAS OF DEVELOPMENT

The areas of development we review are:

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

### WRAP-UP

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



# Introducción

## Grupo de Bebes

### INTRODUCCIÓN

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

### INFORMACIÓN

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

### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

### AL-FINAL

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



# Discovery

## Listening to Sounds

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to enjoy listening.

### EXPERIENCE

Explore the wide variety of sounds in baby's environment. Make the wind chimes ring, the sticks click, and so forth. Name the sound and its source as baby listens. Make a point of introducing as many new, enjoyable sounds as possible.

### MATERIALS

Noise makers such as wind chimes, clocks, squeeze toys, sticks



# Descubrimiento

## Escuchar Sonidos

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé disfrute escuchando.

### EXPERIENCIA

Explore la amplia variedad de sonidos en el medio ambiente del bebé. Haga que las campanas de viento suenen, que los palos suenen, etcétera. Nombre el sonido y su fuente mientras el bebé escucha. Trate de introducir muchos sonidos nuevos y agradables como sea posible.

### MATERIALES

Cosas que hagan sonidos como campanas de viento, relojes, juguetes que hacen sonidos cuando los aprietan, palos con sonidos.



# Discovery

## Crumpling and Uncrumpling

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to experience textures of paper and their changing shapes when crumpled.

### EXPERIENCE

Give baby the paper and let her experiment with touching and crumpling it. If she doesn't crumple it entirely, then you do the crumpling, and show her how the crumpled paper can be opened up to change its shape. Many of the paper materials listed below can be crumpled for a long time before they tear off.

**Variation:** Try making a ball of tape and let baby play with it, experiencing the stickiness.

**Note:** Watch to make sure baby doesn't get little pieces of paper in her mouth.

### MATERIALS

Tape, butcher paper, construction paper, magazines



## Descubrimiento

### Arrugar y Desarrugar

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé experimente texturas de papel y sus cambios de figuras cuando se arruga.

#### EXPERIENCIA

Déle al bebé el papel y deje que experimente tocándolo y arrugándolo. Si no lo arruga totalmente, entonces usted arrúguelo, y enséñele como el papel arrugado puede ser abierto para cambiar su forma. Muchos de los materiales de papel que se nombran abajo pueden ser arrugados por mucho tiempo antes de que se rompan.

**Variación:** Trate de hacer una bola de cinta y deje que el bebé juegue con ella, experimentando lo pegajoso.

**Nota:** Asegúrese que el bebé no se ponga pedazos pequeños de papel en la boca.

#### MATERIALES

Cinta, papel de estraza, papel de construcción, revistas



## Discovery

### Exploring a Texture Box

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to explore and discover many fabric textures.

#### EXPERIENCE

Put the fabrics in a box and let baby pull them out one by one. Rub them over baby's arms and put them on his head. Laugh and play games with the various fabrics.

Tell the baby about the fabrics using a lot of descriptive words (e.g., "This cloth is smooth," "This one is rough," "Is this bumpy?").

#### MATERIALS

Box full of all kinds of fabrics such as satin, fur, wool, chiffon; board books that introduce textures



## Discovery

### Explorar una Caja de Textura

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé explore y descubra muchas texturas de telas.

#### EXPERIENCIA

Ponga las telas en una caja y deje que el bebé las saque una por una. Frótelas sobre los brazos del bebé y póngalas en su cabeza. Sonría y juegue con las varias telas.

Dígale al bebé sobre las telas utilizando una gran cantidad de palabras descriptivas (por ejemplo, "Esta tela es suave", "Esta es áspera", "¿Esta esponjada?").

#### MATERIALES

Una caja llena de toda clase de telas como satín, piel, lana, gasa; libros de cartón que introducen texturas





## Discovery Blowing Bubbles

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to have fun with bubbles, which stimulates his beginning sense of object permanence (bubbles are “here” and then they are gone).

### EXPERIENCE

Babies love watching the bubbles; it’s something you both can have fun with.

Show the baby how you blow bubbles. Some babies may be able to imitate blowing and produce bubbles. Be careful not to let the baby taste the bubble soap; it’s not toxic but it doesn’t taste good, which may discourage him from doing the activity!

### MATERIALS

Bubbles and bubble blower



## Descubrimiento Soplando Burbujas

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé se divierta con las burbujas, lo cual estimula el comienzo de su sentido de objetos permanentes (las burbujas están "aquí" y luego se van).

### EXPERIENCIA

A los bebes les encanta ver las burbujas; es algo con lo cual los dos se pueden divertir.

Enseñe al bebé como soplar burbujas. Algunos bebes pueden imitar soplar burbujas y producir burbujas. Tenga cuidado de no dejar que el bebé pruebe el jabón de las burbujas; no es toxico pero no tiene buen sabor, ¡Cuál lo puede desalentar de hacer la actividad!

### MATERIALES

Burbujas y Soplador de Burbujas



## Discovery

### Throwing a Tasting Party

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to experiment with taste.

#### EXPERIENCE

When the baby is eating solid foods, put the food she can eat in front of her and encourage her to try some new flavors. You might try different kinds of melons on one occasion and vegetables on another.

Take small cups or a muffin tin and put pieces of an interesting, new, and safe (small, easy to eat) food in each section of the muffin tin. Tell the baby you are having a "tasting party."

Take note of which kinds of foods the baby likes.

**Note:** Make sure you follow guidelines from experts or the child's physician on which foods to introduce and when.

#### MATERIALS

Small cups or muffin tin; foods such as melons or vegetables that can be broken up easily or small foods



## Descubrimiento

### Hacer una Fiesta de Sabores

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé experimente con sabor.

#### EXPERIENCIA

Cuando el bebé este comiendo comidas sólidas, ponga la comida que puede comer enfrente de el y anímelo a probar nuevos sabores. Usted puede tratar diferentes tipos de melones en una ocasión y verduras en otra.

Tome pequeñas tazas o un molde para panecitos y ponga piezas de un alimento interesante, nuevo, y seguro (pequeño, fácil de comer) en cada sección del molde para panecitos. Dígale al bebé que está teniendo una "fiesta de sabores."

Tome nota de cuales comidas le gustan al bebé.

**Nota:** Asegúrese de seguir las normas de los expertos o el médico del bebé en que alimentos presentar y cuándo.

#### MATERIALES

Vasos pequeños o moldes para panecitos; comidas como melones o verduras



## Discovery

### Discovering Animals & Flowers

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to touch, feel, and smell animals and flowers. Instilling in young children a love of living things is an important sensory and values experience.

#### EXPERIENCE

Find opportunities for baby to experience nature in many ways. For example, let her play with animals that have been around children and have very gentle natures. Make sure you or someone else holds the animal while the infant pets and touches it. Don't allow the baby to pull the animal's fur or poke its eyes. Make sure you use the word gentle frequently.

Invite him to touch and smell flowers.

#### MATERIALS

Gentle animals; growing flowers if in season, or cut Flowers



# Descubrimiento

## Descubriendo Animales y Flores

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé toque, sienta, y huela animales y flores. Inculcar en los niños pequeños el amor por cosas vivas es una importante experiencia sensorial y enseña valores.

### EXPERIENCIA

Encuentre oportunidades para que el bebé experimente la naturaleza de muchas maneras. Por ejemplo, deje que juegue con animales que están alrededor de niños y que son muy apacibles de naturaleza. Asegúrese de que usted o alguien mas agarre el animal mientras el bebé lo acaricia y lo toca. No permita que el bebé estire la piel del animal o que le pique los ojos. Asegúrese de que utiliza la palabra amable con frecuencia.

Invite al bebé a tocar y oler las flores.

### MATERIALES

Animales amables; flores que crecen, o flores cortadas



## Discovery

### Experiencing Water Play

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to experience further the wondrous feel and soothing nature of water.

#### EXPERIENCE

Water play is soothing to babies of all ages.

1. Fill a pool or large dishpan with a small amount of water.
2. Let the baby sit in or sit beside the water and splash, experiencing the fun of water.
3. If you have a group of children, you may offer water play to all of the children, provided that they are wearing swim diapers or other protective covering. Sometimes babies this age do not like the bath, so work to make baby's bath relaxing, unrushed, pleasurable, and fun.

Note: Always supervise children carefully when working with water.

#### MATERIALS

Small swimming pool or dishpan



# Descubrimiento

## Experimentar Jugar con Agua

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé experimente la sensación más maravillosa y calmantes de la naturaleza del agua.

### EXPERIENCIA

Jugar con agua calma a los bebes de todas las edades.

1. Llene una piscina o una vajilla grande con una pequeña cantidad de agua.
2. Deje que el bebé se siente en o al lado del agua y juegue, que experimente la diversión del agua.
3. Si tiene un grupo de bebes, puede ofrecerles jugar con el agua, mientras que estén usando pañales para el agua o otro tipo de protección. A veces los bebés de esta edad no les gusta el baño, así que trate de hacer la hora del baño mas relajante, sin apuros, placentero, y divertido.

Nota: Siempre supervise a los niños cuidadosamente cuando jueguen con agua.

### MATERIALES

Piscina pequeña o la pila de lavar la vajilla





# Discovery

## Finger Painting with Pudding

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to experience the freedom to smear.

### EXPERIENCE

This experience gives babies the opportunity to let go and explore the natural desire to smear.

1. Place an infant in the highchair or on the floor. Tell her she is going to finger paint.
2. Put a small amount of pudding on the highchair tray or a piece of paper. Some babies may need a demonstration to get started.
3. Be prepared to follow this experience with a bath. Some people do not want to use food as an art material. If you do not want to use food or if the prospect of pudding everywhere is overwhelming, let baby smear some water with food coloring on a tray.

### MATERIALS

Highchair, pudding that is nonstaining (such as butterscotch or vanilla), bib (Optional: paper, food coloring, water)



## Descubrimiento

### Pintar con los dedos con Pudín

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé experimente la libertad de embarrarse los dedos con el pudín.

#### EXPERIENCIA

Esta experiencia les da a los bebés la oportunidad de dejarse ir y explorar el deseo natural de embarrarse los dedos.

1. Coloque al bebé en la silla alta o en el suelo. Dígale que va a pintar con los dedos.
2. Ponga una pequeña cantidad de pudín en la bandeja de la silla alta o en un pedazo de papel. Algunos bebés pueden necesitar una demostración para empezar.
3. Esté preparado para seguir esta experiencia con un baño. Algunas personas no quieren usar la comida como un material de arte. Si no desea utilizar comida o si la perspectiva de tener pudín por todas partes es abrumador, deje que el bebé mezcle agua con colorante de alimentos en una bandeja.

#### MATERIALES

Silla alta, pudín que no manche (como bombón o vainilla), babero (Opcional: papel, colorante de alimento, agua)



# The Zoo: My Favorite Part of the Zoo!

## Family Storytime

### OVERVIEW

In this class children will learn about the zoo and the animals in the zoo that live in the water. 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 zoo 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 - #28 COG9 – Number • DRDP I&T - #29 COG10 – Classification and Matching • DRDP I&T - #30 COG11 – Space and Size

### PRESCHOOL AGED SKILLS

- DRDP PS - #7 SSD7 – Relationship with Adults • DRDP PS - #8 SSD8 – Cooperative Play with Peers • DRDP PS - #12 SSD12 – Shared Use of Space and Materials • DRDP PS - #16 LLD4 – Language in Conversation • DRDP PS - #17 LLD5 – Interest in Literacy • DRDP PS - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adults • DRDP PS - #19 LLD7 – Concepts about Print • DRDP PS - #32 MATH1 – Number Sense of Quantity and Counting • DRDP PS - #34 MATH4 – Classification • DRDP PS - #35 MATH5 – Measurement

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Wild About You by: Judy Sierra
- Spanish Book: Dos en el zoológico por: Dana Smith
- Map/Atlas
- Zoo Craft from Oriental Trading (Link below)
- Glue

#### PREPARATION:

- Prepare a sample for demonstration purposes.
- Order materials from Oriental Trading:

[http://www.orientaltrading.com/felt-zoo-animal-lacing-puppet-craft-kit-a2-48\\_2212-12-1.filtr?Ntt=zoo+craft](http://www.orientaltrading.com/felt-zoo-animal-lacing-puppet-craft-kit-a2-48_2212-12-1.filtr?Ntt=zoo+craft)

- Place zoo 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 the zoo to the families.
- Explain to families that there are many forms of wildlife at the zoo. Explain to children how the animals all live in different environments like the desert, the wild, and sometimes in the very cold (arctic) weather.
- Using a map, point to the place where the following types of animals live and discuss their lifestyle characteristics:
  - Giraffe: Giraffe live in different parts of Africa. Their spots vary based on the region of Africa that they live in. A giraffe's neck can be as long as 6 feet tall, accounting for most of its height. Giraffe are vegetarians, eating mostly twigs, shrubs and grass.
  - Polar Bear: Polar bears live in the arctic region of the northern hemisphere. It spends most of its life in the water and its main source of diet are seals. Polar bears live no more than 25 years.
  - Tiger: The tiger is the largest of the cat species and can be as long as 11 feet and weigh as much as 330 lbs. Tigers come from India, China and Southeast Asia. Tigers usually eat larger or medium sized animals such as a wild boar or buffalo. They are extremely fast animals, able to run 30-45 miles per hour.

## ACTIVITY #1

### Book Reading:

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

## ACTIVITY #2

### Hands-on Art Activity:

- Tell children that they will be making their very own zoo animal puppet!
- Instruct children to choose from the animals available.
- Children can begin by lacing their animal together with the string provided. Tell parents that the lacing helps develop the hand muscles necessary for holding a pencil.
- Next, children can use the embellishments to make their hand puppet face, stripes, etc.
- Ask children to name their animal and to create their very own story to share with their family!



## ACTIVITY #3

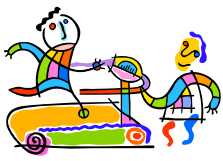
### Family Book Sharing:

- 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 the zoo.

## TALK ABOUT IT

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

- What are your favorite animals to visit at the zoo?
- Engage in a discussion regarding the natural environment that the animals the children identify typically live in (when not in the zoo)
- 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.



# Zoo Animals: Zoo Animals Play Pretend!

## 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 (Songs #19, #22, #23)
- Assorted colorful scarves
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Tape
- Bubbles

#### 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 – Old MacDonald Had a Zoo
  - Spanish – El Zoológico

**ACTIVITY #3**

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

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

**ACTIVITY #4**

*This activity can be done if time permits.*

**Gross Motor Activity**

- **Walk Like an Animal**
  - Place two lines of tape on the floor representing a start and finish line.
  - Line children up in two single file lines behind the start line.
  - Tell them that they will be told what animal they should pretend to be as they walk across the room to the finish line. Each child will be given a different type of animal so that we might see what animals are faster than others.
  - Tell children that they can hop like a frog, crawl like a crab, slither like a snake or flap their arms to simulate a bird flying.
  - Encourage children to not only walk, slide, crawl or hop like their animal, but they can also make noises like the animal they are going to pretend to be.
  - Repeat the activity as time allows.
  - Emphasize the color of the balloon as it is given to each child. Ask children to name the color of the balloon as they return it to the front of the line.

**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.

- **Popping Round Bubbles**
  - Tell children that they will be popping bubbles in the next activity.
  - Tell them that they should try to pop the bubbles before they reach the ground.
  - Show them that they will have to reach high and bend low to do this.
  - Tell them they can also try to catch the bubbles in their hands.
  - Tell the children that they should not start until the music begins and that when the music stops, they should “freeze” and wait for the next set of instructions.

**ACTIVITY #6****Cool Down:**

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

**TALK ABOUT IT****Have children to sit down in the carpet to discuss the following:**

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



## Zoo: Music & Movement Songs

## Motor Movements

### ENGLISH

#### Old MacDonald had a Zoo

Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!  
And in this zoo, he had some lions,  
Shoo-bee-doo-bee-doo!  
With a roar-roar here,  
And a roar-roar there;  
Here a roar, there a roar,  
Everywhere a roar-roar.  
Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!  
Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!

And in this zoo, he had some snakes  
Shoo-bee-doo-bee-doo!  
With a ssss-ssss here,  
And a ssss-ssss there;  
Here a ssss, there a ssss,  
Everywhere a ssss-ssss;  
Old MacDonald had a zoo,  
Shoo-bee-doo-bee-doo!

### SPANISH

#### El Zoológico

El zo-zo-zoológico  
El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.

El elefante, la jirafa  
Y la cebra, el tigre, el león.  
El elefante, la jirafa  
Y la cebra, el tigre, el león.

El zo-zo-zoológico  
El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.  
El guardián va a guardar.

El pájaro, la foca  
El mono, la tortuga  
El pájaro, la foca  
El mono, la tortuga

El zo-zo-zoológico  
El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.





# The Zoo: What's New at the Zoo?

## My 5 Senses

### OVERVIEW

In this activity children will learn about the zoo 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
- DRDP I&T - #29 COG10 – Classification and Matching

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Polar Bear, Polar Bear, What do you Hear?
- Spanish Book: Oso Polar, Oso Polar ¿Que es ese Ruido?
- Food items: bananas, lettuce, animal cookies and peanuts
- Zoo animal sounds
- Zoo animal pictures
- Feel and touch zoo book
- Search and Find worksheet

by: Bill Martin Jr/ Eric Carle  
por: Bill Martin Jr/ Eric Carle

#### PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
  - **Hearing:** CD/Mp4 file with zoo animal sounds
  - **Sight:** Print out different zoo animal pictures
  - **Touch:** Have different feel and touch books with zoo animals
  - **Taste:** Bananas, lettuce, and animal cookies
  - **Smell:** Bananas, peanuts and bird feed

### 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: The Zoo
- Tell the children that today they will learn about the zoo through their five senses.
- Ask them what do we see at the zoo?
- Ask them what is there favorite thing to do at the zoo?

### ACTIVITY #1

10 Minutes

#### Book Reading:

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

### ACTIVITY #2

5 Minutes

#### Sing and Dance:

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

- English – We Are Going to the Zoo
- Spanish – Un Elefante

**ACTIVITY #3**

15 Minutes

**Sensory Stations:**

Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.

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

- **Hearing station:** Children will get to listen to the sounds of different zoo animals.
- **Sight station:** Children will look at pictures of different zoo animals. Parents can ask their child to name the animals in the pictures. Children will look at pictures of different zoo animals. Parents can ask their child to name the animals in the pictures.
- **Touch station:** Children will get to feel zoo animals through, feel and touch books.
- **Taste station:** Parents can explain to their children that some animals eat foods just like we do. For example: The monkey eats bananas. The elephants eat lettuce. Children can also eat animal cookies.
- **Smell station:** Children will be able to smell some of the foods animals eat, like bananas, peanuts and bird feed.

**ACTIVITY #4**

5 Minutes

**Search and Find:**

- Invite children to complete the Eye Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations.
- Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.

**TALK ABOUT IT**

5 Minutes

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

- Ask children if they can remember the 5 senses that they used today.
- Ask them what is their favorite zoo animal? Ask them the color of the animal, how the fur of that animal might feel, and what sounds that animal makes.

**PARENT TIP SHEET**

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



# The Zoo: Zoo Animal Pictures

## My 5 Senses





## The Zoo: Zoo Animal Pictures

# My 5 Senses





# The Zoo: Zoo Animal Pictures

## My 5 Senses





## The Zoo: Zoo Animal Pictures

# My 5 Senses





## Eye Spy

# My 5 Senses



## Eye Spy

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

- Crab
- Flamingo
- Teddy Bear
- Red Robin
- Egg
- The Letter "A"
- Sunglasses
- Bowling Pin
- Yellow Number "2"



## Veo Veo

# Mis 5 Sentidos



## Ojo Espía

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

- Cangrejo
- Flamenco
- Oso de Peluche
- Petirrojo
- Huevo
- La Letra "A"
- Gafas de Sol
- Juego de Bolos
- Número "2" Amarillo

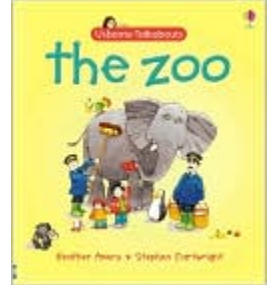
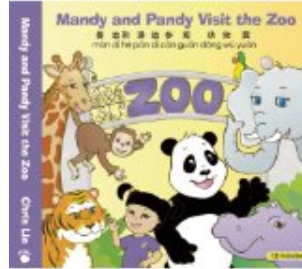
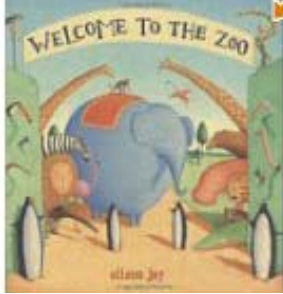




# Parent Tip Sheet: Zoo

# My 5 Senses

## BOOKS



## ACTIVITIES

### Footprint Penguin

#### What You Need:

- Black Paint or Ink Pad
- White Construction Paper
- Wiggly Eyes
- Small white circle made of paper
- Orange construction paper

#### What You Do:

Dip the child's foot in black paint or an ink pad and put on white paper. Wait a while for the paint to dry. Then add wiggly eyes an orange beak and a small white circle for a belly.

### Animals in Cages

#### What You Need:

- Magazines
- Scissors
- Glue
- Black and White Construction Paper

#### What You Do:

Help your child cut pictures of animals from a magazine. Have him paste them on construction paper. Then have him glue strips of black construction paper across the animals like a cage.

## SONGS

### Oh, I went to the Zoo

Oh I went to the zoo  
And what did I see?  
I saw a great big tiger  
Lookin' at me  
He went  
Raaaar raaar raar raar  
He went  
Raaaar raaar raar raar  
He went  
Raaaar raaar raar raar  
And that's what he said to me!

Oh I went to the zoo  
And what did I see?  
I saw a great big .....  
Lookin' at me  
He went.....

Ask the children to come up with their own zoo animal and the sound it makes!

### We are going to the Zoo

We are going to zoo,  
To the zoo, to the zoo.  
We are going to the zoo,  
Won't you join us too?

We'll see lions, tigers too,  
Tigers too, tigers too.  
We'll see lions, tigers too,  
All at the zoo.

We will find some chimpanzees,  
Chimpanzees, chimpanzees.  
we will find some chimpanzees,  
Swinging from the trees.

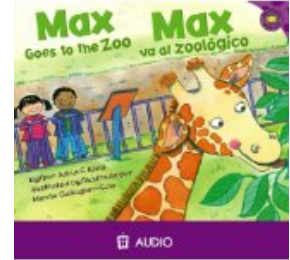
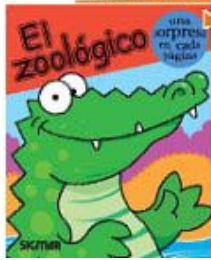
We will look for kangaroos,  
Kangaroos, kangaroos.  
We will look for kangaroos,  
Hopping at the zoo.



# Consejos Para Padres: El Zoológico

## Mis 5 Sentidos

### LIBROS



### ACTIVIDADES

#### La Huella del Pie de un Pingüino

##### Que Necesita:

- Pintura Negra
- Papel de Construcción Negro
- Ojos Movibles
- Un circulo pequeño echo de papel blanco
- Papel de Construcción Anaranjado

##### Que se Hace:

Ponga el pie de su niño en pintura negra y después ponga su huella del pie en el papel blanco de construcción. Espere en poco para que se seque la pintura. Después agregue ojos movibles, un pico anaranjado y el circulo pequeño para el estomago.

#### Animales en la Jaula

##### Que Necesita:

- Revistas
- Tijeras
- Pegamento
- Papel negro y blanco de construcción

##### Que se Hace:

Ayude a su niño a cortar retratos de animales de las revistas. Haga que su niño las pegue en el papel blanco de construcción. Después haga que su niño pegue tiras de papel negro através de los animales como jaula.

### CANCIONES

#### Un Elefante

Un elefante se balanceaba en la tela de una araña,

Y como veía que no se caía fue a avisar a otro elefante..

Dos elefantes se balanceaban en la tela de una araña,

Y como veían que no se caían fueron a avisar a otro elefante..

Tres elefantes se balanceaban en la tela de una araña,

Como veían que no se caían fueron a avisar a otro elefante, etc

#### Canguros

Allá en Australia había canguros, eran los varones, les aseguro.

Y saltaban así, así, así,  
saludaban, así, así, así,  
les aseguro que yo los vi.

Allá en Australia había canguros, eran las nenas, les aseguro.

Y saltaban así, así, así,  
saludaban, así, así, así,  
les aseguro que yo las vi.



# The Zoo: Where do the Animals Go?

## Playing to Learn

### OVERVIEW

In this class children will learn about animals that live in the zoo while they play limbo, a sorting game and Brown Bear Brown Bear game with their parents.

### SKILLS

• DRDP – #5 SSD5 – Taking Turns • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #14 LLD2 – Following Increasingly Complex Instructions • DRDP – #15 LLD3 – Expression of Self through Language • DRDP – #29 COG3 – Memory & Knowledge • DRDP – #34 MATH3 – Classification • DRDP – #38 PD1 – Gross Motor Movement • DRDP – #39 PD2 – Balance

### MATERIALS & PREPARATION

#### Materials:

- Game board with three categories to place animal cards (Farm Animals, Zoo Animals, Pet Animals).
- Game pieces 27 different animal picture cards
- Giraffe limbo game - <http://www.amazon.com/Hasbro-4120-Giraffalaff-Limbo/dp/B001R6AUGA>
- Copies of the Brown Bear board game – template attached
- CD with children’s music

#### Preparation:

- Prepare take home activity set for each participant zoo animal sort
  - Print out game board on 17x11 paper.
  - Cutout animal cards and place in bags

### INTRODUCTION

- Introduce topic to students: Tell children that today we will be learning about zoo animals while we play a sorting game.
- Ask children if they’ve been to the zoo?
- Ask them to name some of the animals we see at the zoo?
- Ask children what their favorite animal at the zoo is and why?

### ACTIVITY #1

#### Giraffe Limbo:

- Tell children that we will be playing a game called, “Giraffe Limbo”.
- Tell them that the object of the game is to go under the giraffe without knocking the pole down.
- The way we play this game is that teacher will spin the spinner and announce to all players which limbo position was spun. (limbo, crab walk, forward bend, backward bend, crawl, bird walk)
- Everybody will line up, single file in front of giraffe.
- One by one the children must get into the position shown on the spinner and try to go under giraffe without knocking off his leaves.
- If you knock giraffe off his leaves he will laugh when he hits the ground. You will be out of the game.
- Once everybody has gone under, lower giraffe to the next set of leaves on the poles.
- There can be more than one winner. Any player who successfully moves under giraffe at the forth set of leaves is a winner.
- If all players are out then the game is over and giraffe wins the game.

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

- Their child's ability to take turns.
- Their child's ability to control physical movements.
- Their child's ability to cooperate with a group of peers.
- Their child's ability to follow complex instructions.

### ACTIVITY #2

#### **Sorting Game:**

- Instruct children that now they will be playing a game with their parents.
- Pass out game board with game cards to each child.
- Tell children to place game cards in a stack faced down.
- Tell parents to have their child get one card at a time and look at the card and name the animal.
- Parents will then ask their child, where does the animal go?
- Then have the child place the animal in one of the three categories in the board game.
- When children are done placing all animals where they go, parents can discuss the differences between animals and why some animals go in two or all three categories.

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

- Their child's ability to take turns.
- Their child's ability to process information and classify objects.
- Their child's ability to focus on a single task.
- Their child's ability to compare and contrast multiple objects based on a single trait.

### ACTIVITY #3

#### **Brown Bear, Brown Bear Game:**

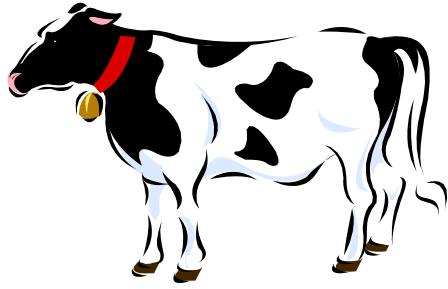
- Separate the 4 bear cards and place them face down. Each player chooses a bear card as sits in front of that type of bear (brown or panda).
- Mix the rest of the animal cards face down.
- Take turns flipping cards one at a time. If the animal flipped matches an animal on their game board place the card there.
- If there is not a match it is the next players turn.
- A player wins when they match all 8 animals on the board.
- When you are finished have the winner recite the story with their animals.

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

- Their child's ability to take turns.
- Their child's ability to process information and classify objects.
- Their child's ability to read and recognize familiar words.

### TALK ABOUT IT

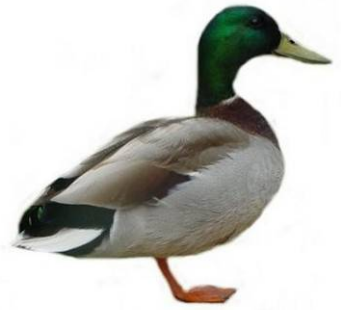
- Ask children if they liked the game they played.
- Ask them what is there favorite zoo animal, or their pet animal, or their farm animal?
- Remind parents that playing games is a good way to teach their children skills that will help them be successful when they go to Kindergarten.
- Give each child a sticker prior to leaving the classroom.



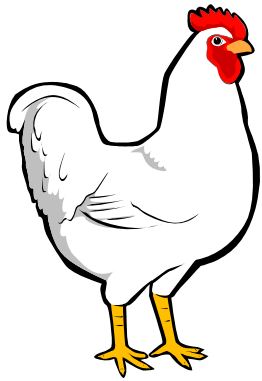
**Cow**  
**Vaca**



**Goat**  
**Cabra**



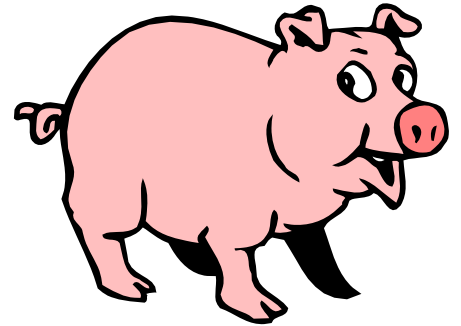
**Duck**  
**Pato**



**Hen**  
**Gallina**



**Horse**  
**Caballo**



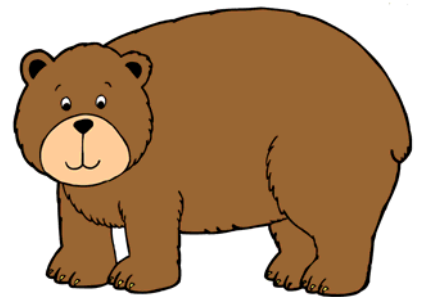
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**Cerdo**



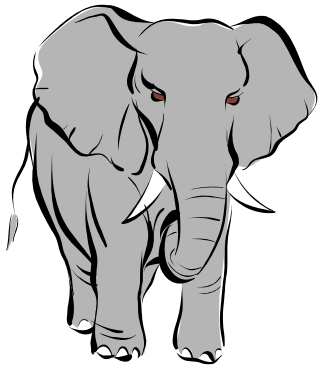
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**Oveja**



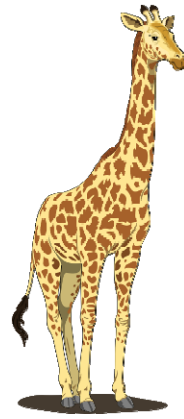
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**Gallo**



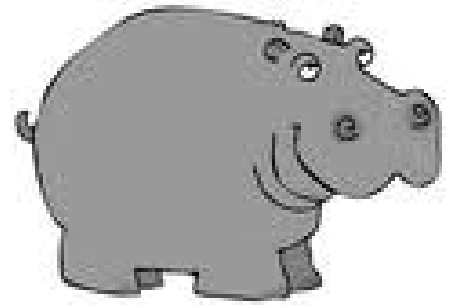
**Bear**  
**Oso**



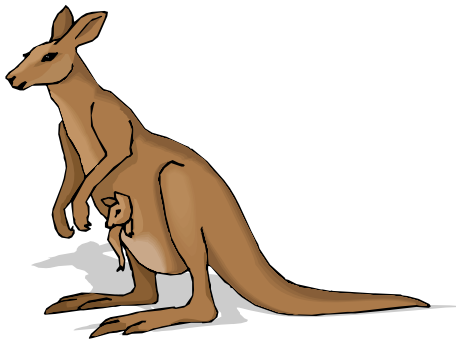
**Elephant**  
**Elefante**



**Giraffe**  
**Jirafa**



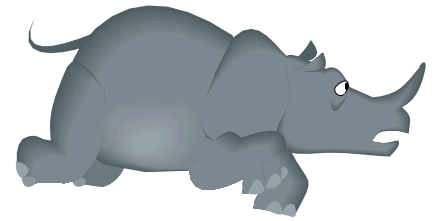
**Hippopotamus**  
**Hipopótamo**



**Kangaroo**  
**Canguro**



**Lion**  
**León**



**Rhinoceros**  
**Rinoceronte**



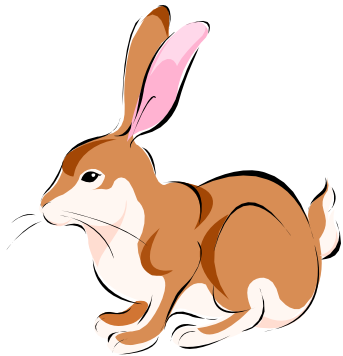
**Tiger**  
**Tigre**



**Dog**  
**Perro**



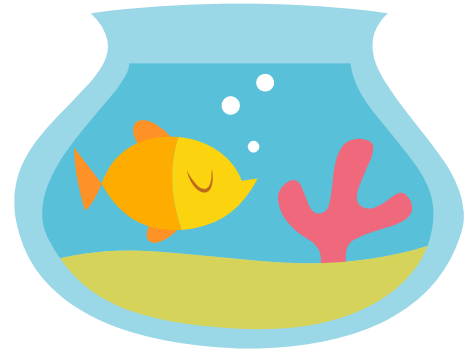
**Cat**  
**Gato**



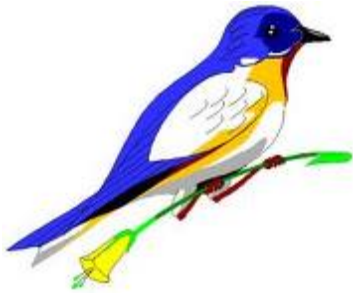
**Rabbit**  
**Conejo**



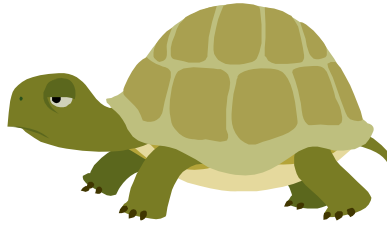
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**Hámster**



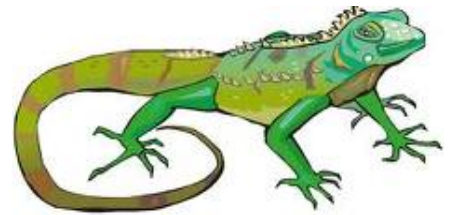
**Fish**  
**Pescado**



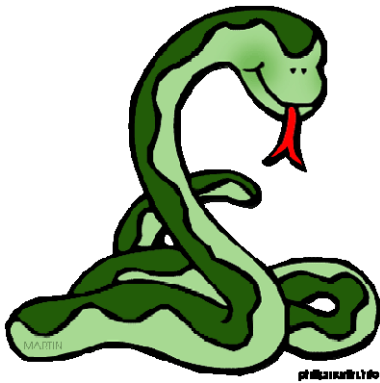
**Bird**  
**Pájaro**



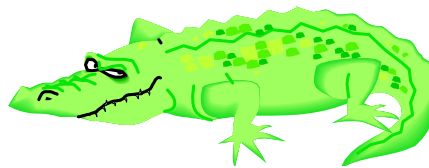
**Turtle**  
**Tortuga**



**Iguana**



**Snake**  
**Culebra**



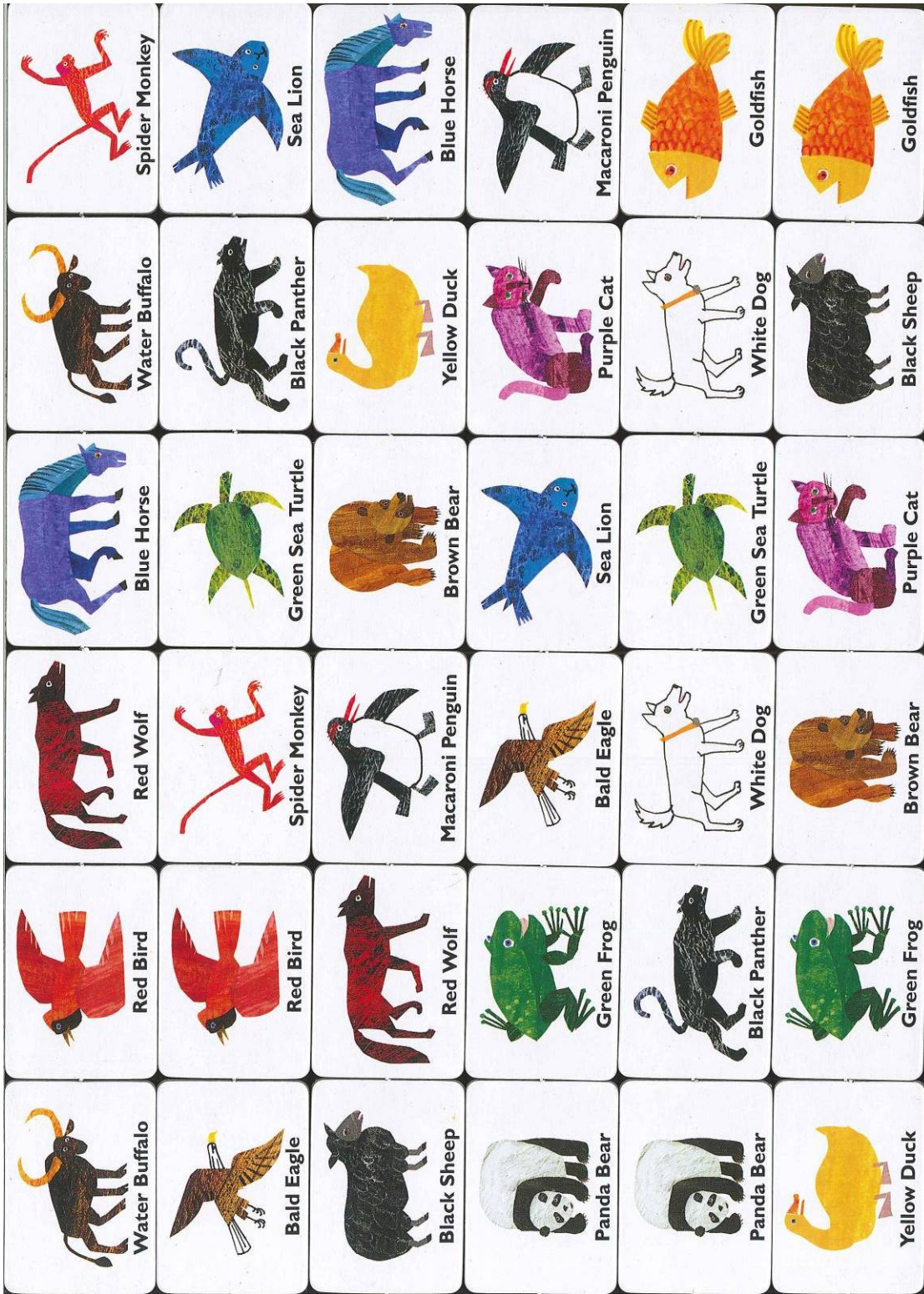
**Crocodile**  
**Cocodrilo**



**Monkey**  
**Mono**







Looking At Me!



I See A...



Brown Bear, Brown Bear,  
What Do You See?



Panda Bear, Panda Bear,  
What Do You See?

Wild And Free!



I See A...



Panda Bear, Panda Bear,  
What Do You See?

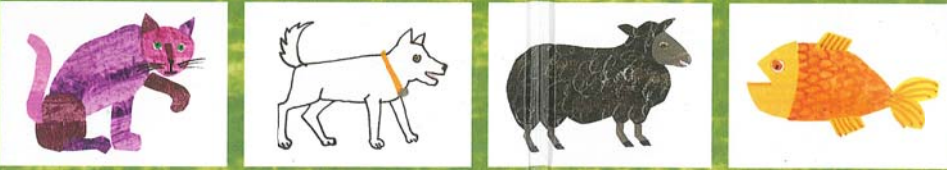


Brown Bear, Brown Bear,  
What Do You See?

I See A...



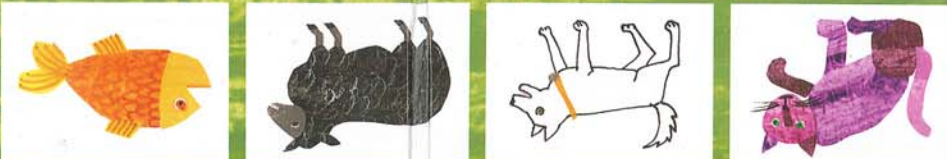
I See A...



Looking At Me!

Wild And Free!

Que Me Mira a Mi



Veo un

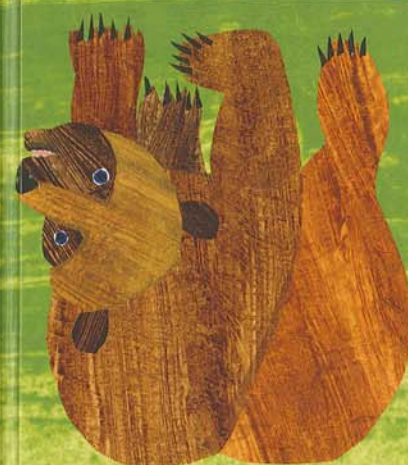


Que Me Mira a Mi

Veo un



Oso Pardo, Oso Pardo  
¿Que Ves Ahi?



Oso Panda, Oso Panda  
¿Que Ves Ahi?



Oso Panda, Oso Panda  
¿Que Ves Ahi?

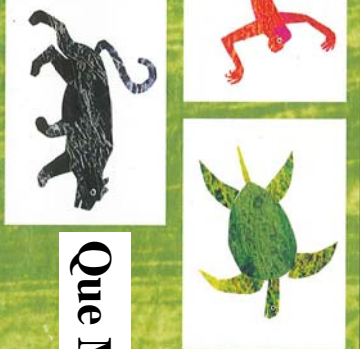


Oso Pardo, Oso Pardo  
¿Que Ves Ahi?

Veo un

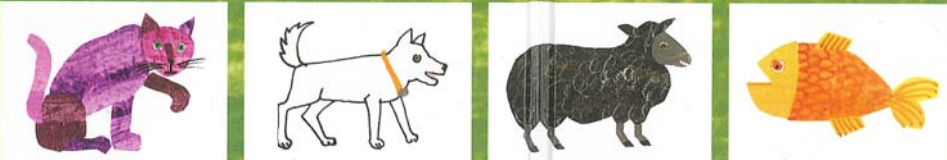


Veo un



Que Me Mira a Mi

Que Me Mira a Mi





Bufalo



Pajaro Rojo



Lobo Rojo



Caballo Azul



Bufalo



Chango



Aguila Calva



Pajaro Rojo



Chango



Tortuga Verde



Pantera Negra



Leon Marina



Oveja Negra



Lobo Rojo



Pinguino



Oso Cafe



Pato Amarillo



Caballo Azul



Oso Panda



Randa Verde



Aguila Calva



Leon Marina



Gato Morado



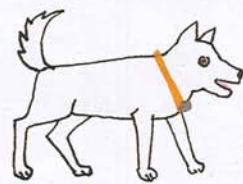
Pinguino



Oso Panda



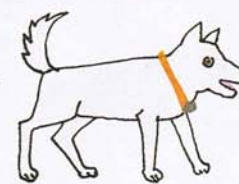
Pantera Negra



Perro Blanco



Tortuga Verde



Perro Blanco



Carpa Dorada



Pato Amarillo



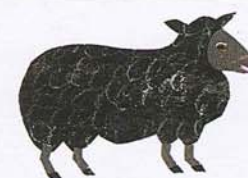
Randa Verde



Oso Cafe



Gato Morado



Oveja Negra



Carpa Dorada



# The Zoo: My Favorite Zoo Animal

Sesame Street  
Fun!

## OVERVIEW

In this activity children will learn about the zoo. They will do this by listening to a story, singing and marching to a song and doing an activity. Children will get to do an animal cage with their favorite zoo animal in it.

## SKILLS

- DRDP – #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #29 COG3 – Memory and Knowledge

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: Zoo-Looking By: Mem Fox
- Spanish Book: En el Zoológico Por: Mem Fox
- English Video/Sesame Street: The Zoo
- Spanish Video/Plaza Sésamo: El Zoológico
- Lunch Trays (1 per child)
- Square Tissue Paper of Different Colors
- Black Yarn
- Foam Zoo Animal Stickers
- Stickers (flower, tree, sun)
- Crayons
- Glue
- Song: "Going to the Zoo, Zoo, Zoo"/ "Vamos al Zoológico"
- Animal masks ( 1 per child)

### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make holes on each side of the lunch trays using a hole puncher.

## INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students. Let children know that today we will be learning about the zoo.
- Ask children, what is a Zoo? Ask them what animals live in a Zoo?

## 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 attached to the curriculum – may provide as a hand-out if you wish).
  - English – Zoo, Zoo, Zoo
  - Spanish – Vamos al Zoológico
- Instruct children to choose a mask of their favorite zoo animal to put on while we sing and dance.
- Tell them they can move like their animal and make their animal sounds.
- [Show Sesame Street Clip: The Zoo / El Zoológico](#)

### 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 will be making an animal cage with their favorite zoo animal inside the cage.
- Pass out lunch trays, black yarn, tissue paper, stickers, foam zoo animal stickers, glue and crayons.
- Ask children to first decorate their tray using all the materials except the yarn.
- When the children are done decorating, ask them to lace the black yarn through the tray's holes, going up and down.
- When children are done, ask them to clean up their area.



### TALK ABOUT IT

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

- Ask children to show the rest of the class their animal cage.
- Ask them what is their favorite animal at the zoo?

### PARENT TIP SHEET

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



**Song:**  
**Going to the Zoo, Zoo, Zoo**

Sesame Street  
Fun!

Daddy is taking us to the zoo tomorrow, zoo tomorrow, zoo tomorrow  
Daddy is taking us to the zoo tomorrow, and we can stay all day.

We're going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come in too, too, too  
We're going to the zoo, zoo, zoo.

See the elephant with the long trunk swinging.  
Great big ears and a long trunk swinging.  
Snuffing up peanuts with the long trunk swinging, and we can stay all day

We're going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come in too, too, too  
We're going to the zoo, zoo, zoo.

See all the monkeys, they are scritch, scritch, scratching.  
Jumping all around and scritch, scritch, scratching.  
Hanging by the long tail eh, eh, and we can stay all day.

We're going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come in too, too, too  
We're going to the zoo, zoo, zoo.

There is a big black bear, he is a huff, puff, a-puffin  
His coats too heavy, he is a huff, puff, a-puffin  
Don't get to near to the huff, puff, a-puffin, and we can stay all day.

We're going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come in too, too, too  
We're going to the zoo, zoo, zoo.

The seals in the pool all honk, honk, honking.  
Catching the fish and honk, honk, honking.  
Little tint seals, all honk, honk, honking, and we can stay all day.

We're going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come in too, too, too  
We're going to the zoo, zoo, zoo.

Well, we stayed all day, and I am getting sleepy.  
Sitting in the car and getting sleep, sleep, sleepy.  
Home already and getting sleep, sleep, sleepy, cuz we have stayed all day

We're going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come in too, too, too  
We're going to the zoo, zoo, zoo.

Mommy is taking us to the zoo tomorrow, zoo tomorrow, zoo tomorrow  
Mommy is taking us to the zoo tomorrow, and we can stay all day.

We're going to the zoo, zoo, zoo.  
How about you, you, you?  
You can come in too, too, too  
We're going to the zoo, zoo, zoo. (4x)





**Song:**  
**Vamos al Zoológico**

Sesame Street  
Fun!

Iremos al zoológico con papi mañana, con papi mañana, con papi mañana  
Iremos al zoológico con papi mañana, Sera un día sensacional.

Animales voy a ver  
Puedes venir también  
Muy divertido es  
Que día vamos a tener.

Veré a los monitos colgados en las ramas, colgados en las ramas, colgados en las ramas  
Veré a los monitos colgados en las ramas, balanceándose hasta volar.

Animales voy a ver  
Puedes venir también  
Muy divertido es  
Que día vamos a tener.

Veré a los cocodrilos jugando en el agua, jugando en el agua, jugando en el agua,  
Veré a los cocodrilos jugando en el agua, chapoteando sin cesar.

Animales voy a ver  
Puedes venir también  
Muy divertido es  
Que día vamos a tener.

Iremos al zoológico con mami mañana, con mami mañana, con mami mañana  
Iremos al zoológico con mami mañana, Sera un día sensacional.

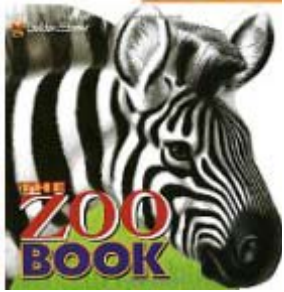
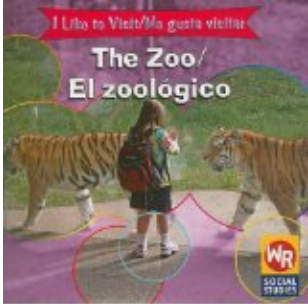
Animales voy a ver  
Puedes venir también  
Muy divertido es  
Que día vamos a tener. (2x)



# Parent Tip Sheet: The Zoo

## Sesame Street Fun!

### BOOKS



### ACTIVITIES

#### Animal Babies

**What You Need:**

- Magazines
- 2 Small Baskets
- Scissors

**What You Do:**

Have your child cut pictures of animals and their babies. Place the adult animal pictures in one basket and pictures of the baby animals in another basket. Have your child match adult animals to their babies.

#### Marble Paint Zebra

**What You Need:**

- White Construction Paper
- Black Paint
- A Box
- 2 Marbles

**What You Do:**

Precut zebra shapes on white construction paper. Place zebra cut out inside a box, using black paint have your child marble paint the zebra.

### SONGS

#### Take me out to the Zoo

*Sung to: "Take me out to the Ball Game"*

Take me out for some good fun,  
Take me out to the zoo.  
Let me visit the tall giraffe,  
I want to hear the hyenas laugh.  
Now I love to visit the zoo,  
I could stay there all day,  
And watch birds, seals, rhinos, and hippos  
As they play.

#### If I Were

*Sung to: "The Mulberry Bush"*

Oh, if I were a tiny snake,  
A tiny snake, a tiny snake.  
Oh, if I were a tiny snake,  
I'd slither around the zoo.

Oh, if I were an elephant,  
an elephant, an elephant.  
Oh, if I were an elephant,  
I'd march around the zoo.

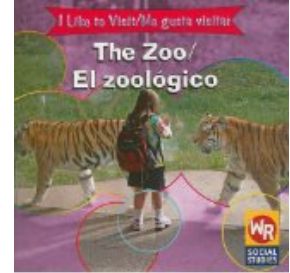
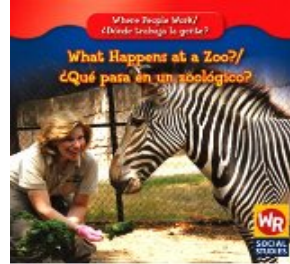
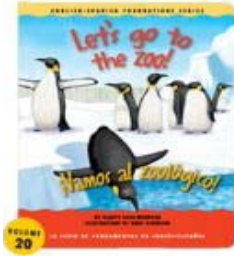
Oh, if I were a kangaroo,  
A kangaroo, a kangaroo.  
Oh, if I were a kangaroo,  
I'd hop around the zoo.



# Consejos Para Padres: El Zoológico



## LIBROS



## ACTIVIDADES

### Animales Bebés

#### Que Necesita:

- Revistas
- 2 Canastas Pequeñas
- Tijeras

#### Que se Hace:

Haga que su niño corte retratos de animales y sus bebés. Ponga los retratos de los animales adultos en una canasta y los retratos de los animales bebés en otra. Haga que su niño junte el animal adulto con su bebé.

### Pintar Cebra con Canica

#### Que Necesita:

- Papel Blanco de Construcción
- Pintura Negra
- Una Caja
- 2 Canicas

#### Que se Hace:

Recorte figuras de cebras en papel blanco de construcción. Ponga en la figura de la zebra dentro de una caja, usando pintura negra deje que su niño pinte la Cebra con canicas.

## CANCIONES

### El Zoológico

El zo-zo-zoológico  
El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.

El elefante, la jirafa  
Y la cebra, el tigre, el león.  
El elefante, la jirafa  
Y la cebra, el tigre, el león.

El zo-zo-zoológico  
El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.  
El guardián va a guardar.

El pájaro, la foca  
El mono, la tortuga  
El pájaro, la foca  
El mono, la tortuga

El zo-zo-zoológico  
El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales

### Papá Elefante

Tempranito a comer  
llegó papá Elefante,  
aflojó su cinturón,  
se soltó los dos tirantes  
y papá Elefante,  
contento y barrigón,  
se sirvió su sopa  
con el cucharón.  
Junto a el un elefantito  
estaba sentadito  
sin comer... sólo jugueteaba  
golpeando la cuchara.  
-A ver, hijito, si tomas tu sopa,  
y cuando comas no suenes la boca.  
- Pero papáito, es que no me gustan  
sopas de lentejas ni fríjol;  
quiero un pedacito que sea muy grandote de  
aquel pastelote de limón.



# The Zoo: Zoo Time Mask

## Sing & Play

### OVERVIEW

In this activity children will learn about animals that they might see at the zoo. Children will get to do a mask of their favorite zoo animal and will wear it while they sing and dance to a song.

### 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 - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #24 COG5 – Symbolic Play

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Good Night Gorilla by: Peggy Rathmann
- Spanish Book: Buenas Noches Gorila por: Peggy Rathmann
- Zoo animal face template on Cardstock
- Crayons
- Elastic string or yarn
- Scissors
- Hole punch
- CD Music: English Song: # 16, "Going to the Zoo, Zoo, Zoo"
- Canción En Español: # 19, "Vamos al Zoológico"

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of zoo animal face templates on cardstock (1 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.
- Let children know that today we will be learning about the animals we see at the zoo.
- Tell them that every animal is different and they each have their own characteristics that make them unique.
- Show children pictures of some zoo animals and talk about them.
- Explain the activities that children will be doing during class;
  - Book reading (show the actual book)
  - Sing and dance (name the title of the song to be sung/music to be played)
  - Hands-on art activity (describe the activity we will be completing today for take-home)
  - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their art project)
  - Circle time (explain that we will conclude our class on the carpet in circle time)

### ACTIVITY #1

#### Book Reading:

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

## ACTIVITY #2

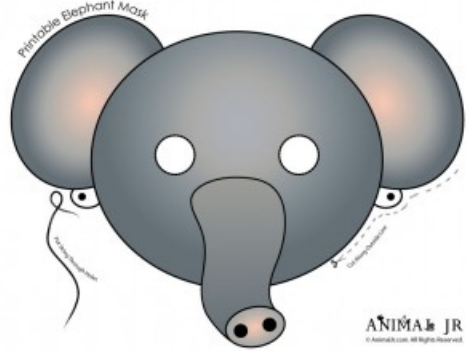
### Sing & Dance:

- Instruct children that they will play a game called, "Monkey sees Monkey Do". Tell them that with this game they will pretend to be different animals and will get to move and make animal sounds.
- The teacher will wear a monkey hat or monkey mask.
- The teacher will instruct children to behave like monkeys and that they are to do what "teacher monkey" does.
- Give the children commands. For example, Monkey says, "Swing your trunk like an elephant". Monkey says, "Run like a cheetah." "Squeal like a monkey," and so on.

## ACTIVITY #3

### Hands on Activity:

- Let children and parents know that they will be making their own zoo animal mask.
- Show a sample of the completed craft project.
- Pass out materials: ask children what zoo animal they like and give them the face template.
- Tell children they will color it. Parents can help their children with the activity.
- Ask parents to help their child by cutting out the mask when their child has completed coloring it.
- When they are done with the mask have the parents make a hole in each side of the mask with the hole puncher.
- They will then tie a string to each side.
- Have the children put their masks on to sing and dance to the song called, "Going to the Zoo, Zoo, Zoo."



## 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

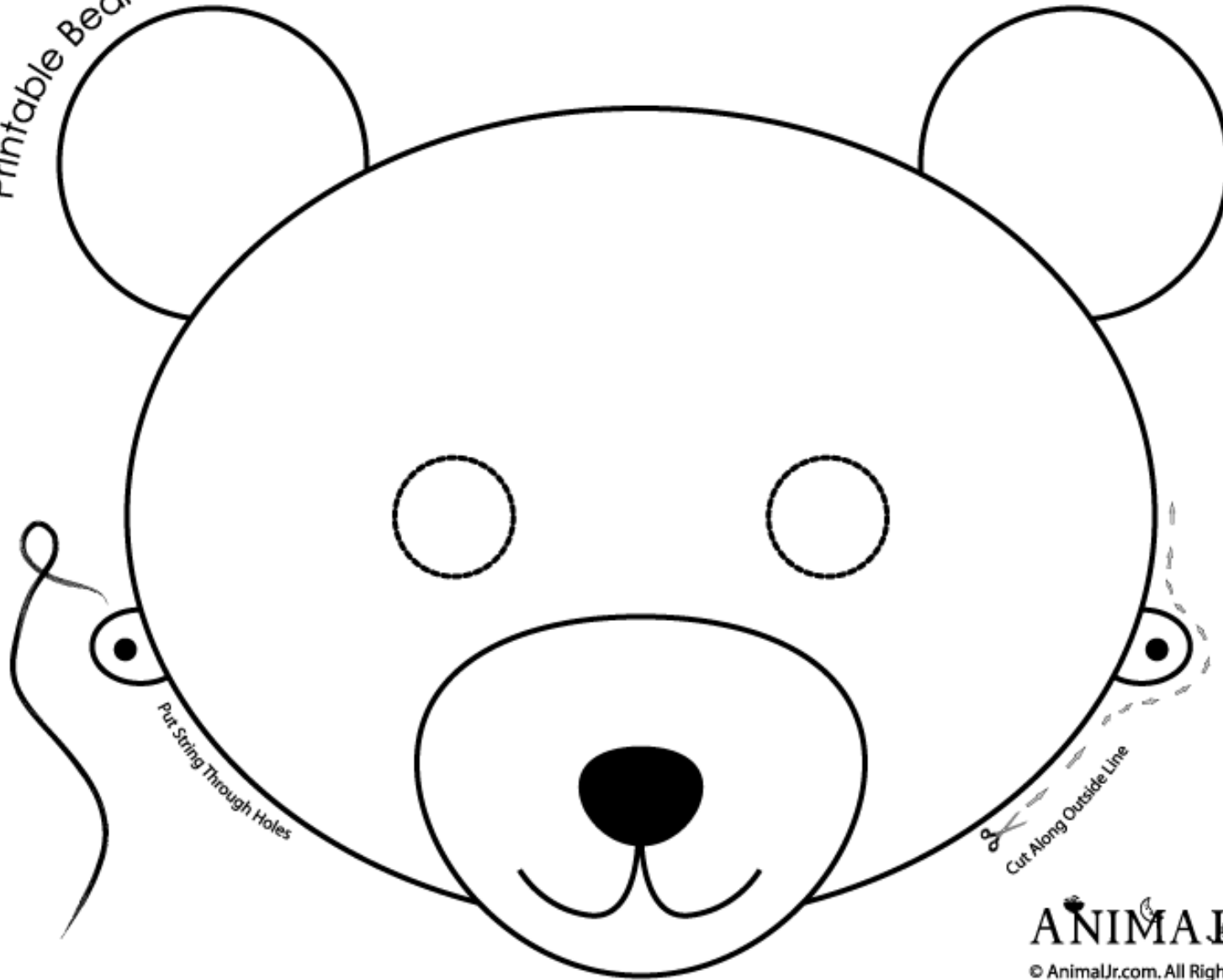
Ask children to go back to the rug or carpet to discuss the following:

- Ask children what animals do we see at the zoo?
- Ask them what animal mask did they do? Ask them to make the sound of the animal they created.

## PARENT TIP SHEET

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

Printable Bear Mask

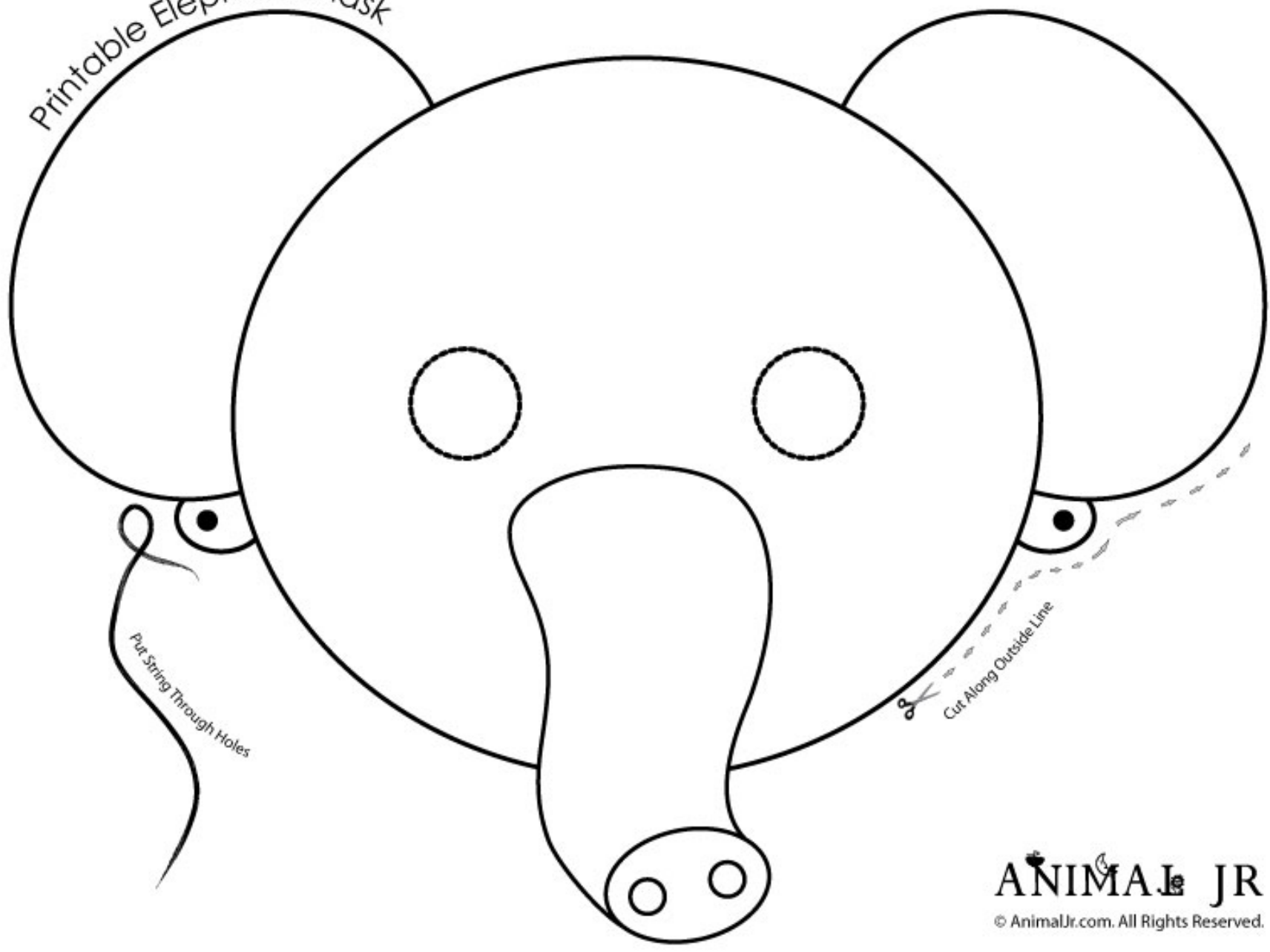


Put String Through Holes

Cut Along Outside Line

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Printable Elephant Mask



Put String Through Holes

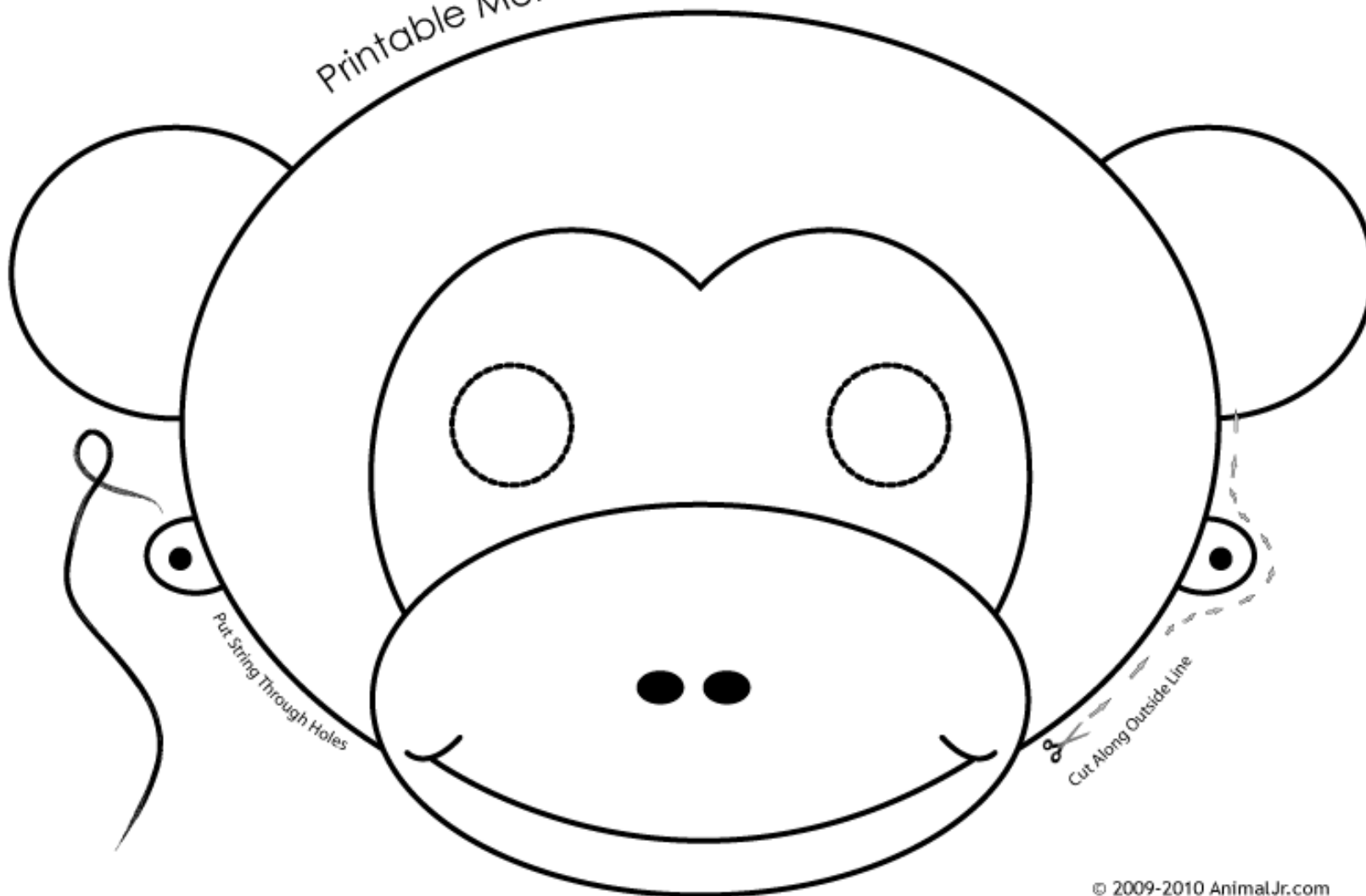
Cut Along Outside Line

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# Printable Monkey Mask



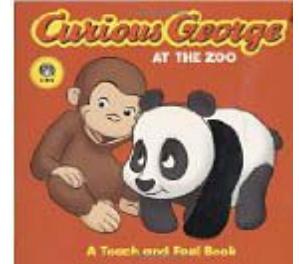
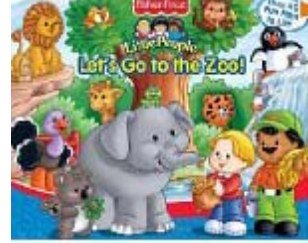
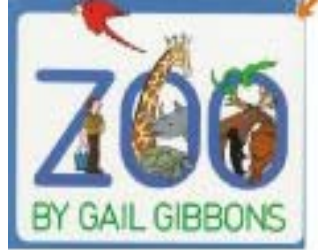
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# Parent Tip Sheet: The Zoo

## Sing & Play

### BOOKS



### ACTIVITIES

#### Pocket Pet

##### What You Need:

- Small socks
- Small scrap pieces of felt cut into squares, rectangles, and circles
- Yarn
- Wiggle eyes
- Hot glue guns or tacky glue

##### What You Do:

Provide to your child a small sock. Let him choose and assemble the wiggle eyes, felt pieces, and yarn. Together decorate the sock and add a nose, mouth, eyes, hair, etc. Use hot glue to attach the pieces to the sock (Adult only.) After the glue dries let children carry the pocket pets around in their pockets.

#### Sounds Like a Zoo in Here!

##### What You Need:

- Zoo Animal Matching Flash Cards

##### What You Do:

Show the flash cards to your child and play pretend by making the different noises of each animal. For very young children start with a few matching pairs face up and show your child how to select the matching card. Once your child understands the concept place a few matching cards face down and have fun playing and imitating the zoo animal noises as you and your child finds a pair of matching cards.

### SONGS

#### Talk to the Animals

If I could talk to the animals, just imagine it, Chatten' with a chimp in chimpanzee,  
Imagine talking to a tiger, chatting with a cheetah, What a neat achievement it would be!

If we could talk to the animals, learn their languages, Maybe Take an animal degree,  
I'd study elephant and eagle, buffalo and beagle, Alligator, guinea pig, and flea!

I would converse in polar bear and python, And I would curse in fluent kangaroo,  
If people ask me "can you speak rhinoceros?" I'd say "of courserous! Can't you?"

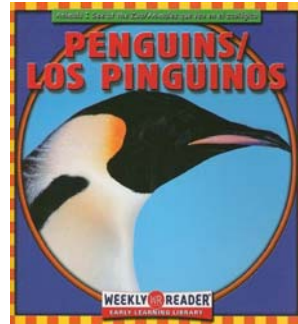
If I conferred with our furry friends, man to animal, Think of the amazing repartee  
If I could walk with the animals, talk with the animals, Grunt and squeak and squawk with the  
animals, And they could squeak and squawk and speak and talk to us!



# Consejos Para Padres: En Zoológico

## Canta y Juega

### LIBROS



### ACTIVIDADES

#### Títere del Bolsillo

##### Que Necesita:

- Calcetines pequeños
- Piezas de pequeña tela cortada en rectángulos, cuadrados y círculos
- Hilo de estambre ojos móviles
- Pegamento caliente o pegamento horterera

##### Que se Hace:

Proporcione a su hijo un calcetín pequeño. Que elija y montar los ojos móviles, los hilos de estambre. Decoren el calcetín y agreguen una nariz, boca, ojos, pelo, etc. Utilice pegamento caliente para unir las piezas. (Sólo adultos.) Después que el pegamento se seque su niño puede llevar su títere de calcetín en el pantalón de bolsillo.

#### A Hacer Sonidos de Animales

##### Que Necesita:

- Tarjetas manuales en pares de Animales del zoológico. (También funciona con otro tipo de tarjetas de animales).

##### Que se Hace:

Muéstrele las tarjetas manuales a su hijo y pretenda jugar haciendo los ruidos diferentes de cada animal. Empiece con pocos pares si su hijo es muy pequeño. Modele a su hijo cómo seleccionar la tarjeta correspondiente. Una vez que el niño entienda el concepto de igualar las tarjetas en pares boca arriba. El siguiente paso es de poner las tarjetas boca abajo, jueguen imitando los ruidos de animales de zoológico cuando usted y su hijo encuentren un par de tarjetas iguales.

### CANCIONES

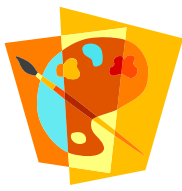
#### El Mono

Sube, sube  
el mono a la palmera.  
Sube, sube y no deja de trepar.  
Desde arriba nos tira bananitas  
y nos dice ¿hola nenes, cómo están?

#### Diez Ositos

Uno, dos, tres, cuatro Ositos,  
Cinco, seis, siete ositos  
Ocho, nueve, diez ositos  
Se fueron a pasear.

Un osito hacia truquitos dos ositos buscaban  
palitos tres ositos hacían fila para jugar.



# The Zoo: Mr. Peanuts

## Smart Art

### OVERVIEW

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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Zoo Book by: Jan Pfloog
- Spanish Book: El Libro del Zoológico por: Jan Pfloog
- Bisque piece: Elephant Bank
- Bisque paints: grey, pink
- 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.
- Talk to children about the different animals that live in a zoo? Tell them that one of the animals that live in the zoo is an elephant and that they will get to paint an elephant today.
- Ask children how much they know about elephants?
  - What color are they?
  - Are they big or small?
  - What kind of sounds do they make?
  - What kind of foods do they eat?
  - How do they walk?

### ACTIVITY #1

#### Sing a Song:

#### English Song: Elephant Song

Who is the animal baggy and gray? (Circle both arms)  
 That walks in the forest with a sway? (Sway both arms)  
 She doesn't make a sound. (Bring index finger to mouth)

She swings her trunk from left to right (Sway arm by face i.e. imitating a trunk)  
 When she puts her feet on the ground. (Stomp feet firmly on ground)

Swing, swing, left and right, (move body left and right)  
 She doesn't make a sound. (Bring index finger to mouth)

Who runs around on big, big toes? (Point to toes)  
 And feeds himself with his nose? (Point to nose)  
 The elephant!" (Clap hands 1 time)

**Spanish Song:** Diez Ositos

Uno, dos, tres, cuatro Ositos,  
Cinco, seis, siete ositos  
Ocho, nueve, diez ositos  
Se fueron a pasear.

Un osito hacia truquitos dos ositos buscaban palitos tres ositos hacían fila para jugar.

**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**

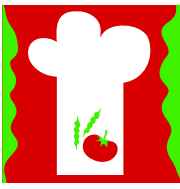
**Free Play (Share, Play and Socialize):**

- 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.



# The Zoo: A Zoo on My Plate

## Snack Attack

### OVERVIEW

Children will create a snack that will be similar to animals in the zoo!

### 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 - #41 HLTH3 – Personal Care Routines

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Zoo Book by: Jan Pfloog
- Spanish Book: Animales del Zoológico por: Dorling Kindersley
- Per Child:
  - 1 Piece of brown bread
  - 1 square of white American cheese
  - Black olives
  - Cucumber slices
  - Carrot slices
  - Pineapple
  - Large marshmallows
  - Raisins
  - Twizzlers
  - 1 paper plate
  - 1 napkin

#### PREPARATION:

- Pre cut all Ingredients
- Make Zoo animal Popsicle Sticks (1 per child)
- 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 Zoo today.
- Tell children that many animals live in the Zoo so that people can go see them and learn more about them. The zoo is a place where animals can live and be safe.
- 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.
- Tell children we are going to pretend we are at the zoo looking at all the animals.
- Give each child a zoo animal Popsicle stick puppet to hold while we sing and dance to the song.

#### A Trip to the Zoo

Come everybody we are going to take a trip to the zoo.  
The monkeys will be jumping and the birds are going to sing for you.  
The lions will be roaring and hop goes the kangaroo.  
The elephants and zebras were brought to us from Africa.  
The parrot that keeps talking came all the

#### El Zoológico

El zo-zo-zoológico  
El zo-zo-zoológico  
El zo-zo-zoológico  
Yo veo los animales.  
  
El elefante, la jirafa  
Y la cebra, el tigre, el león.  
El elefante, la jirafa  
Y la cebra, el tigre, el león.

way from Aruba.  
 We will even see a turtle that once lived in Florida.

We are going to the Zoo, a trip to the zoo.  
 We are going to the Zoo, a trip to the zoo.  
 We are going to the Zoo, a trip to the zoo.  
 We are going to the Zoo, a trip to the zoo.

The seal will be swimming and splashing water onto the floor.  
 And Alice the giraffe has the longest neck you ever saw.  
 The animals are such fun so what are you waiting for?  
 Come on everybody we are going to take a trip to the zoo.  
 Come on everybody we are going to take a trip to the zoo.  
 The animals will love us and we are going to love them too.

We are going to the Zoo, a trip to the zoo.  
 We are going to the Zoo, a trip to the zoo.  
 We are going to the Zoo, a trip to the zoo.  
 We are going to the Zoo, a trip to the zoo.

El zo-zo-zoológico  
 El zo-zo-zoológico  
 El zo-zo-zoológico  
 Yo veo los animales.  
 El guardián va a guardar.

El pájaro, la foca  
 El mono, la tortuga  
 El pájaro, la foca  
 El mono, la tortuga

El zo-zo-zoológico  
 El zo-zo-zoológico  
 El zo-zo-zoológico  
 Yo veo los animales.

**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 Zoo animal snack:



**Bear**

- Brown Bread
- American White Cheese
- Carrots
- Olives
- Large Marshmallow
- Cucumbers



**Monkey**

- Brown Bread
- American White Cheese
- Pinapple
- Carrots
- Olives
- Raisins
- Twizzlers

**TALK ABOUT IT**

- Ask children to name some animals we see at the zoo.
- Ask children what zoo animal they chose for their snack and what do they like about that animal.



# Zoo A Trip to the Zoo

## 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 different animals that live in the zoo, and the natural environments that those animals come from. Children will have the opportunity to bring their learning to life by creating a zoo scenery to take home.

### 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: Panda Bear, Panda Bear, What do you See? by: Bill Martin Jr./ Eric Carle
- Spanish Book: Oso Panda, Oso Panda, ¿Qué Ves Ahí? por: Bill Martin Jr./ Eric Carle
- Zoo animal craft kit from Oriental Trading
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Order zoo craft kit from Oriental Trading:

[http://www.orientaltrading.com/color-your-own-safari-fuzzy-photo-frame-magnets-a2-48\\_4954-12-1.fltr?Ntt=zoo+craft](http://www.orientaltrading.com/color-your-own-safari-fuzzy-photo-frame-magnets-a2-48_4954-12-1.fltr?Ntt=zoo+craft)

### INTRODUCTION

- Introduce topic to students
- Lead the class into a discussion about the zoo.
- Activate prior knowledge by asking the children if they have been to the zoo.
- Ask children what kind of animals have they seen at the zoo?

### ACTIVITY #1

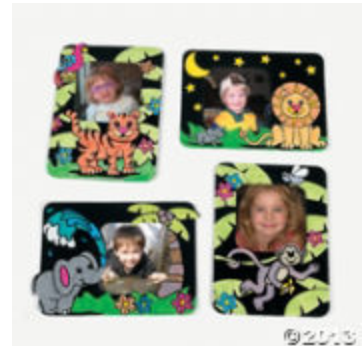
#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book (front cover, back cover, spine).
- Ask the children if they can predict what the book will be about?
- Based on the cover children should predict that the book will be about a polar bear or animals.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

### ACTIVITY #2

#### Zoo Fuzzy Magnet:

- Tell children they will now color a frame that puts them in the zoo!
- Pass out a zoo craft kit to each children
- Tell children to color the frame as they wish. Tell children they can take it home and put a picture of themselves in the middle!
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.





**TALK ABOUT IT**

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

- Have children talk about their trip to the zoo?
- Ask children what their favorite zoo animals are?

**PARENT TIP SHEET**

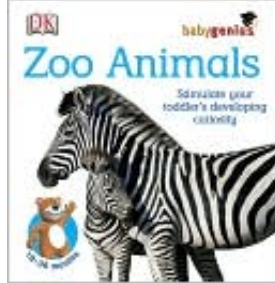
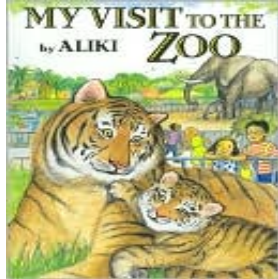
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about the zoo by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: The Zoo

## Storytime

### BOOKS



### ACTIVITIES

#### Monkey Paper Plate Face

##### What You Need:

- Paper plate
- Coloring Paper
- Brown and yellow crayons
- Scissors
- Glue
- Hole Puncher
- Ribbon

##### What You Do:

Have your child color the paper plate brown, draw and cut the monkey's ears then glue it on the paper plate. Then hold up the plate to your child's face and make marks where their eyes are. Cut hole so child can peer through plate. Use a ribbon attached to either side of the plate to tie the mask to the child's head. Let your child pretend to be monkey jumping on the bed or in a safe place.

#### Giraffe Toilet Paper Roll Craft

##### What You Need:

- Toilet paper roll
- Coloring paper
- Crayons
- Scissors
- Glue
- Cardboard

##### What You Do:

Have your child draw a giraffe and colored with yellow and brown, then cut it out. Glue the large rectangular piece on first cover the tube. Toilet paper rolls come in different sizes, so if you find the rectangle is a bit too big, just trim it down. If you find it's a bit too small, just cut out another small piece to fill in the gap. Glue on the head, legs and tail. To make the legs stand use a 4" straw, cardboard, or toothpick. When done have your child play and have fun with it.

### SONGS

#### Tony the Turtle

Look there is Tony Turtle  
 Playing the piano, [pretend to play piano]  
 He's tapping his foot – sings his favorite song  
 [tap your foot]  
 And there is the Gorilla kicking the beat  
 [stomp your feet]  
 And he is shaking his arms [shake arms]  
 And he is shaking his feet [shake feet]  
 And everybody's clapping [clap: \*-\*-\*-\*-\*-\*]  
 Here at the Musical Zoo

#### Five Little Monkeys

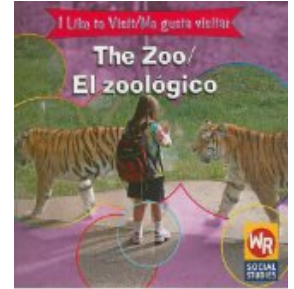
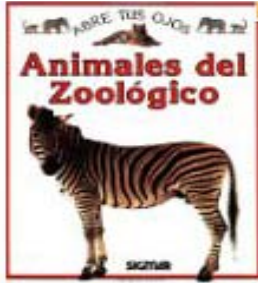
Five little monkeys jumping on the bed,  
 One fell off and bumped his head.  
 Mama called the Doctor and the Doctor said,  
 "No more monkeys jumping on the bed!"  
 Four little monkeys jumping on the bed,  
 One fell off and bumped her head.  
 Papa called the Doctor and the Doctor said,  
 "No more monkeys jumping on the bed!"  
 (It continues with: Three, Two, and One).



# Consejos Para Padres: El Zoológico

## Hora de Cuentos

### LIBROS



### ACTIVIDADES

#### Cara de Changuito

##### Que Necesita:

- Plato de Papel
- Papel para Dibujar
- Crayones
- Tijeras
- Pegamento
- Estambre
- Perforador de Agujeros

##### Que se Hace:

Pídale a su niño/a que coloree el plato color marrón, dibuje y corte las orejas del mono, a continuación, péguelo en el plato de papel. Luego ponga el plato en la cara de su hijo y hágale las marcas donde están sus ojos. Agujere las marcas para que el niño/a pueda mirar a través del plato. Utilice una cinta de estambre en ambos lados del plato para atar la máscara a la cabeza del niño/a. Deje que su hijo/a pretenda ser mono saltando en la cama o en un lugar que este seguro.

#### La Jirafa Decorativa

##### Que Necesita:

- Rollo de Papel Higiénico
- Papel de Dibujo
- Crayones
- Tijeras
- Pegamento

##### Que se Hace:

Pídale que su hijo/a dibuje una jirafa y de color amarillo y marrón, luego que recorte. Pegue la pieza rectangular grande en primera portada en el tubo. Los rollos de papel higiénico vienen en diferentes tamaños, así que si encuentra el rectángulo esta demasiado grande, sólo sáquelo hacia abajo. Si usted encuentra que es un poco pequeño, simplemente corte otro pedazo pequeño para llenar el espacio. Pegue en la cabeza, patas y cola. Para hacer que las patas se paren use cartón o un palillo de 4" de tamaño. Cuando termine su hijo/a la jirafa úsenla y diviértase con ella.

### CANCIONES

#### El Elefante Baila Samba

Samba, samba, samba,  
la elefanta baila y baila.  
Samba, samba, samba,  
la elefanta baila y baila.  
Samba, samba, samba,  
mueve una oreja y luego la otra.  
Samba, samba, samba,  
mueve la trompa  
y mueve la cola.

#### El León de Mi Tía

El León de mi tía  
pobrecito no rugía  
que es lo que le pasa  
que no habla  
que no canta  
Pobre leoncito  
le dolía la garganta  
El león de mi tía  
canta ya con alegría  
como se ha curado  
la garganta y la nariz  
Ya pasó su gripe  
y ahora ruge muy feliz.