



Letters: Letter Stencil Painting



OVERVIEW

In this activity children will be introduced to the concept of letters, which when combined make up words. They will participate in an activity which helps them recognize how letters put together make up their very own name.

SKILLS

- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #15 LLD2 – Responsiveness to Language
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #19 LLD6 – Recognition of Symbols

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Alphabet by: Gladys Rosa- Mendoza
- Spanish Book: El Alfabeto por: Gladys Rosa-Mendoza
- Tempera paint: (any 3 different colors)
- Stencil letter shapes, macaroni, pre-cut straws, and glue
- Baby wipes, paper plates, and construction paper
- CD/ Music: English-Song of Learning Fun "The Alphabet Song"
- CD/Music: Spanish-Canciones para Aprender con Diversión "Cantemos el ABC"

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place materials on table (stencils, paints)

INTRODUCTION

- Introduce topic to students.
- Ask children if they know what a "letter" is. Explain that letters when they are put together make up words. We use words to communicate. One place where we often see a lot of words together is in "books".
- Tell students that they will be learning about letters today.

ACTIVITY #1

Read Book

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

ACTIVITY #2

Instruct the children that they will now be tracing their "Names Creation".

- Provide one piece of construction paper and 3 paper plates to each child.
- Ask that parents pour a little bit of paint on the paper plate so that children can use it with the stencil to create a letter on their construction paper. 3 plates have been provided for use of 3 different colors for each child.
- Instruct parents to encourage their children to create letters that make up their name.

ACTIVITY #3

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 – ABC Song
- Spanish – ABC

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 if they remember what letter they created in their "Names Creation" masterpiece. Ask them if they have a favorite letter in the alphabet. If so, why?
- Finally, tell the children that they can hang their names on their home's wall.

PARENT TIP SHEET

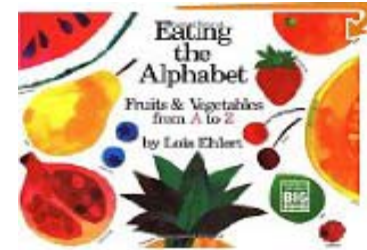
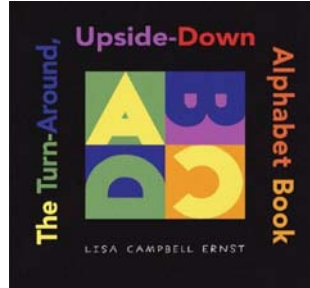
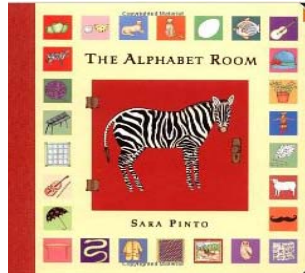
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the alphabet/letters by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Letters



BOOKS



ACTIVITIES

Sponge Painting with Letters

What You Need:

- Washable tempera paints
- Large white coloring paper
- Child's apron
- A Container with water
- Open space
- Sponge letters

What You Do:

In an open space or outdoors place or hang the coloring paper so your child could sponge paint using different letter sponges as your child paints or finishes acknowledge his creativity and point out to the letters he painted.

The Letters of My Name

What You Need:

- Tempera finger paint (different colors)
- Construction paper
- A box of crayons
- Paper plate

What You Do:

Provide to your child box of crayons and have him draw, copy, trace, and color his first name letters on the construction paper. Then, provide some finger paint and model to trace letters. As you assist your child make emphasis on his art work creativity and mention the name of the letters that make up the child's name.

SONGS

ABC Song

A - B - C - D - E - F - G
 H - I - J - K - L - M - N - O - P
 Q - R - S - T - U and V,
 W - X - Y and Z
 Now I know my A - B - C's
 Next time won't you sing with me?

The Apple Man

Do you know the apple man,
 the apple man,
 the apple man?
 Do you know the apple man
 who likes to sing with me?

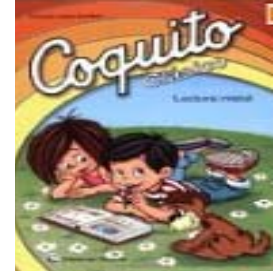
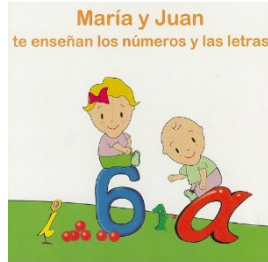
Oh, he loves the letter A,
 the letter A,
 the letter A,
 Oh, he loves the letter A
 and likes to sing with me



Consejos Para Padres: Las Letras

ARTE
Explosivo

LIBROS



ACTIVIDADES

Pintar Con Letras de Esponja

Que Necesita:

- Crayola pinturas lavables
- Papel largo de color blanco
- Un caballete o pared con espacio.
- Un mandil para niño
- Un vaso con agua
- Una brocha para pintar

Que se Hace:

En un espacio abierto afuera ponga el papel de dibujar pegado en la pared o use un caballete para que su hijo pueda pintar con libertad diferentes letras de esponja usando las pinturas de agua. Las letras que su hijo pinta señálelas y reconózcalas y aprecie la creatividad de su hijo.

Pintar Con los Deditos Mi Nombre

Que Necesita:

- Pintura de textura (diferentes colores)
- Suficiente espacio (preferible afuera de la casa en área de cemento).
- Papel de dibujar
- Caja de crayones

Que se Hace:

Provee a su hijo una caja de crayones. Pídale a su hijo que dibuje, copie, trace, y colorea las letras del primer nombre del niño en el papel de dibujar. Provea la pintura de textura y haga énfasis en la arte manual de su hijo mencionando los nombres de las letras que forman el primer nombre de su hijo.

CANCIONES

ABC

abcdefg

hijk

lmño

pqrstu

vwxyz

La canción del abc si la sabes tú cántala también

El Alfabeto

¡Arriba! ¡Arriba!

Aprende el Alfabeto.

¡Arriba! ¡Arriba!

Aprende el Alfabeto.

A, B, C, Ch . . .

A, B, C, Ch

D, E, F, G . . .

D, E, F, G

H, I, J, K . . .

H, I, J, K

L, LL, M, N . . .

L, LL, M, N

Ñ, O, P, Q . . .

Ñ, O, P, Q

R, RR, S, T . . .

R, RR, S, T

U, V, W . . .

U, V, W

X, Y, Z . . .

X, Y, Z



Letters: The First Letter of My Name

Barney & Friends

OVERVIEW

In this activity children will learn about the alphabet. 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 - #19 LLD6 – Recognition of Symbols • DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Alphabet by: Catherine Bruzzone
- Spanish Book: El alfabeto por: Catherine Bruzzone
- English Barney Clip: Now I know my ABC's
- Spanish Barney Clip: Ya se mi Abeedario
- Alphabet letter template copies on cardstock paper
- Copies of picture squares
- Finger paint
- Glue
- Scissors

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut picture squares out and place them into bowls on the table
- Cut letter rectangles out.

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce Topic to Students: Tell children that the letters of the alphabet are important to make up names and words that we use to communicate to one another.
- 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 – Letter Song
 - Spanish – A-E-I-O-U
- **Show Barney & Friends clip:** Now I know my ABC's / Ya se mi Abeedario

ACTIVITY**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 an art project focused on the first letter of their name.
- Instruct children to find the letter that their name begins with. Ask parents to assist children in identifying the letter if necessary.
- Instruct children to finger paint the letter.
- Tell children to now find other things that also start with the same letter.
- Children can finish their project by gluing these items onto their letter sheet.
- Children can repeat this with the letter that represents their last name if time permits.
- When children are done, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to pick out a book to share with their parents.

ACTIVITY #4**Book Cuddling:**

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

- Encourage parents to ask their children questions about the words in the book, what letter a word starts with, how some words rhyme, and how each letter sounds to deepen their phonetic awareness.

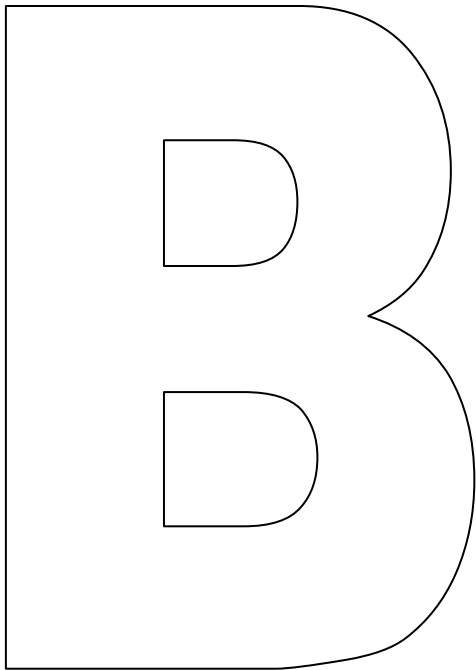
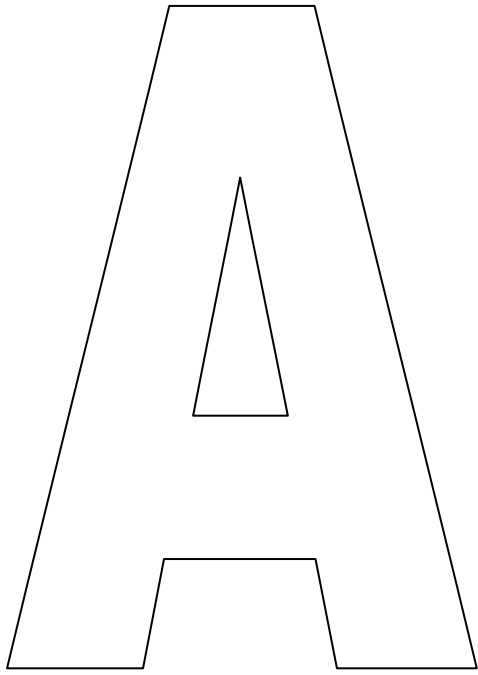
TALK ABOUT IT

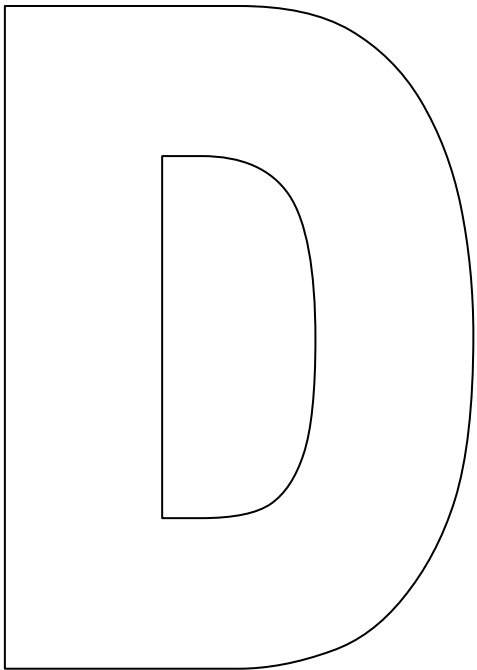
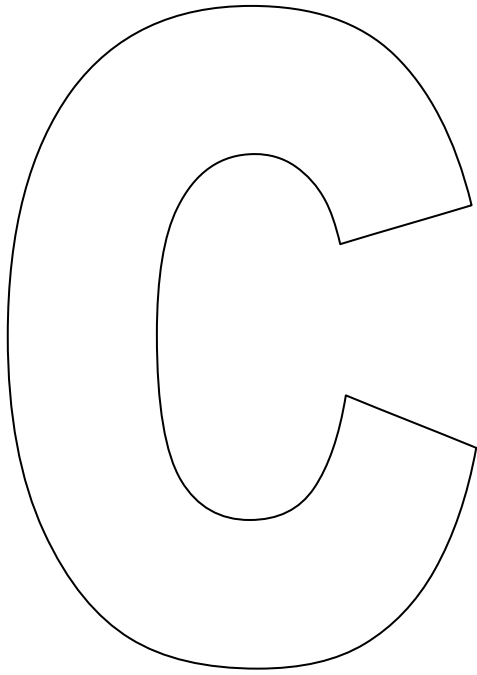
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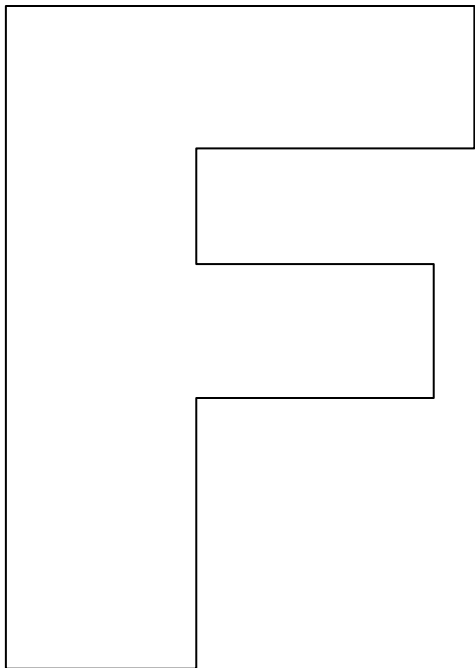
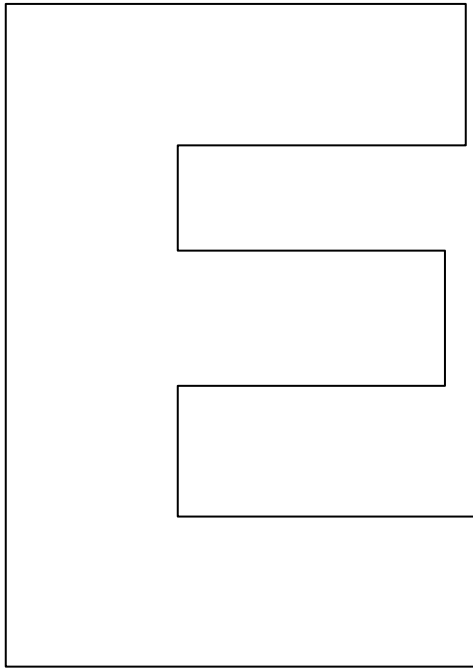
- Ask children to name some of the letters that make up their names? Ask if they would like to share some other things that they found start with the same letter.
- [Show closing Barney & Friends clip](#)

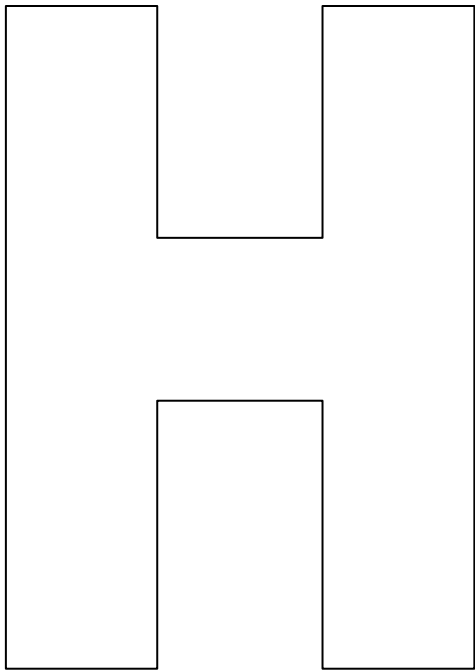
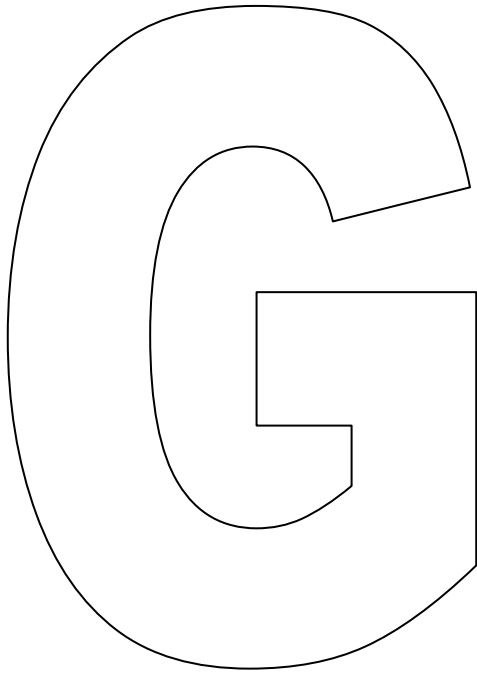
PARENT TIP SHEET

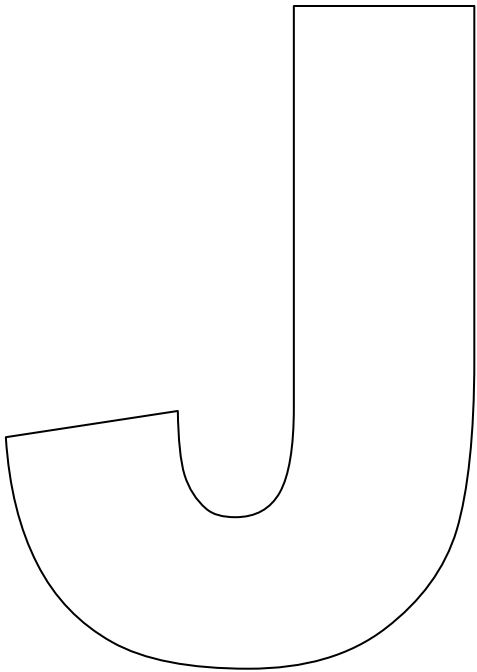
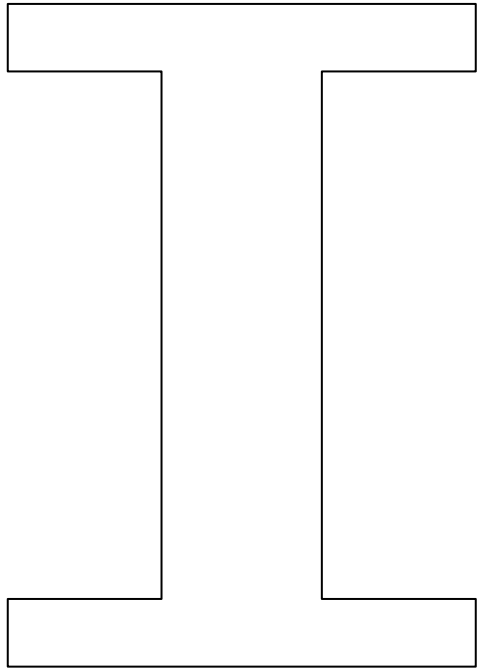
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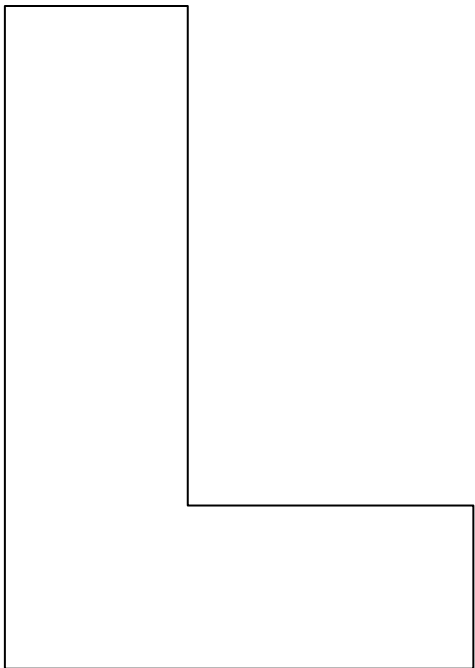
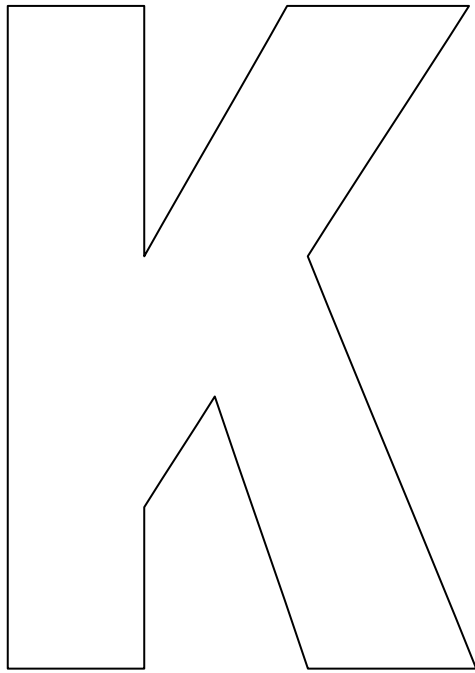


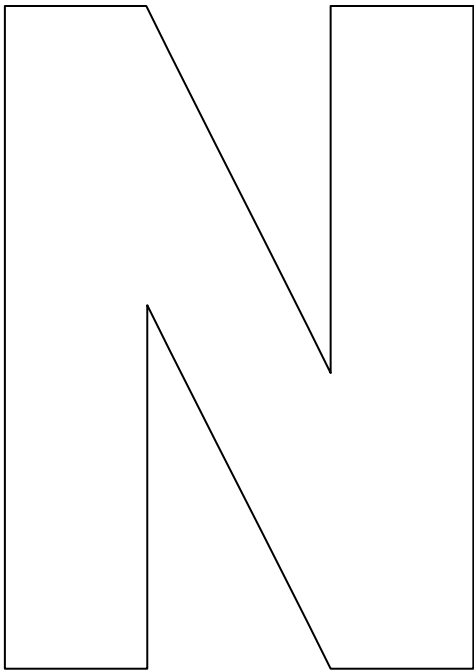
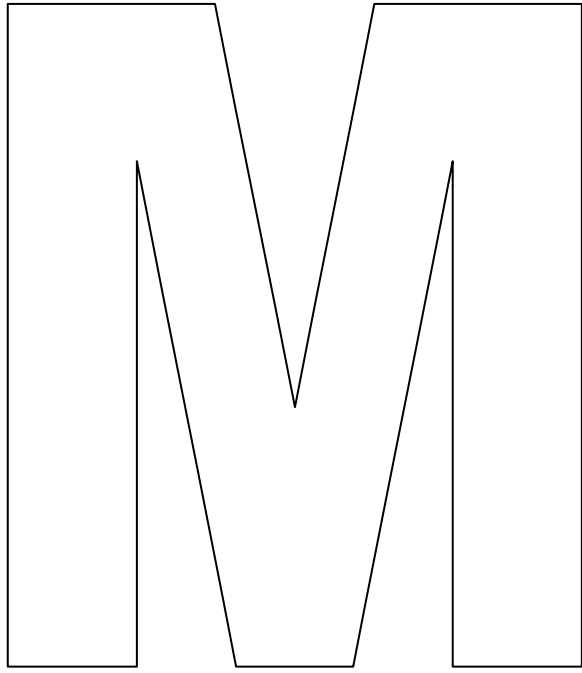


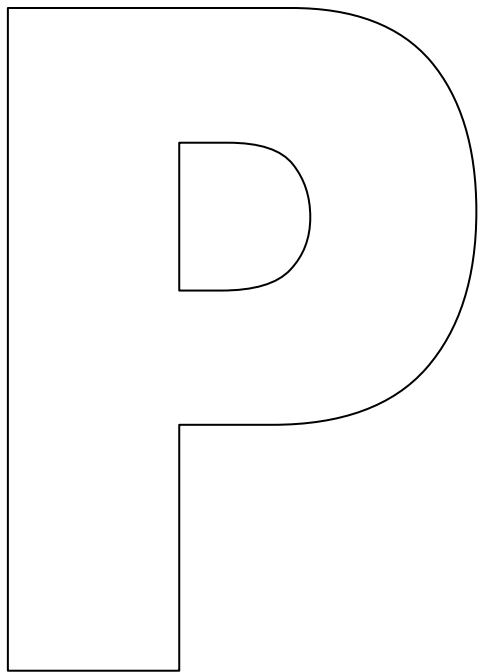
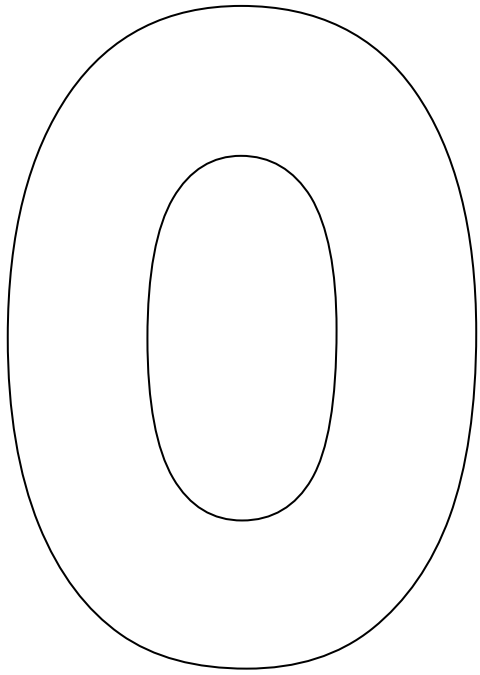


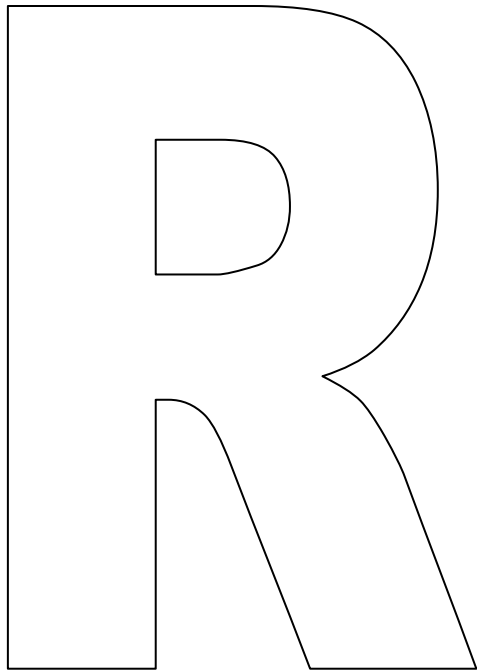
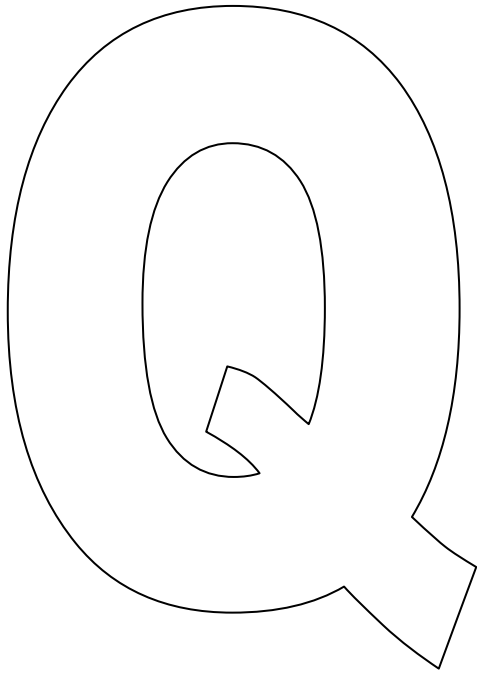


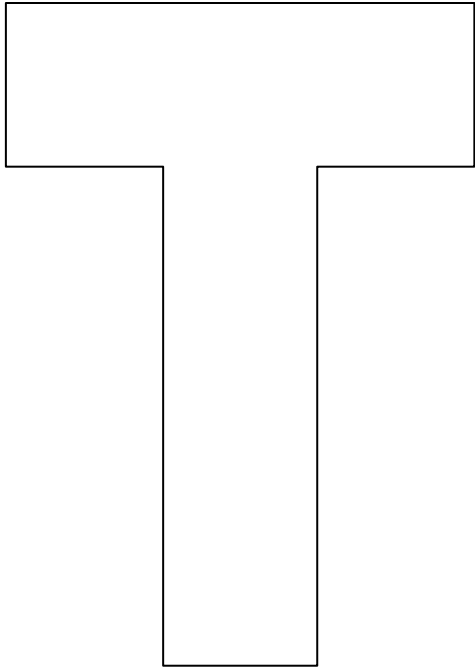
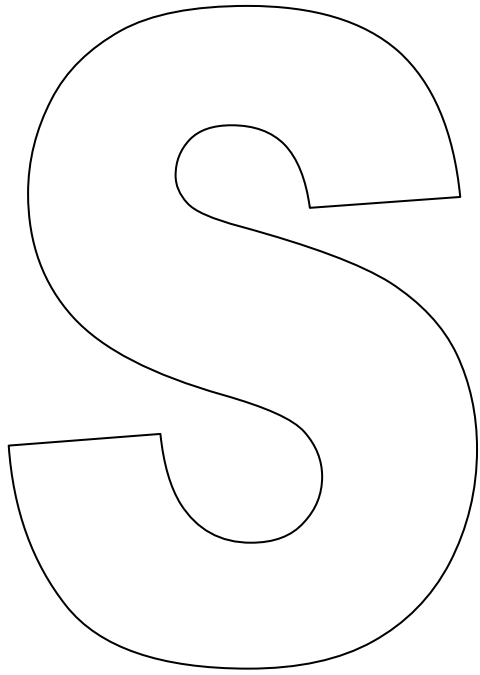


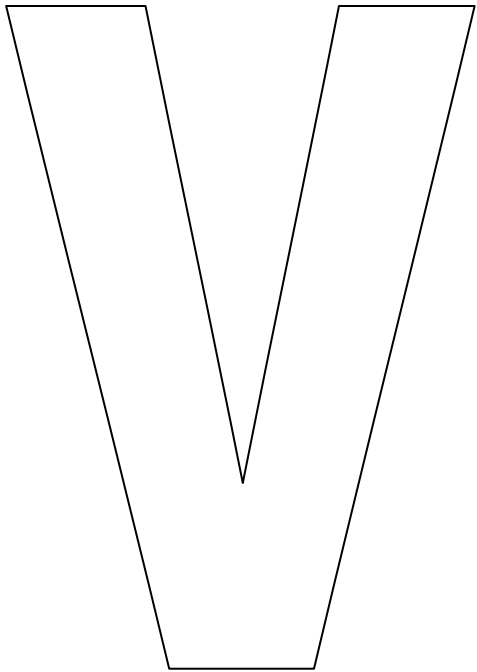
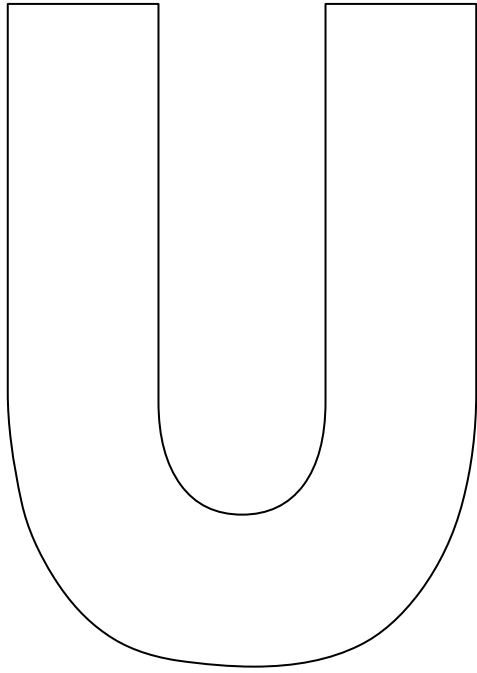


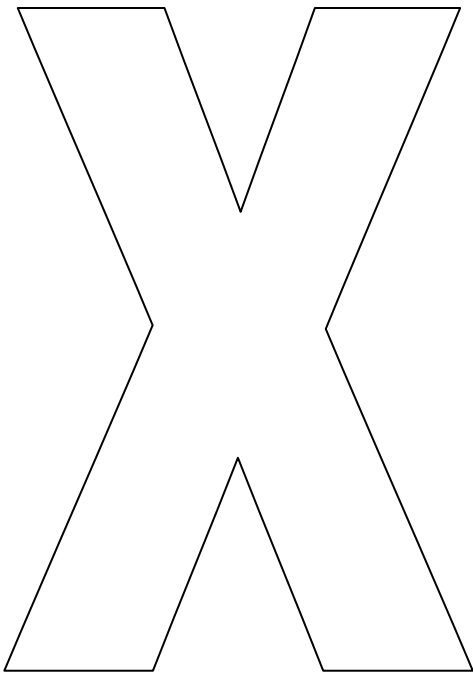
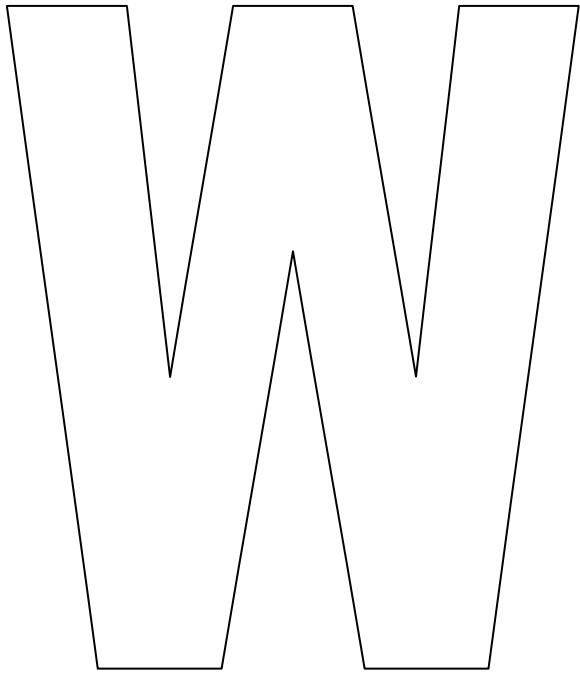


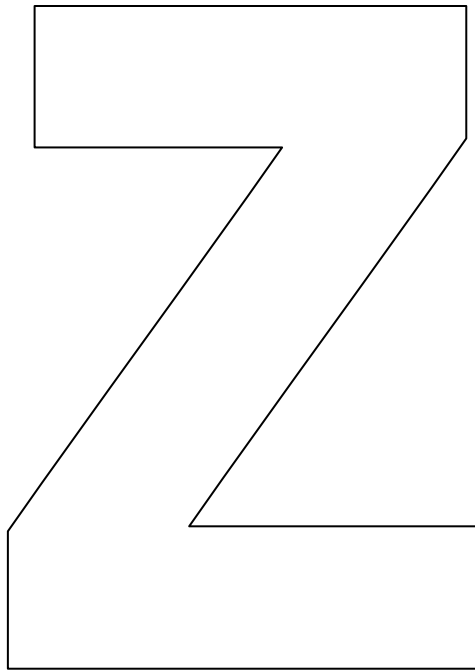
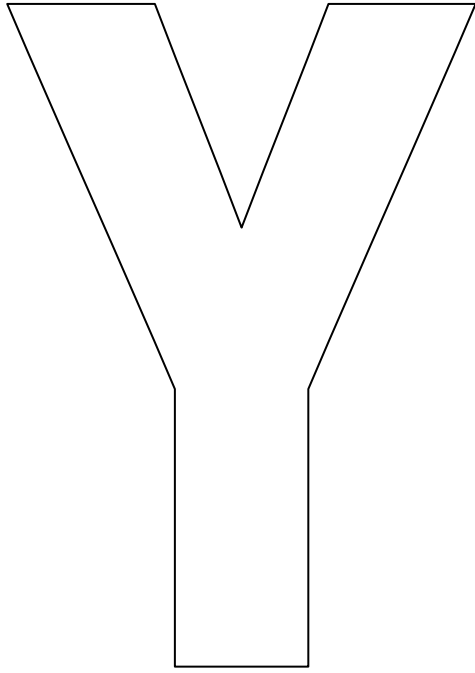














Letters:
Pictures that start with the letter...

Barney &
Friends

An orange and blue toy airplane.	A red apple with a green leaf.	A green crocodile.	A grey astronaut in a space suit.
A bunch of yellow bananas.	A sailboat with a green sail and a red hull on blue waves.	A purple globe with a spiral pattern.	A brown bird perched on a branch with green leaves.
A black cat with yellow eyes.	A yellow convertible car.	A black and white cow standing in a field.	Two cakes, one with three lit candles.
A yellow duck.	A red drum set with a yellow drumstick and a cymbal.	A brown dog, possibly a Chihuahua.	Two dice, one showing a six and the other showing a one.



Letters:
Pictures that start with the letter...

Barney &
Friends

A green silhouette of an elephant's head and trunk, representing the letter E.	A detailed illustration of a human ear, representing the letter E.	A fried egg with a black outline, representing the letter E.	A detailed illustration of a human eye, representing the letter E.
A black silhouette of a foot, representing the letter F.	A red fire truck with a ladder on top, representing the letter F.	A green frog with black spots, representing the letter F.	A goldfish in a round glass bowl, representing the letter F.
A white goat with horns, representing the letter G.	A bunch of purple grapes on a stem with green leaves, representing the letter G.	A blue gift box with a white ribbon, representing the letter G.	A giraffe with a brown and white pattern, representing the letter G.
A brown horse with a saddle, representing the letter H.	A black silhouette of a hippopotamus, representing the letter H.	A hamburger with a sesame seed bun, representing the letter H.	A blue helicopter, representing the letter H.



Letters:
Pictures that start with the letter...

Barney &
Friends



Letters:
Pictures that start with the letter...

Barney & Friends

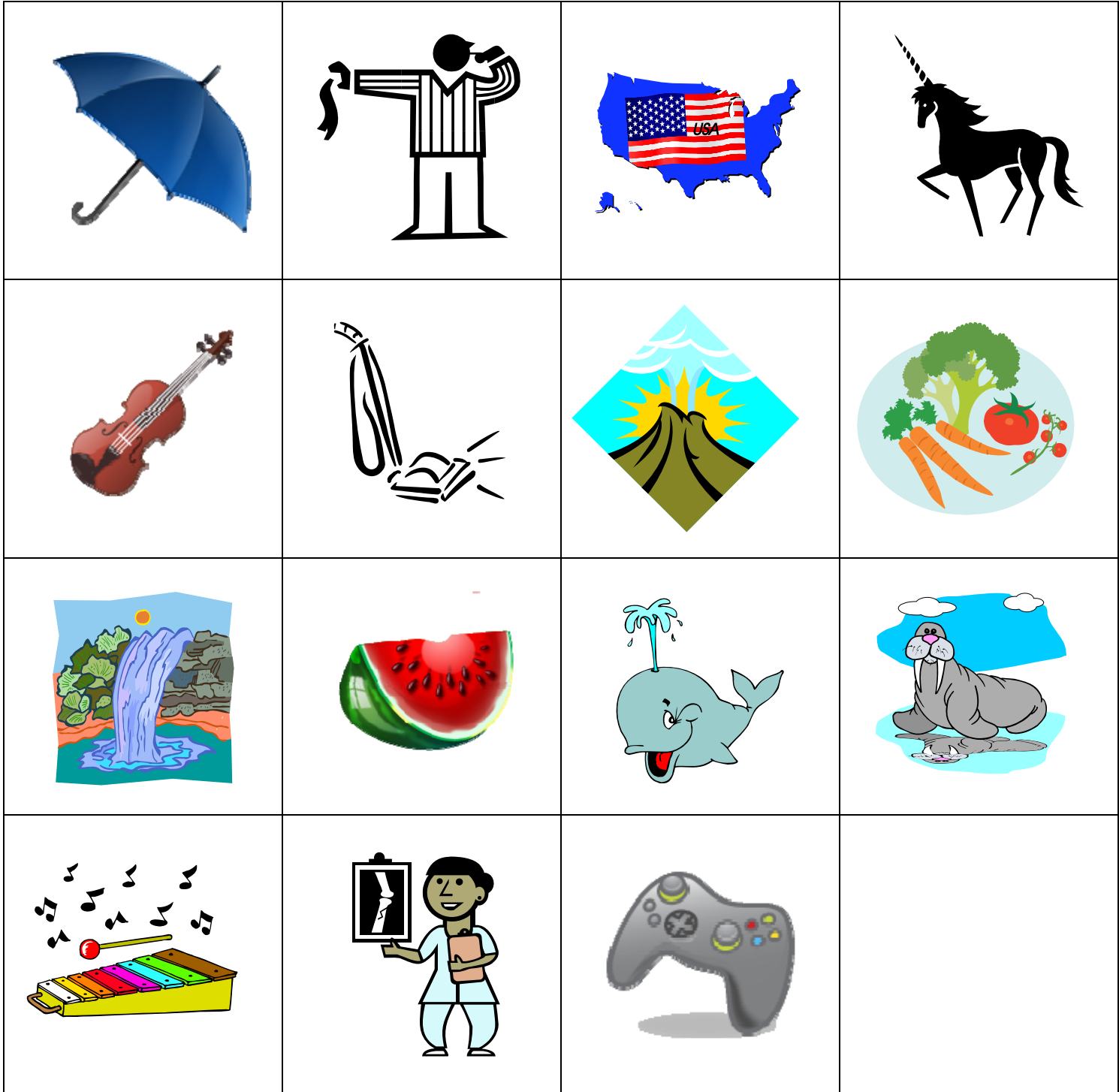
			
			
			
			



Letters:
Pictures that start with the letter...

Barney &
Friends





Letters:
Pictures that start with the letter...

Barney & Friends

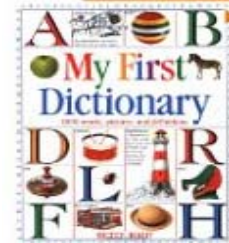
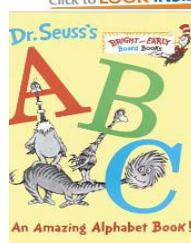
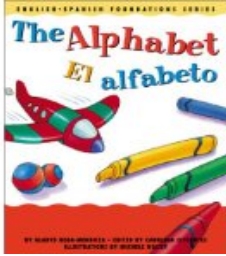
A solid yellow square.	An illustration of a ball of purple yarn and a piece of colorful knitted fabric on two knitting needles.	An illustration of a woman with blonde hair in a pink top and purple pants, sitting in a meditative pose with her eyes closed.	An illustration of a red and blue yo-yo with a black string.
A black and white silhouette of a zebra.	An illustration of a zipper with a pull tab.	The number 0.	An illustration of a zoo enclosure with zebra bars and people watching.



Parent Tip Sheet: Letters



BOOKS



ACTIVITIES

Lacing a Letter

What You Need:

- White construction paper or card stock, Precut giant child's first letter of his/her name,
- Hole puncher,
- Yarn or ribbon (any colors),
- Children's scissors
- Crayons.

What You Do:

Help your child to trace and cut his first letter of his name. cut it out. Depending on child's age help and assist your child to hold scissors and model cutting. Make holes with a hole puncher around the edges of giant letter, ask your child to lace yarn or ribbon thru the giant letter as desired. When your child is done, make a knot to secure the lacing.

Lacing My Name with Cereal

What You Need:

- Box of Alphabits Cereal
- Yarn or ribbon
- Tape

What You Do:

This is a fun edible activity for your child. Provide enough cereal, assist your child to identify what letters make up his name, then provide a piece of yarn long enough with some tape at the tip to make it pointy so your child could lace the yarn thru the holes of letter cereal. When your child laces his name make a knot and help your child to put on and wear his necklace. Tell your child that these are the letter of his name. Enjoy eating some letter cereal as a snack.

SONGS

Letter Song

Aunt Angie's Alligator-pie
It has some apples, too
For words that start with A
The people shout, Hurray!
Words like Aunt Annie's Alligator-pie
A A A A A A

(Repeat)

Hands Up for Letter Sounds

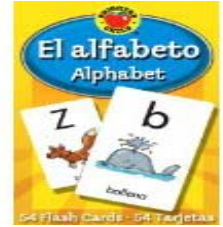
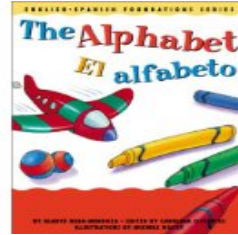
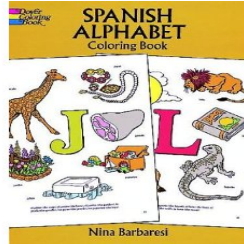
It's A that puts the "a" in apple.
B that puts the "b" in ball.
C that puts the "c" in candle.
D that puts the "d" in doll.
E that puts the "e" in elephant....
... It's M that puts the "m" monkey.
Chorus:
Hands up. Words are made of sound.
Hands down. Words are all around.
Hands clap. Each letter makes a sound.
Vamos a leer, learning letter sounds.
It's N that puts the "n" in nickle.
O that puts the "o" in otter.
P that puts the "p" in pickle...
...It's Z that puts the "z" in zebra.
(Repeat)-Chorus:



Consejos Para Padres: Las Letras

Barney Y Amigos

LIBROS



ACTIVIDADES

Tejer la Primer de mi nombre

Que Necesita:

- Papel de dibujar blanco una letra gigante del primer nombre del niño,
- Perforador de agujeros,
- Tijeras de niños,
- Hilo o estambre
- Crayones

Que se Hace:

Ayude a su hijo a trazar y recortar la letra del primer nombre de su hijo. Dependiendo de la edad del niño ayúdele o modele de cómo recortar la letra. Hágale varios agujeros alrededor de las orillas de la letra para que hijo encaje puntadas con hilo alrededor de las orillas de la letra. Ate un nodo en la parte inferior.

Tejer mi nombre con cereal

Que Necesita:

- Caja de Cereal Alpha Post,
- Hilo o estambre
- Cinta adhesiva

Que se Hace:

Esta es una actividad comestible y divertida para su hijo. Provea suficientes letras de cereal para formar en nombre de su hijo. provee estambre suficiente de tamaño del cuello de su hijo. Póngale cinta alrededor del estambre para que el estambre tenga mejor encaje en los agujeros de las letras. Ayúdele a su hijo a hacer un nudo y póngale el collar de al cuello de su hijo. Dígale a su hijo que estas son las letras que forman su nombre. Disfrute comiendo el cereal como aperitivo.

CANCIONES

AEIOU

A-E-I-O-U
Yo aprendo las vocales,
también las aprendes tu
A-E-I-O-U
Las encuentro cuando leo,
también las encuentras tú
A de aprender.
E de estudiar.
I de intentar.
O de ordenar.
U de unir.
Las cinco vocales
ya puedo escribir.

Marcha de las Letras

¡Que dejen toditos los libros abiertos
ha sido la orden que dió el General,
¡Que todos los niños estén muy atentos,
las cinco vocales van a desfilar!

Primero verás que pasa la 'A'
con sus dos patitas muy abiertas al marchar.
Ahí viene la 'E' alzando los pies,
el palo de en medio es más chico como ves.

Aquí está la 'I', le sigue la 'O'
una es flaca y la otra gorda porque ya comió.

Y luego hasta atrás llegó la 'U', como la
cuerda con que siempre saltas tú.



Letter Awareness: Learning My Letters: L and M

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

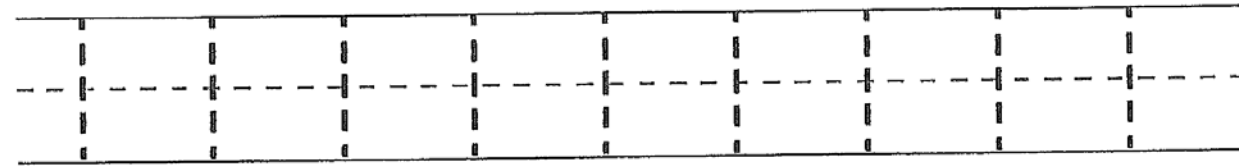
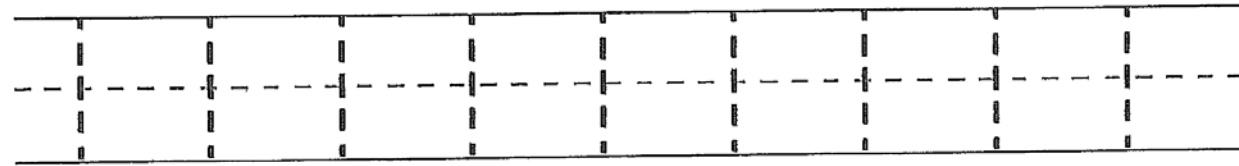
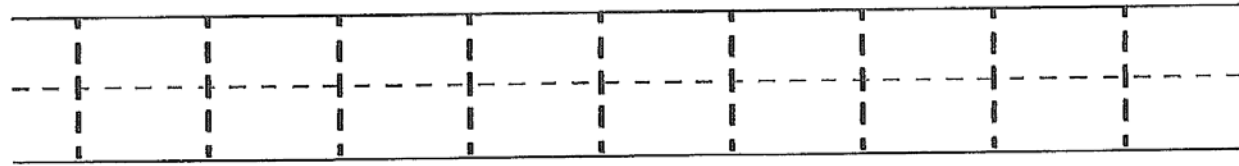
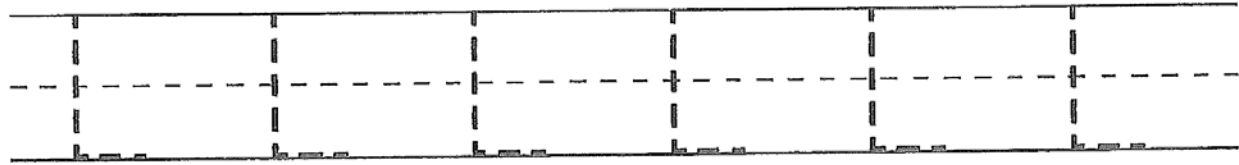
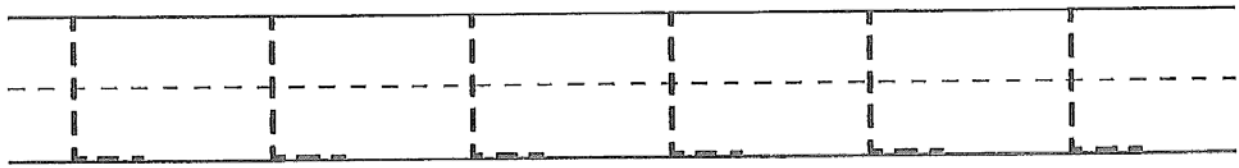
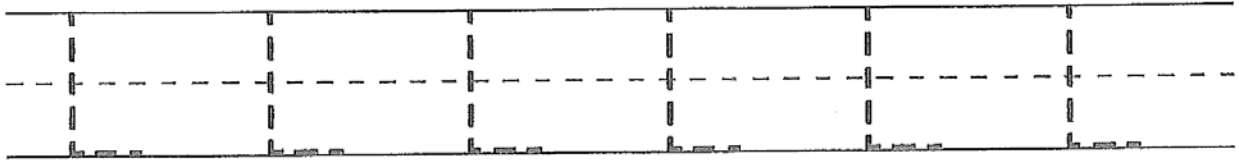
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters L,M

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.

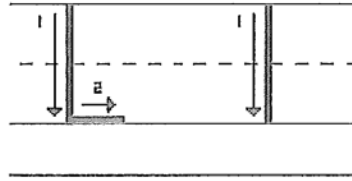
Name _____



Me llamo: _____

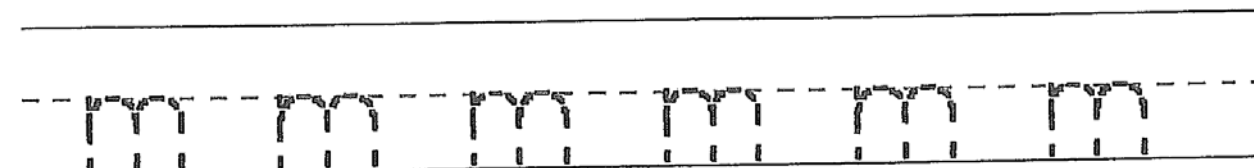
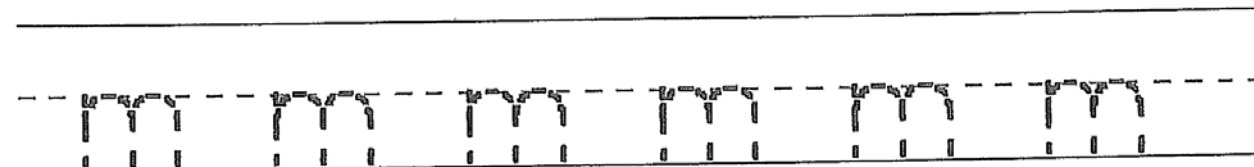
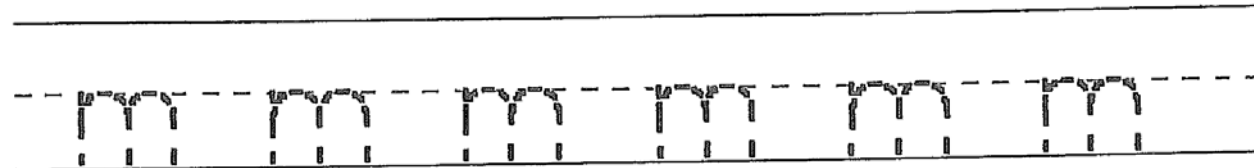
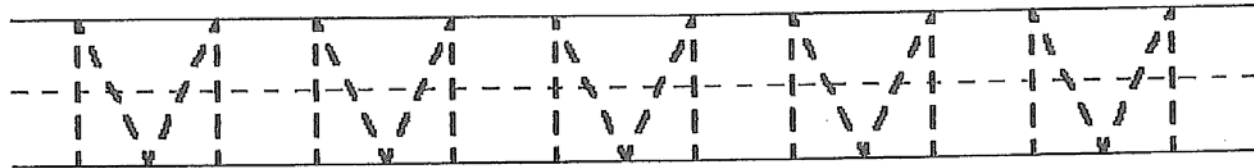
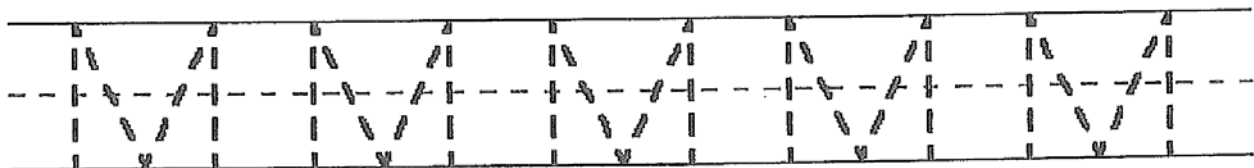
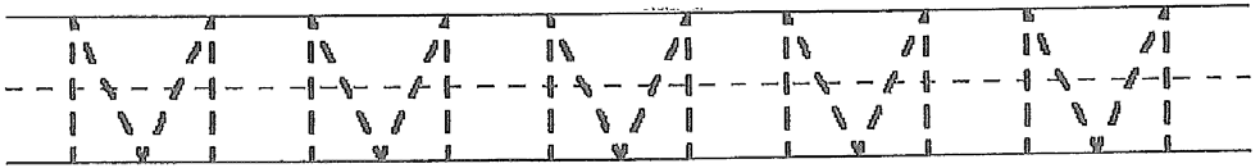


L
es para
LIBRO
(M)



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

Name _____



Instructions: trace and then copy letters or words

Letter M tracing practice with stroke order arrows and numbers 1, 2, 3.

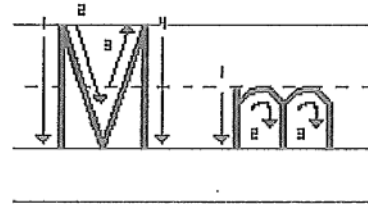
Letter N tracing practice with stroke order arrows and numbers 1, 2.

Blank handwriting lines for independent practice.

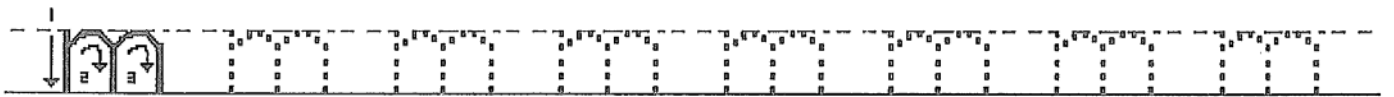
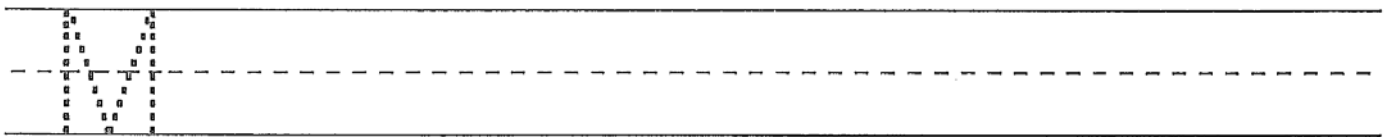
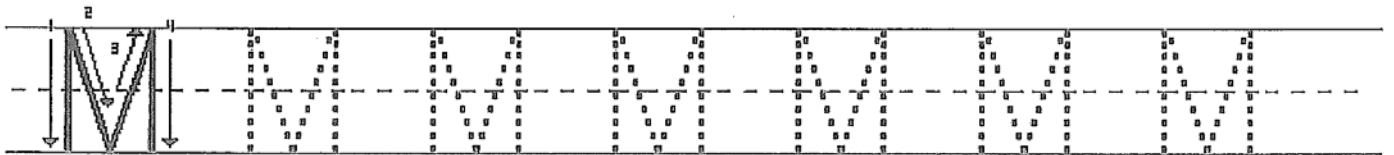
Words for tracing: MAMA, MOMMY, MESS, MESS, MESS.

Blank handwriting lines for independent practice.

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.



Fine Motor Holding Objects in Fisted Hand

Cuddle Crew 1
0-6 months

GOAL

For the baby to grasp an object in her hand.

EXPERIENCE

1. When the baby is alert, put a small, easy-to-grasp rattle in her hand. (If her hand is tightly fisted, relax her hand by inserting a finger or two and by gently massaging inward toward the palm.)
2. After you put the rattle in her hand, her natural reflex will cause her to grip it, but soon she will probably drop it. When she does, put the rattle back in her hand a few times.

MATERIALS

Small rattle



Movimientos Finos

Agarrar Objetos con el Puño de la Mano

Grupo de Bebes 1
0-6 meses

META

Para que el bebé agarre un objeto en su mano.

EXPERIENCIA

1. Cuando el bebé este alerta, ponga una sonaja pequeña que pueda agarrar en su mano. (Si la mano del bebé esta en un puño muy apretado, relaje su mano insertando un dedo o dos y dando un masaje suave hacia adentro de la palma de la mano.)
2. Después de que ponga la sonaja en la mano del bebé, su reflejo natural le causara que la agarre, pero talvez pronto la suelte. Cuando lo haga, ponga la sonaja de nuevo en su mano algunas veces.

MATERIALES

Sonaja Pequeña



Fine Motor Swiping

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience reaching for objects.

EXPERIENCE

Place a dowel rod across the baby's crib or play space, tying it securely at both ends. Suspend two items from the rod so that when the baby waves her hands she will hit the toys. If the baby does not try to hit the items, check the height of the toys. Are they at the best height for her to hit?

Change these items at least once a week; babies—even those who are very young—become bored easily. In a few weeks, you may want to hang objects the baby can mouth (e.g., wide strips of non-raveling fabric).

MATERIALS

Dowel rod, easy-to-move objects to hang from the dowel such as pieces of fabric, rattles, rings, and so forth.

Note: Do not use any objects that the baby could choke on, and closely observe this activity.



Movimientos Finos

Golpear Objetos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé experimente alcanzar objetos.

EXPERIENCIA

Coloque una vara de clavija en la cuna del bebé o el espacio de juego amarrándola segura en cada lado. Suspenda dos juguetes de la clavija para cuando el bebé levante las manos pueda golpearlos. Si el bebé no trata de golpear los juguetes, fíjese en la altura de los juguetes. ¿Están en la mejor altura para que los golpee?

Cambie los juguetes una vez a la semana; bebés-incluso los más pequeños-se aburren muy fácilmente. En algunas semanas, es posible que desee colgar objetos que el bebé pueda poner en su boca (por ejemplo, telas que no se deshilachen).

MATERIALES

Vara de clavija, objetos que sean fácil de mover para colgar en la clavija como pedazos de tejidos, sonajas, anillos, y otros mas.

Nota: No use objetos con los cual el bebé pueda ahogarse, y supervise de cerca esta actividad.



Fine Motor Mouthing

Cuddle Crew 1
0-6 months

GOAL

For the baby to explore toys by mouthing.

EXPERIENCE

Babies mouth things because this is a major mode of exploration in the early months.

1. When the baby is alert and well fed, put a clean, easy-to-grasp toy in his hand. Many babies seem to enjoy mouthing toys before their hands are ready to guide the toys to their mouths, so you may want to gently guide the toy to the baby's mouth when you are working with him. Let him explore this new texture in his mouth. What does he do? Does this first exploration seem interesting to him?
2. At other times, when the baby is playing, gently guide a toy to his mouth so he can experience this new pleasure.

MATERIALS

Clean, easy-to-grasp toys of different textures



Movimientos Finos

Poner Juguetes en la Boca

Grupo de Bebes 1
0-6 meses

META

Para que el bebé experimente poniendo juguetes en su boca.

EXPERIENCIA

Los bebés ponen cosas en su boca porque este es un modo importante de la exploración en los primeros meses.

1. Cuando el bebé esta alerta y bien alimentado, ponga un juguete limpio que sea fácil de agarrar en la mano del bebé. Muchos bebés parecen disfrutar poniendo juguetes en su boca antes de que sus manos están listas para guiar los juguetes a su boca, talvez usted quiera guiar los juguetes suavemente a la boca del bebé cuando usted este trabajando con él.
2. En otras ocasiones, cuando el bebé esta jugando, suavemente guíe un juguete a su boca para que el bebé experimente este nuevo placer.

MATERIALES

Juguetes limpios que el bebé pueda agarrar que sean de diferentes texturas



Fine Motor Grasping Objects

Cuddle Crew 1
0-6 months

GOAL

For the baby to hold objects with both hands.

EXPERIENCE

When the baby is in a great mood, offer her a toy you know she can hold onto if it is put into her hand. Offer it in front of her to the center of her body (at her midline). She will probably bring both of her hands up because she has not yet learned how to use her hands separately. She may even make a little cage with her hands to grab the object. Wait for her to grab the object by herself.

Babies love to handle different types of fabric and toys. During the day, offer the baby a variety of these items to hold. You may need to pick them up for her frequently, but this is okay. Does this baby have a preference of toys or fabrics to hold?

MATERIALS

Easy-to-grasp toys of different textures and shapes, fabric swatches
Note: Be sure to avoid toys that could cause choking or allergies.



Movimientos Finos

Agarrar Juguetes con las dos Manos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé agarre objetos con las dos manos.

EXPERIENCIA

Cuando el bebé este de muy buen humor, ofrézcale un juguete que usted sabe que puede agarrar si se lo pone en la mano. Ofrézcaselo enfrente de el al centro de su cuerpo (en su línea media). Probablemente levante las dos manos porque todavía no aprendido a usar las manos por separado. Incluso puede que haga una pequeña jaula con las manos para agarrar el objeto. Espere que el tome el objeto por sí mismo.

A los bebés les encanta manejar diferentes tipos de telas y juguetes. Durante el día, ofrezca al bebé una variedad de estos objetos para agarrar. Puede que tenga que recogerlos por el frecuentemente, pero esto está bien. ¿Tiene el bebé una preferencia de juguetes o telas para agarrar?

MATERIALES

Juguetes fácil de agarrar de diferentes texturas y formas, diferentes telas
Nota: Asegúrese de evitar los juguetes que pueden causar asfixia o alergias.



Fine Motor Playing with Toes and Fingers

Cuddle Crew 1
0-6 months

GOAL

For the baby to become more aware of fingers and toes.

EXPERIENCE

1. Put the baby in your lap so he faces you, or place him in an infant seat facing you.
2. Take the baby's hands and wiggle his fingers in front of him. Talk about each finger and then sing "Where Is Thumbkin?" Wiggle the appropriate finger during each part of the song.
3. Take off his shoes and socks and do the same with his toes, this time reciting "This Little Piggy."

Variations:

Put mittens with interesting designs or characteristics on the baby's hands and gently draw his hands in front of his face so he sees both of them at once. Let his natural arm-waving bring his hands to his attention. If he doesn't discover his hands, bring them to his attention again.

Gently tie a very securely fastened bell on the baby's wrist or ankle. This adds the element of sound to the activity. Watch the baby carefully so he does not remove the wristband or bell.

Draw the baby's hands together, and let him feel each hand with the other. Talk about what it feels like or what is happening (e.g., "You are touching your fingers").

MATERIALS

Action songs such as "Where Is Thumbkin?" or "This Little Piggy," mittens and brightly colored socks, small bell attached to a wristband



Movimientos Finos

Jugar con los Dedos de los Pies y Manos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé sea más consciente de los dedos de las manos y pies.

EXPERIENCIA

1. Ponga al bebé en sus piernas para que él la mire a usted, o póngalo en una silla de infante frente a usted.
2. Tome las manos del bebé y mueva los dedos delante de él. Hable sobre cada dedo y luego cante "¿Pulgarcito, donde estas?" Mueve el dedo apropiado en cada parte de la canción.
3. Quítele los zapatos y los calcetines y haga lo mismo con sus dedos de los pies, esta vez recitando "Este dedito".

Variaciones:

Ponga mitones con interesantes diseños o características en las manos del bebé y suavemente ponga sus manos adelante de su cara de él para que vea las dos manos a la vez. Deje que mueva sus brazos para que llame su atención. Si no descubre sus manos, tráigalas a su atención de nuevo.

Suavemente ate una campana muy bien sujeta en la muñeca del bebé o el tobillo. Esto añade el elemento del sonido para la actividad. Mire al bebé cuidadosamente para que no se quite la pulsera o la campana.

Ponga las manos del bebé juntas y permítale sentir cada mano con la otra. Hable acerca de lo que se siente o lo que está sucediendo (por ejemplo, "Estás tocando los dedos").

MATERIALES

Canciones como "¿Pulgarcito, donde estas?" o "Este dedito", mitones y calcetines de colores brillantes, una campana pequeña unida a una pulsera



Fine Motor Shaking and Banging

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience banging and shaking toys.

EXPERIENCE

Offer the baby one of the suggested toys and hit the toy so that it makes a noise. See if the baby notices the effect. Help her achieve the same effect you did by hitting the toy. You may need to guide her hand to hit or shake the toy. However, when given a new toy, usually a baby will soon try to shake or bang it.

MATERIALS

Toys that make noise when shaken such as a chime ball; toys that make a noise when hit such as spoons and baking pans



Movimientos Finos

Sacudir y Golpear

Grupo de Bebes 1
0-6 meses

META

Para que el bebé experimente golpear y sacudir juguetes.

EXPERIENCIA

Ofrezca al bebé uno de los juguetes sugeridos y golpee el juguete para que haga un sonido. Vea si el bebé nota el efecto. Ayúdele a lograr el mismo efecto que usted hizo golpeando el juguete. Puede que necesite guiar la mano del bebé para golpear o sacudir el juguete. Sin embargo, cuando se le da un juguete nuevo, generalmente un bebé pronto tratará de sacudirlo o golpearlo.

MATERIALES

Juguetes que hacen ruido cuando los sacuden como una bola de timbre; juguetes que hacen ruido cuando los golpean como cucharas y cacerolas



Fine Motor Using Thumb and Fingers

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to use her thumb as well as forefinger to pick up objects.

EXPERIENCE

Using the thumb and fingers when picking up objects is quite different from using the fingers and palm in a raking grasp.

1. To encourage the baby to use her thumb and fingers, offer a small, lightweight object, such as a block, which can be held between the baby's thumb and fingers.
2. Offer the block repeatedly over several days and watch to see if the baby increasingly uses the thumb and fingers to grasp the block. Each time, hold the block using your thumb and forefinger and offer it to the baby's fingertips rather than to her palm.
3. In a few months, when the baby is good at holding the block in this way, you can practice with small objects such as Cheerios.

MATERIALS

Small, lightweight toy that is easily held, such as a small block



Movimientos Finos

Usar el Pulgar y los Dedos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a usar el pulgar y el índice para agarrar objetos.

EXPERIENCIA

Utilizar el pulgar y los dedos al recoger objetos es bastante diferente de utilizar los dedos y la palma de la mano para agarrar los objetos.

1. Para animar al bebé a usar el pulgar y los dedos, ofrézcale un objeto pequeño y ligero, como un bloque, que se puede agarrar entre el pulgar y los dedos del bebé.
2. Ofrezca el bloque repetidas veces más de varios días y mire para ver si el bebé utiliza cada vez más el pulgar y los dedos para agarrar el bloque. Cada vez, agarre el bloque usando su dedo pulgar y el índice y ofrézcaselo poniéndolo en las puntas de los dedos del bebé envés de la palma de la mano.
3. En unos meses, cuando el bebé pueda agarrar el bloque de esta manera, puede practicar con objetos pequeños como los Cheerios.

MATERIALES

Juguetes pequeños y ligeros que sean fácil de agarrar, como un pequeño bloque



Fine Motor Using Two Hands Separately

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to use his hands separately and to transfer objects between hands.

EXPERIENCE

Offer the baby an easy-to-grasp toy such as a block, placed slightly off to his side. After a few moments, offer him a second toy. What does he do? Does he drop the first toy to take the other one? Does he transfer the toy from one hand to the other? The idea behind this practice is for the baby to transfer a toy to another hand when offered a second toy and to take a toy in each hand.

To encourage the baby to use both hands, offer him a toy that is held most easily using two hands, such as a medium-sized doll. You will note that he may release and regrasp with one hand and then with the other. This exercise teaches him that his hands can work both together and separately.

MATERIALS

Easy-to-grasp toys such as blocks (you will need more than one of the same type of toy); medium-sized toy such as a doll



Movimientos Finos

Usando las dos Manos por Separado

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a usar sus manos por separado y para transferir objetos entre las manos.

EXPERIENCIA

Ofrezca al bebé un juguete fácil de agarrar como un bloque, situado ligeramente a su lado. Después de unos momentos, ofrézcale un segundo juguete. ¿Qué hace? ¿Deja caer el primer juguete para tomar el otro? ¿Se transfiere el juguete de una mano a la otra? La idea detrás de esta práctica es para que el bebé transfiera un juguete a otra mano cuando se le ofrece un segundo juguete y llevar un juguete en cada mano.

Para animar al bebé a usar las dos manos, ofrézcale un juguete que se pueda agarrar fácilmente con las dos manos, como una muñeca de tamaño mediano. Usted notará que puede dejar ir el juguete y luego agarrarlo con una mano y luego con la otra. Este ejercicio le enseña al bebé que sus manos pueden trabajar juntos y por separado.

MATERIALES

Juguetes que sean fácil de agarrar como bloques (usted necesitara mas de un mismo juguete); juguetes de tamaño mediano como una muñeca



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.



Fine Motor Releasing on Purpose

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn voluntary release.

EXPERIENCE

Babies of this age find taking hold of something easier than voluntarily releasing it. This exercise teaches important release skills.

1. Sit facing baby with a pie pan in front of each of you.
2. When you have his attention, grasp a block and draw his attention to it. Drop it in the pie pan. Make the release exaggerated so that baby sees the action and the block hits the pan with some noise.
3. Do this several times and then let baby try to drop the block in the pan.

You may need to play this game on and off for a few weeks before baby can join in.

MATERIALS

Pie pans, blocks



Movimientos Finos

Soltar objetos al Propósito

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a liberar objetos voluntariamente.

EXPERIENCIA

Los bebés de esta edad encuentran apoderarse de algo más fácil que voluntariamente liberándolo. Este ejercicio enseña habilidades importantes de liberar objetos.

1. Siéntese frente al bebé con un molde de pastel delante de cada uno de ustedes.
2. Cuando tenga su atención, agarre un bloque y llame su atención hacia el bloque. Deje caer el bloque en el molde de pastel. Cuando libere el bloque hágalo con exageración para que el bebé vea la acción y el bloque golpee el molde y haga ruido.
3. Haga esto varias veces y después deje que el bebé trate de dejar caer el bloque en el molde.

Puede necesitar jugar este juego algunas veces por unas semanas antes de que el bebé se una al juego.

MATERIALES

Molde de Pastel, bloque



Fine Motor Holding and Playing with Objects

Cuddle Crew 2
6-12 months

GOAL

For the baby to hold and play with 2 (or 3) things at the same time.

EXPERIENCE

1. Offer a toy to one of baby's hands and then to the other. Encourage him to hold on to the first when you offer the second. Initially, most babies will drop the first toy when offered the second. Later the baby will begin to hang on to one when given the other. Still later he will play with the two together.
2. When the baby has mastered holding two objects, try the following: Hand baby one block, then give him a second. If he has one in each hand, give him a third block. Watch him carefully to see how he handles the problem. Where can he put it? Does he put two blocks in one hand? Does he appear to think about it, then lay one down, pick up the new one, and then pick up the one he just put down? Does he put one block in his mouth so he can hold the other two?

MATERIALS

Any kind of material, such as blocks, in pairs or in threes. Materials should be fairly small (but of course, not small enough to swallow) so they can fit in the baby's hand at the same time.



Movimientos Finos

Agarrar y Jugar con Objetos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé agarre y juegue con 2 (o 3) cosas a la misma vez.

EXPERIENCIA

1. Ofrezca un juguete a la mano del bebé y luego a la otra. Anime al bebé a sostener el primer juguete cuando le ofrezca el segundo. Inicialmente, la mayoría de los bebés dejan caer el primer juguete cuando se les ofrece el segundo. Después el bebé comenzara a detener un juguete cuando se le de el otro. De todas maneras después va a jugar con los dos juntos.
2. Cuando el bebé ha llegado a dominar dos objetos, pruebe lo siguiente: Déle al bebé un bloque y después otro. Si tiene uno en cada mano, déle un tercer bloque. Mírelo con cuidado para ver cómo maneja el problema. ¿Dónde puede ponerlo? ¿Se pone dos bloques en una mano? ¿Parece pensarlo, luego ponga uno abajo y luego recoja el otro y luego recoja el que puso abajo? ¿Pone un bloque en la boca para que pueda agarrar los otros dos?

MATERIALES

Cualquier tipo de material, como bloques, en pares o de a tres. Los materiales deben ser pequeños (pero claro, no tan pequeños para tragarlos) para que puedan caber en la mano del bebé al mismo tiempo.



Fine Motor Poking Holes

Cuddle Crew 2
6-12 months

GOAL

For the baby to exercise her increasing visual acuity and deftness of forefingers by exploratory poking.

EXPERIENCE

Place toys with small holes in front of the baby. Let her experiment with putting her fingers in the holes to practice poking.

MATERIALS

A pegboard, other things with holes such as a rotary telephone



Movimientos Finos

Tocar Agujeros

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente tocando agujeros con los dedos.

EXPERIENCIA

Ponga juguetes con hoyos pequeños enfrente del bebé. Deje que experimente poniendo los dedos en los hoyos para practicar tocarlos.

MATERIALES

Un tablero con hoyos, otras cosas con hoyos como un teléfono rotatorio



Fine Motor Developing Pincer Grasp

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop thumb and forefinger (pincer) grasp.

EXPERIENCE

Put baby in a highchair or walker and put the small things in the tray. Let her work to use her thumb and forefinger to pick up the items.

MATERIALS

Finger foods such as crackers, cooked peas, Cheerios or other small cereal



Movimientos Finos

Desarrollando el uso del Dedo Pulgar y el Dedo Índice para Agarrar Cosas

Grupo de Bebes 2
6-12 meses

META

Para que el bebé desarrolle el uso del dedo pulgar y el dedo índice para agarrar cosas.

EXPERIENCIA

Ponga al bebé en una silla alta para bebes o en un andador y ponga cosas pequeñas en la bandeja. Deje que trabaje usando su dedo pulgar y dedo índice para levantar los objetos.

MATERIALES

Comidas que puedan comer con los dedos como galletas, guisantes cosidos, Cheerios o otros cereales pequeños



Fine Motor Scribbling

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin the writing process.

EXPERIENCE

1. Tape paper to a highchair tray or table.
2. Place the baby in the highchair or booster seat that safely attaches to a table.
3. Sit beside him and scribble with a crayon on the paper. He may want to watch you for the first several times.
4. Hand him the crayon. If he puts it in his mouth, gently redirect the crayon to the paper. If he does not try to make a mark on the paper, take his hand and make the scribbling motion.

Don't worry if he doesn't scribble. He may watch you for several weeks before he is ready to try. If he only wants to put the crayon in his mouth, put the crayon away and bring it out again in a few weeks.

MATERIALS

Large, oversized crayons; big pieces of paper; adhesive tape



Movimientos Finos

Garabatos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé inicie el proceso de escritura.

EXPERIENCIA

1. Pegar papel a una bandeja de una silla alta de bebés o a una mesa.
2. Coloque al bebé en la silla alta o en una silla para bebés que este asegurada a una mesa.
3. Siéntese junto a el y haga garabatos con una crayola en el papel. Talvez el bebé la observe las primeras veces.
4. Déle el Crayola. Si se lo pone en la boca, suavemente mueva su mano al papel. Si él no trata de hacer una marca en el papel, tome su mano y haga el movimiento por el.

No se preocupe si no hace garabatos. Talvez la observe por varias semanas antes de que el este dispuesto a intentarlo. Si solo quiero poner el Crayola en su boca, aguarde el crayola y vuelva intentarlo de nuevo en unas pocas semanas.

MATERIALES

Crayolas grandes; pedazos grandes de papel; cinta adhesiva



Fine Motor Activating Cause and- Effect Toys

Cuddle Crew 2
6-12 months

GOAL

For the baby to make a motion that activates a toy.

EXPERIENCE

Many cause-and-effect toys are very popular with children this age. They begin as fine motor experiences but also provide important intellectual value (an action leads to an effect) and emotional value (“I can make things happen”).

Show the baby how to activate some of the levers, dials, or buttons on one of her cause-and-effect toys and watch to see what she is able to do. Make a mental note of the motions she does today so you can introduce others later.

MATERIALS

A cause-and-effect toy is one in which the child’s action causes a subsequent action in the toy, such as a sound or light turning on.



Movimientos Finos

Activar Juguetes de Causa y Efecto

Grupo de Bebes 2
6-12 meses

META

Para que el bebé haga un movimiento que active un juguete.

EXPERIENCIA

Varios juguetes de causa y efecto son muy populares con niños de esta edad. Comienzan como experiencias, pero también proporcionan un importante valor intelectual (una acción lleva a un efecto) y el valor emocional ("Yo puedo hacer que sucedan cosas").

Muestre al niño cómo activar algunas de las palancas o botones en uno de sus juguetes de causa-efecto y vea lo que es capaz de hacer. Haga una nota mental de los movimientos que hace hoy para que pueda introducir otros más tarde.

MATERIALES

Un juguete de causa y efecto es aquel en el que la acción del niño provoca una acción posterior en el juguete, como un sonido o la luz se enciende.



Fine Motor Throwing and Dropping

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn more about releasing objects and throwing.

EXPERIENCE

Many babies like to throw things over the edge of a highchair or play yard. You may think that the baby is trying to tease you, but actually he is exercising his newfound ability to drop and throw. Play throwing games with the baby, although you are likely to tire of this game before the infant does.

If the baby is unable to throw, put the beanbags on a low table that he can stand up next to and let him push them off.

Try tying a string or ribbon on a toy that he likes to drop and attach the other end to the railing of the play yard. Show him how to drop the object, then how to pull the toy back after he drops it. Now he can play the game by himself.

MATERIALS

Beanbags, ribbon, or string; favorite toys



Movimientos Finos Lanzar y Dejar Caer

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda más sobre la liberación de los objetos y lanzarlos.

EXPERIENCIA

A muchos bebés les gusta tirar las cosas al borde de una silla alta de comer o un corral. Usted puede pensar que el bebé está tratando de provocarla, pero en realidad él está practicando su nueva capacidad de dejar caer y tirar. Juegue lanzando juguetes con el bebé, aunque es probable que usted se canse de este juego antes de que el bebé lo haga.

Si el bebé no es capaz de lanzar, ponga un juguete en una mesa baja en la que el bebé pueda ponerse de pie y deje que empuje el juguete.

Intente atar una cuerda o listón en un juguete que le guste tirar y ate la otra punta al riel del corral. Muéstrole cómo dejar caer el objeto y después como jalar el juguete de nuevo después de que lo deje caer. Ahora él puede jugar el juego por sí mismo.

MATERIALES

Listón o cuerda; juguetes favoritos



Fine Motor Putting Spoon into Cup

Cuddle Crew 2
6-12 months

GOAL

For the baby to put an object into a container.

EXPERIENCE

Show the baby how to put a spoon into a cup. It may take several aims before she is successful. Give her plenty of time to make attempts.

MATERIALS

Spoon, cup



Movimientos Finos

Poner una Cuchara dentro de un Vaso

Grupo de Bebes 2
6-12 meses

META

Para que el bebé ponga un objeto dentro de un contenedor.

EXPERIENCIA

Enseñe al bebé a poner una cuchara dentro de un vaso. Puede tomar varios intentos antes de que el bebé tenga éxito. Déle tiempo para hacer intentos.

MATERIALES

Cuchara, Vaso



Letters: Tree full of Letters

Family Storytime

OVERVIEW

In this class children will learn about the letters of the alphabet. 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 letters 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 - #19 LLD6 – Recognition of Symbols

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 I&T - #21 LLD9 – Letter and Word Knowledge • DRDP I&T - #22 LLD10 – Emergent Writing

MATERIALS & PREPARATION

MATERIALS:

- English Book: Chicka Chicka Boom Boom by: Bill Martin Jr., John Archambault, Lois Alhert
- Spanish Book: Chica Chica Bum Bum por: Bill Martin Jr., John Archambault, Lois Alhert
- Letter Tree Craft from Oriental Trading (Link below)
- Tempura Paint
- Glue Stick
- Pictures of Letter "A", Apple, Airplane, and Alligator
- Give-away Books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Order Handprint Letter Tree Craft Kit from Oriental Trading:

http://www.orientaltrading.com/handprint-letter-tree-craft-kit-a2-48_90180.fltr

- Print pictures of the letter "A", apple, airplane, and alligator
- Place letters/alphabet 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 letters and the alphabet to families.
- Explain to children how letter put together make up words.
- Tell children that your name is Teacher (INSERT NAME). Ask children if they know what the first letter of your name is? Describe other words that start with the same letter.
- Ask children if they know what the first letter of their name is? What other words start with that letter?

ACTIVITY #1

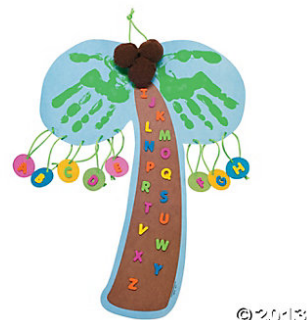
Book Reading:

- 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 predict that the book will be about a boy, the alphabet, or a bear.
- 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:

- Inform children that they will be making a tree full of letters, just like the one in the story we heard.
- Instruct parents to assist their child in placing their handprints on the top of the tree craft.
- Instruct children to place the parts of the tree together.
- Direct children to place the letters on the tree trunk and on then hanging from the tree top.
- Tell parents that they can extend the learning by pointing to a letter and asking their children what sound that letter makes and/or what words start with that letter.



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 letters.

TALK ABOUT IT

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

- Discuss what the children learned today regarding the different letters of the alphabet?
- Show children a picture of the letter "A". Ask them to identify what letter it is?
- Ask them to identify what type of things start with the letter "A". Show them a picture of an apple, and airplane, and a alligator.
- 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.



Letters:
Apple

Family
Storytime





Letters:
Airplane

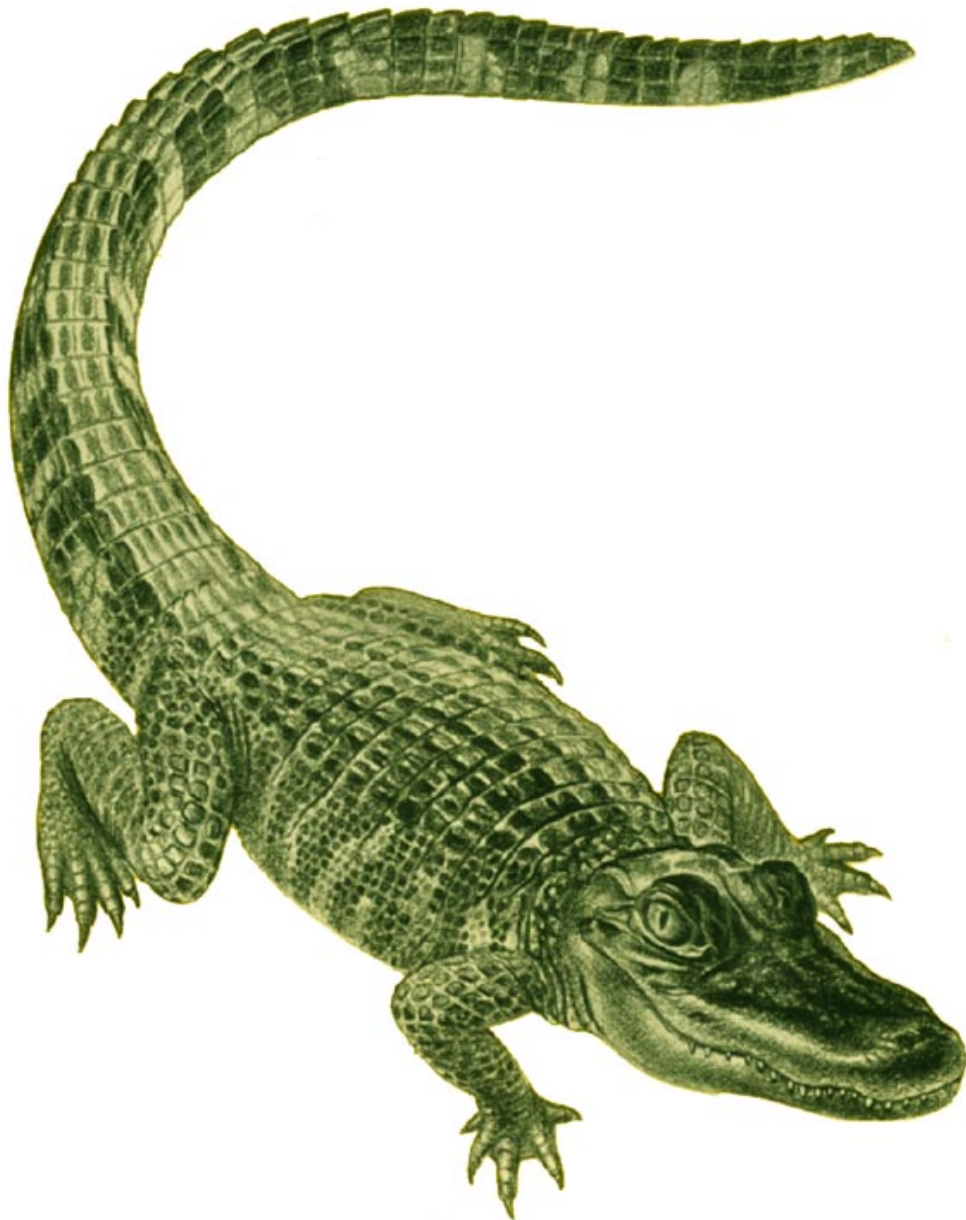
Family
Storytime





Letters:
Alligator

Family
Storytime





Letters: E is for Exercise!

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 - #20 LLD8 – Phonological Awareness
- DRDP - #21 LLD9 – Letter and Word Knowledge
- 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
- Mat
- Various balls
- Assorted colorful scarves

PREPARATION:

- Prepare all materials and CD of selected songs.

INTRODUCTION

Greet & Welcome Children:

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

Explain Safety Rules:

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

ACTIVITY #1

Warm Up:

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

ACTIVITY #2**Music and Movement:**

- Let children know that we will be dancing and moving our bodies. Instruct children to follow along and to copy your movements as we sing the song/listen to the song together.
- Suggested songs:
 - English – A, B, C, Happy as Me
 - Spanish – El Abecedario

ACTIVITY #3

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

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

ACTIVITY #4

This activity can be done if time permits.

Gross Motor Activity

- **Simon Says**
 - Chose one leader to be Simon
 - Have the group follow Simons commands below.
 - If Simon does not say “Simon says” before a command and someone performs the activity that person must jump up and down before returning to the game.
 - To make more difficult have Simon increase the speed of his commands.

Active Simon Says command ideas:

Simon Says...do jumping jacks

Simon Says...gallop like a horse

Simon Says...hop on one foot

Simon Says...dance in place

Simon Says...skip around the room

Simon Says...jump on one foot

Simon Says...do big arm circles

Simon Says...fly like a bird

Simon Says...kick forward and backward

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.

- **ABC Ball Pass:**
 - Ask children to make a circle on the carpet.
 - Tell children that we are going to practice their A,B,C’s while we exercise with a ball in the classroom.
 - Ask children to sit down with their legs wide open (or in “criss, cross, applesauce if you have limited space).
 - Explain the activity of having each child take turns passing the sensory ball to another child. As the first child passes the ball, they will announce the letter “A”. The receiving child will then pass the ball to a different child announcing the letter “B”. Continue the passing until the alphabet has been fully recited.
 - Explain the different ways of passing the ball by; handing, rolling, and softly bouncing.
 - Play music in the background as children are completing the activity.

ACTIVITY #6**Cool Down:**

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

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

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



Letters: Music & Movement Songs

Motor Movements

ENGLISH

A, B, C, Happy as Me!

If you're happy and you know it,
Bounce around "b" "b"
If you're happy and you know it,
Bounce around "b" "b"
If you're happy and you know it,
Then your face will surely show it
If you're happy and you know it,
Bounce around "b" "b".

Catch a ball "c" "c"...
Dance with me "d" "d"...
Fall down "f" "f"...
Gallop like a horse "g" "g"...
Hop on one foot "h" "h"...
Jump so high "j" "j"...
Kick in the air "k" "k"...
Laugh out loud "l" "l"...
March in place "m" "m"...
Nod your head "n" "n"...
Paint a picture "p" "p"...
Run in place "r" "r"...
Sit on the floor "s" "s"...
Talk to me "t" "t"...
Vacuum the rug "v" "v"...
Walk around "w" "w"...
Yawn right now "y" "y"...
Zip your zipper "z" "z"...

SPANISH

El Abecedario

Niños, ¿quieren jugar, mientras aprendemos
de memoria el ABECEDARIO?
Vamos a leer, vamos a aprender,
vamos a saber el ABECEDARIO;

A, B, C, CH, D, E, F, G, H, I,
J, K, L, LL, M, N, Ñ, O, P, Q, R,
RR, S, T, U, V, W, X, Y, Z.



Letters: The Letter A

My 5 Senses

OVERVIEW

In this activity children will learn about the alphabet 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 - #19 LLD6 – Recognition of Symbols
- DRDP I&T - #25 COG6 – Curiosity

MATERIALS & PREPARATION

MATERIALS:

- English Book: A is for Alphabet By: Michele Salas
- Spanish Book: A de Alfabeto Por: Michele Salas
- Alphabet puzzle
- Alphabet book
- Song: “The Letter A” / “La A es un encanto”
- Alphabet bean bags
- Alpha Bits cereal
- Almond extract, alcohol, anise star spice
- I pad: ABC Magic/ABC Mágico
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Children will get to play with the I-pad to listen to alphabet.
 - **Sight:** Children will look at an alphabet book and play with ABC bean bags
 - **Touch:** Children will play with an alphabet puzzle and alphabet blocks
 - **Taste:** Children will get to eat Alpha Bits cereal
 - **Smell:** Children will smell items that start with the letter a like, almond extract and anise star spice.

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: Letters
- Tell the children that today they will learn about the letter “A”, the first letter of the alphabet, through their five senses.
- Show them the letter “A” and ask them if they know what letter it is. Name the letter and tell the children that the letter “A” is the first letter in the alphabet.

ACTIVITY #1

10 Minutes

Book Reading:

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

<p>ACTIVITY #2</p> <p>5 Minutes</p>	<p>Sing and Dance: Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.</p> <ul style="list-style-type: none"> • English – The Alphabet Song • Spanish - ¡La "A" es un encanto!
<p>ACTIVITY #3</p> <p>15 Minutes</p>	<p>Sensory Stations: Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> ○ Hearing station: Children will get to play with the I-pad to listen to alphabet. ○ Sight station: Children will look at an alphabet book and play with ABC bean bags ○ Touch station: Children will play with an alphabet puzzle and alphabet blocks ○ Taste station: Children will get to eat Alpha Bits cereal ○ Smell station: Children will smell items that start with the letter a like, almond extract alcohol and anise star spice.
<p>ACTIVITY #4</p> <p>5 Minutes</p>	<p>Search and Find:</p> <ul style="list-style-type: none"> • 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.
<p>TALK ABOUT IT</p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> • Ask children if they can remember the 5 senses that they used today. • Ask them what letter did we learn today? • Ask them to name some things that start with the letter "A".
<p>PARENT TIP SHEET</p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about the alphabet by reading, singing, and completing some of the suggested activities.</p>



Eye Spy

My 5 Senses



Eye Spy

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

- Letter "F"
- Button
- Cat
- Dog
- Blue Yo-Yo
- Horse
- Apple
- Roller Blade
- Number "8"



Veo Veo

Mis 5 Sentidos



Ojo Espía

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

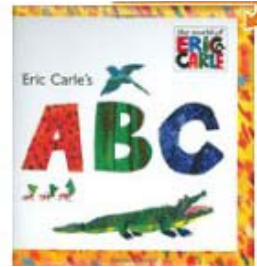
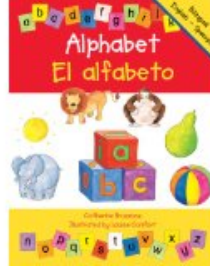
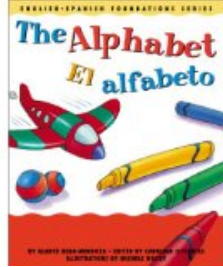
- La Letra "F"
- Botón
- Gato
- Perro
- Yo-Yo Azul
- Caballo
- Manzana
- Patines
- Número "8"



Parent Tip Sheet: Letters

My 5 Senses

BOOKS



ACTIVITIES

Pudding Painting

What You Need:

- Food
- Paper Plate
- Pen
- Instant Pudding

What You Do:

Draw the first letter of your child's name on a paper plate. Then Mix food coloring with instant pudding to create edible "paints." Have your child paint the letter with the edible pudding paints. You won't have to worry about what gets in your child's mouth, and you can even discuss how the paints feel, smell and taste, too.

Touch & Feel Alphabet Book

What You Need:

- Different texture materials
- 1/2 sheet of construction paper
- Scissors
- Glue
- Stapler

What You Do:

Draw letters of the alphabet in different textures and cut them. Have your child glue the letters onto the construction papers and staple all the sheets together to complete the book. Sit with your child and look at his new touch and feel alphabet book. Name the letters with your child and ask him how each letter feels.

SONGS

The Letter A

A, a, a,
A, a, a,
A, a, apple
A, a, ant,
Spin around and stop.
(Sing verse 2x)

The Alphabet Song

A, B, C, D, E, F, G,
H, I, J, K, L, M, N O, P,
Q, R, S, T, U, and V,
W, X, Y, and Z

Now I know my ABC,
26 letter from A to Z.

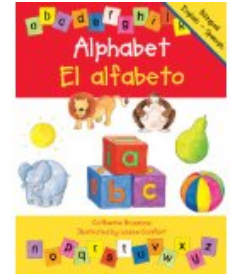
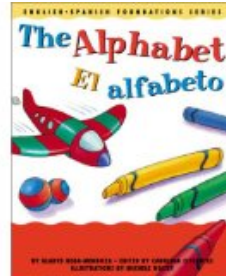
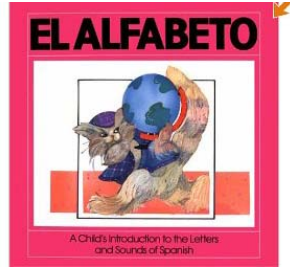
Sing verse 2x)



Consejos Para Padres: Las Letras

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Pintar con Pudín

Que Necesita:

- Plato de Papel
- Pluma
- Pudín Instantáneo
- Colorante de Comida

Que se Hace:

Dibuje la primera letra del nombre de su niño. Luego mezcle el colorante de comida con el pudín para crear pinturas que se puedan comer. Deje que su niño pinte su letra con las pinturas. No se tiene que preocupar de que su niño se coma las pinturas. Puede hablar con su niño del tacto de las pinturas, el olor y el sabor.

El Abecedario para Tocar y Sentir

Que Necesita:

- Materiales de diferentes texturas
- 1/2 de papel de construcción
- Tijeras, Pegamento
- Engrapadora

Que se Hace:

Dibuje letras del abecedario en diferentes texturas y córtelas. Deje que su niño pegue las letras en papel de construcción y engrape todas las páginas para terminar el libro. Siéntese con su niño y toque y sienta las letras con el. Nombre las letras con el y pregúntele como se siente cada letra.

CANCIONES

¡La "A" es un encanto!

iAy, ay, ay, ay, "A" es un encanto!
Porque la "A" es la letra
Con que comienza el abecedario.

La letra "A" comienza
Muchas palabras en castellano-
Como albaricoque, almíbar,
Ancla, alegre y aro.

Cuando mi abuelita
Va de visita con sus amigas
Se pone una chaqueta
Anaranjada y amarilla.

Cerca de nuestra alberca
Hay un arbusto de acerolas,
Donde viven abejas
Que cuando pican, ison dolorosas!

Mi amiga la "G"

La "G" es una letra
Muy guapa y muy gentil.
A veces suena gruesa,
Y a veces más sutil.

En "gato" suena fuerte
Y en "gotas" es igual.
En "genio" suena suave
Y en "gemas" mucho más.

El gallo y la gallina
Que por el patio van
Comparten la "G" dura
Como el gavilán.

Gerardo y Georgina
Gemelos ambos son.
Su "G" es suavcita
Como el algodón.

La "G" es mi amiga
Graciosa de verdad;
Será mi compañera
Para la eternidad.



Letters: The Disappearing Alphabet

Playing to
Learn

OVERVIEW

Children will learn the alphabet as they play matching, Chicka Chicka Boom Boom, and memory with their parents. They will learn to recognize and name the upper case and lower case letters of the alphabet.

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 – #19 LLD7 – Concepts about Print
- DRDP – #20 LLD8 – Phonological Awareness
- DRDP – #21 LLD9 – Letter and Word Knowledge
- DRDP – #29 COG3 – Memory & Knowledge

MATERIALS & PREPARATION

Materials:

- Alphabet game
 - 26 upper case letters
 - 26 lower case letters
 - 4 free cards,
 - 2 loose a turn cards
- Worksheet (2 per child)
- Beans to mark off disappearing alphabet
- Alphabet Flash Cards

Preparation:

- Prepare Take home activity set for each participant
- Cut game card pieces and place them in a zip loc bag. (1) per child
- Make copies of worksheet (1 per player)

INTRODUCTION

- Introduce topic to students: Tell children that today's game will be about the alphabet.
- Ask them if they know the alphabet? If they want to sing the alphabet its ok.
- Show them alphabet flash cards and ask them to help you name the letters. Ask them if they can think of a word that starts with that letter.
- Provide gaming instructions

ACTIVITY #1

Upper Case & Lower Case Matching:

- For this game children will match lower case letters with upper case letters. For example, children will place the upper case letter "A" on the table and they will have to match the lower case letter "a".
- Have the children place the upper case letters in Alphabetical order faced up on the table.
- Have the parents shuffle the lower case letters and place them upside down on the table.
- The children will get one card, name the letter to their parent and match it with its corresponding upper case letter. If a child has difficulty naming a letter parents can help them name it.
- The game ends when all lower case letters have been correctly matched to their corresponding upper case letter.

Explain to parents that playing a game like this one, helps strengthen the following skills:

- Their child's ability to recognize uppercase and lowercase letters.
- Their child's ability to recognize letters of the alphabet.
- Their child's ability to follow instructions from a familiar adult.

ACTIVITY #2

Chicka Chicka Boom Boom – Disappearing Alphabet:

- For the second game children will be playing, the disappearing alphabet.
- Each child will already have their Ziploc bag with their alphabet cards. They will use the same cards for this game.
- Each player will get a disappearing alphabet worksheet and a pencil.
- Let all players know that for this game one person will shuffle all the cards together and then place them in a stack up side down on the table.
- The youngest person goes first.
- They will take turns drawing a card and then checking off the appropriate letter on the worksheet.
- If a person gets a “free card”, they may check off whichever letter they would like from the worksheet.
- If a person gets a “lose a turn” card, they lose their turn and the other player is next.
- The game ends when one player has checked off all their letters. It could be all upper case, all lower case or a combination of both.

Explain to parents that playing a game like this one, helps strengthen the following skills:

- Their child’s ability to take turns and follow instructions.
- Their child’s ability to recognize uppercase and lowercase letters.
- Their child’s ability to recognize letters of the alphabet.

Memory Game:

- Tell children and parents that they will now use the same cards to exercise their memory skills!
- Instruct parents to place 20 letter cards face down on the table. Make sure that there are 10 sets of matching letters.
- Children and parents will take turns finding matching letters by turning over two cards at a time.
- If a match is found, that player receives another turn. If a match is not found, play goes to the other player.
- The player with the most pairs of matching letters is the winner!
- If you have additional time, swap letters and play again.

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

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

TALK ABOUT IT

- Ask children if they liked the game they played.
- Ask the children to say the alphabet to you.
- Ask children to share the letters in their name, after they say one or more of the letters in their name, let them choose a prize from the basket.
- 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.

<p>Free Letter</p> <p>Letra gratis</p>	<p>Free Letter</p> <p>Letra gratis</p>	<p>Free Letter</p> <p>Letra gratis</p>
<p>Free Letter</p> <p>Letra gratis</p>	<p>Lose a Turn</p> <p>Perdes un turno</p>	<p>Lose a Turn</p> <p>Perdes un turno</p>

A

B

C

D

E

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Q

R

S

T

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V

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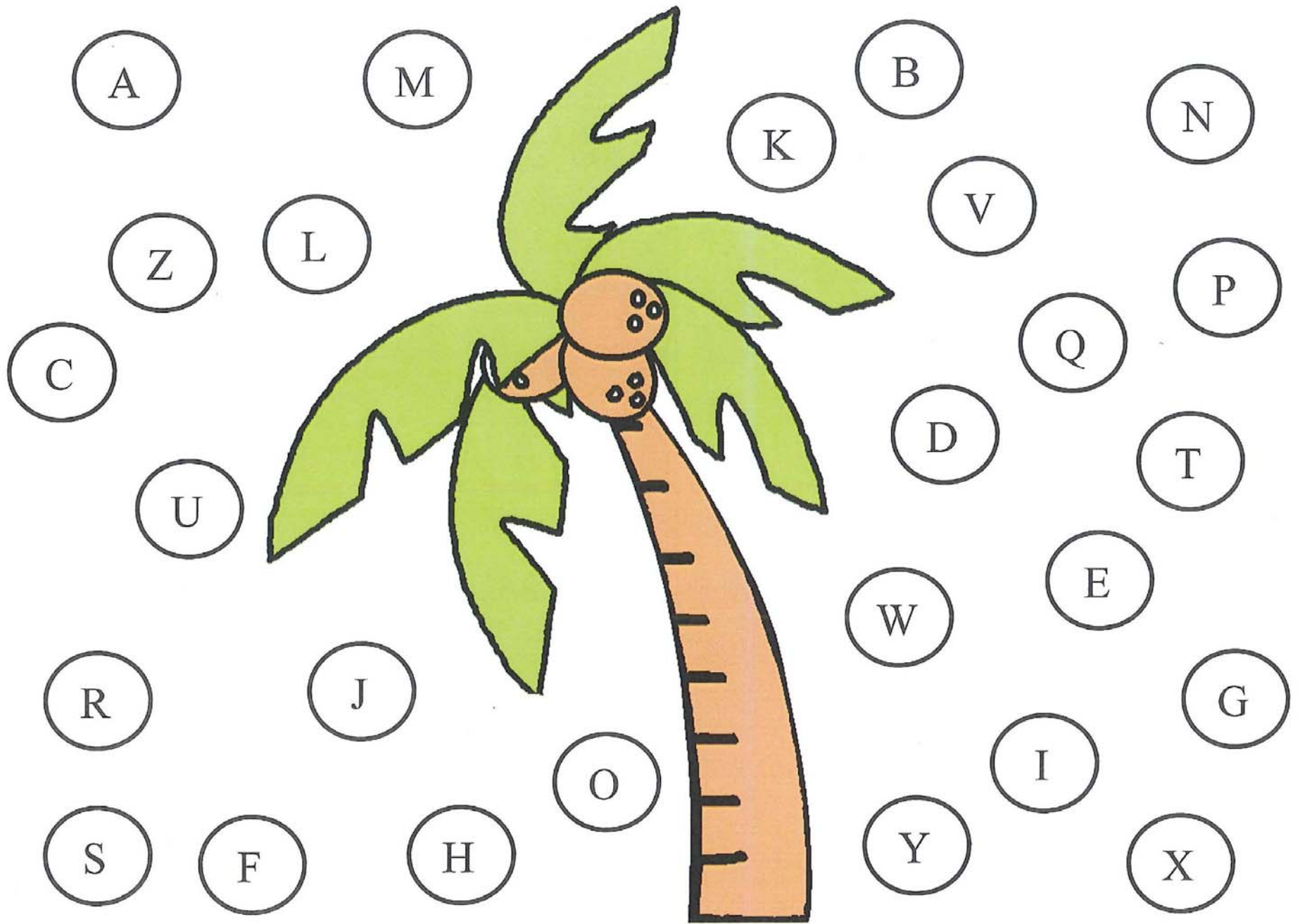
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Letters: Alphabet Caterpillar



OVERVIEW

In this activity children will learn the alphabet by learning the letters that make up their name. They will do this by singing the alphabet song, reading a book and making a caterpillar with the letters of their name.

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 - #21 LLD9 –Letter and Word Knowledge
- DRDP – #32 MATH1 – Number Sense of Quantity and Counting

MATERIALS & PREPARATION

- MATERIALS:**
- English Book: The Alphabet Tree By: Leo Lionni
 - Spanish Book: El Árbol del Abecedario (Translated) Por: Leo Lionni
 - English Video/Sesame Street: Letters
 - Spanish Video/Plaza Sésamo: Letras
 - Caterpillar Alphabet Template (1 per child)
 - Foam Letters
 - Glue
 - Crayons
 - Large Construction paper

- PREPARATION:**
- Make Template for demonstration purposes.
 - Cut letter templates.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Let children know that today they will be talking about letters of the alphabet.
- Ask the children if they can spell out their name.
- Tell them that today they will spell out their name to complete their caterpillar.

ACTIVITY #1

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

ACTIVITY #2

- Sing Song/Watch Sesame Street Clip:**
- Tell children that we will now be singing a song. (The Songs can be found on the Parent Tip Sheet.)
 - English – Alphabet Song
 - Spanish – El Abecedario
 - [Show Sesame Street Clip: Letters / Letras](#)

ACTIVITY #3

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

- Tell the children that they get to make a caterpillar that will spell out their names!
- Give each child a piece of construction paper and a caterpillar head.
- Tell children that they should choose the number of caterpillar body parts according to the number of letters they have in their name.
- Before the children get started with their activity make sure every child got the correct amount of caterpillar body parts.
- Pass out crayons and glue for the children to start their activity.
- Let the children know they can color their caterpillar and paste it onto the construction paper.
- Tell children to now pick out the foam sticky letters that make up their name.
- When the children are done gluing their caterpillar together, tell them they can now stick the letters of their name onto each piece of the caterpillar (except for the head)
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

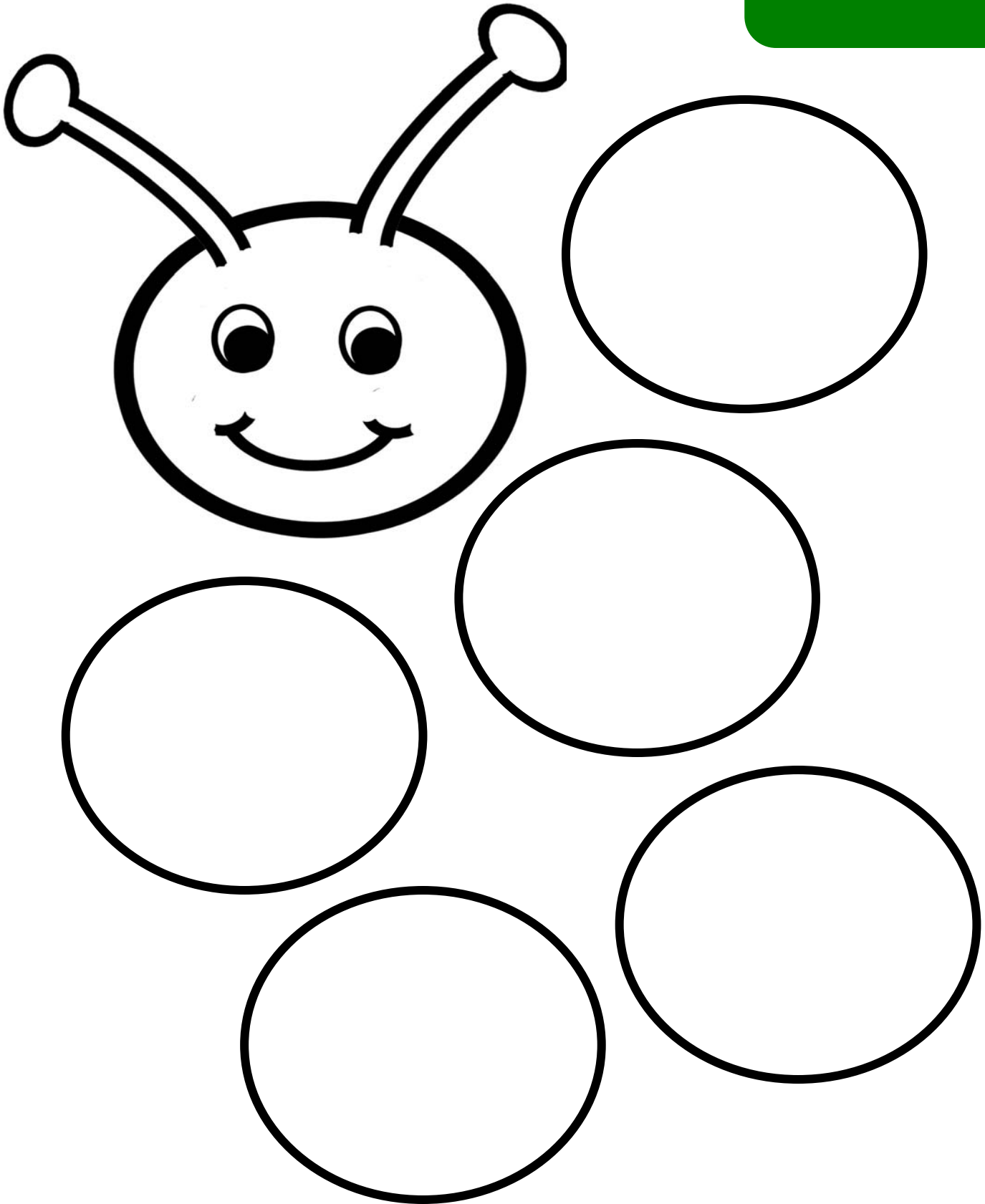
- Ask the children to sing the alphabet song with you one more time?
- Ask children what letter their name starts with?

PARENT TIP SHEET

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



Sesame Street
Fun!

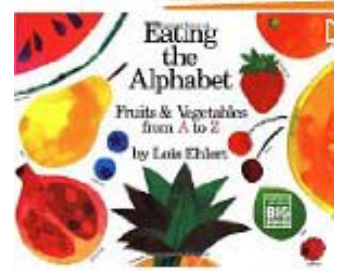
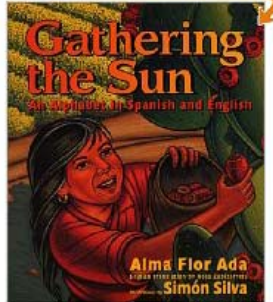
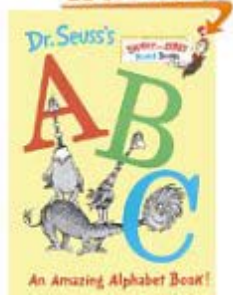




Parent Tip Sheet: Letters

Sesame Street Fun!

BOOKS



ACTIVITIES

Alphabet Collage

What You Need:

- Magazines
- Glue
- Construction Paper

What You Do:

Find some colorful old magazines. Look thru them and get you child to find the letters of the alphabet. Have your child cut the letters of the alphabet and paste them on a large construction paper.

Decorating a Letter

What You Need:

- Cardstock Paper
- Large Letter Patterns
- Pictures with different objects
- Glue

What You Do:

Use large letter patterns to cut out your desired letter from cardstock paper. Brainstorm with your child the names of small objects that start with the same sound as your letter. Give your child some pictures of these objects and let your child glue them onto their large letter pattern.

SONGS

Alphabet Song

A - B - C - D - E - F - G
H - I - J - K - L - M - N - O - P
Q - R - S - T - U and V,
W - X - Y and Z

Now I know my A - B - C's
Next time won't you sing with me?

The Ss Blend Song (Tune: B-I-N-G-O)

I know a word that starts with Ss,
and "skate" is its name.
S - K - A - T - E
S - K - A - T - E
S - K - A - T - E
and "skate" is its name

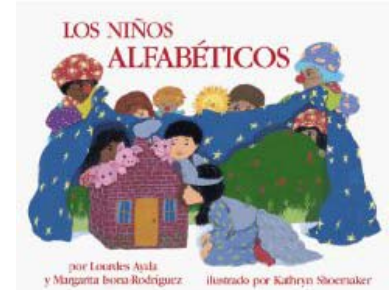
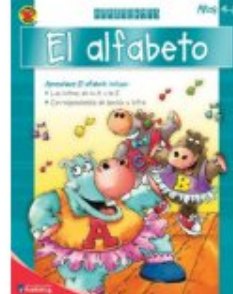
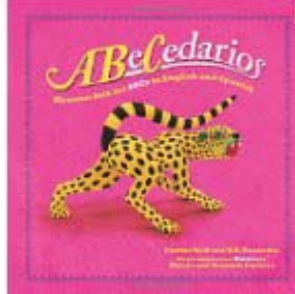
I know a word that starts with Ss,
and "snake" is its name.
S - N - A - K - E
S - N - A - K - E
S - N - A - K - E
and "snake" is its name.



Consejos Para Padres: Las Letras

Plaza Sesamo!

LIBROS



ACTIVIDADES

Un Colage de Alfabeto

Que Necesita:

- Revistas
- Resistol
- Papel de Construcción

Que se Hace:

Encuentre unas revistas con color. Mire las revistas y haga que su niño identifique las letras del abecedario. Haga que su niño corte las letras del abecedario y las pegue en un papel de construcción.

Decorando una Letra

Que Necesita:

- Papel de Cartulina
- Letras Grandes
- Retratos con diferentes objetos
- Resistol

Que se Hace:

Use una letra grande para trazarla en un papel de cartulina y luego recortarla. Nombre con su niño objetos que comienzan con esa letra. Déle a su niño algunos retratos de los objetos que mencionaron para que los pegue en su letra grande y la decore.

CANCIONES

El Abecedario

A, Be, Ce, Che, De, E,
Efe, Ge, Hache,
I, Jota, Ka, Ele,
Elle, Eme, Ene,
Eñe, O, Pe, Cu (Q),
Erre, Ese, Te,
U, Ve, Doble-U (W)
Equis(X) , I-Griega (Y), Zeta

El abecedario,
Es mi buen amigo.
La próxima vez,
¡Cántalo con migo!

E-Oye, oye, letra E

Oye, oye, letra E
Dime, estrella, si me ves.
Encantado estaré
Si me encuentras esta vez.
Oye, oye letra E
Dime, estrella, si me ves



Letters: ABC Like Me

Sing & Play

OVERVIEW

In this activity children will be learning about letter recognition; by participating in a book reading, singing the alphabet song, playing with cookie cutters and play dough, and doing a craft activity decorating letters of their names.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #19 LLD6 – Recognition of Symbols
- DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: ABC I like Me by: Nancy Carlson
- Spanish Book: Mi Primer Libro Alfabeto por: Sweetwater Press.
- CD Songs of Learning Fun Vol. 2 English # 1-B The alphabet song. Spanish #1-A La canción del abecedario.
- Colored scarves
- Letter cookie cutters
- Play dough
- Letter stencils
- Crayons
- Popsicle sticks
- Macaroni
- Stickers
- Glue
- Construction paper

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Prepare materials and have them ready.

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.
- Introduce topic to Students.
- Point to flashcards that have the letters A, B, and C on it. Name some common items that begin with these letters (A is for apple, B is for Boy, and C is for Car).
- Explain to children that letters are important because they make up words. We use words to communicate with each other. Author's use words to write books.
- 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, and pointing out new words.

ACTIVITY #2**Sing and Dance**

Tell children that we will now be singing a song. Distribute scarves and tell children that they can use them as they sing and move their bodies. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.

- English – ABC Song
- Spanish – El Abecedario

ACTIVITY #3**Hands on Activity:**

- Let children and parents know that they will be making their framed piece of Name art.
- Show a sample of the completed craft project.
- Pass out materials: construction paper, a box of crayons, popsicle sticks, glue, macaroni and stickers.
- Ask parents to assist their children by drawing their child's name onto the construction paper using the stencils provided.
- Encourage children to decorate their names using the crayons, macaroni or stickers provided.
- Ask parents to assist their children in gluing the popsicle sticks onto the sides of the construction paper to create a frame. Encourage parents to emphasize the letters that make up their child's name while they assist in finishing the project.
- When children are done with their project, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.

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

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

TALK ABOUT IT

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

- Ask children to show their art craft projects?
- Ask children to name some of the letters that make up their names?

PARENT TIP SHEET

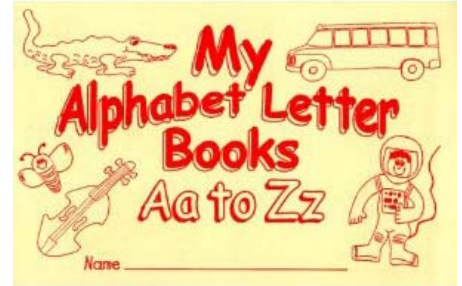
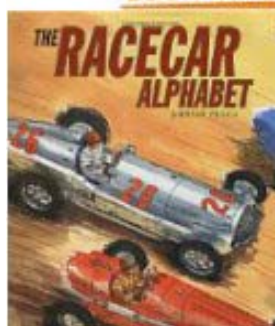
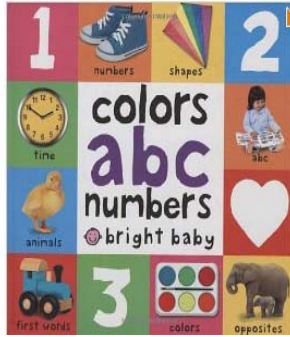
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about the Alphabet/Letters by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Letters

Sing & Play

BOOKS



ACTIVITIES

Alphabet Letters Collage

What You Need:

- Photo album
- Crayons or color pencils
- Glue
- Scissors
- Magazines

What You Do:

Make a alphabet letter collage from A to Z and by cutting and pasting pictures from magazines into a photo album and write the first letter of each picture in alphabetical order. After is done have it available for your child and go over the letters and pictures thru playing spontaneously.

Singing My ABC's

What You Need:

- CD of Rhymes and songs with the ABC'S
- CD Player

What You Do:

Play the CD of the ABC song with your child and repeat it a second time. Play and sing along some popular songs: "Itsy Bitsy Spider," "Where is thumb-kin?", and other favorites. Make sure you use your child name on the song.

SONGS

Bingo Clapping Song

There was a farmer who had a dog,
And Bingo was his name-Oh.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-Oh!

There was a farmer had a dog,
And Bingo was his name-Oh.
CLAP-I-N-G-O!
CLAP-I-N-G-O!
CLAP-I-N-G-O!
And Bingo was his name-Oh!

continue until all letters of BINGO are gone.

ABC Song

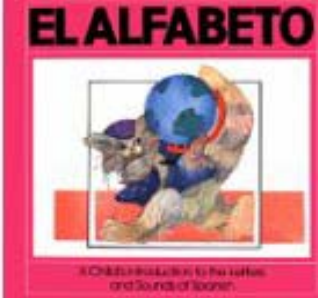
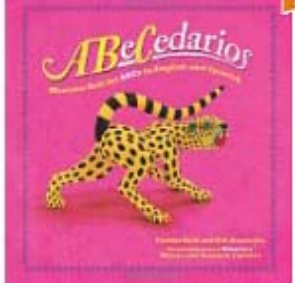
A B C D E F G H I J K L M N O P Q R S T U V
W X Y Z
Now I know my ABC'S,
Next time won't you sing with me!



Consejos Para Padres: Las Letras

Canta y Juega

LIBROS



ACTIVIDADES

Colage de Letras del Alfabeto

Que Necesita:

- Álbum de fotos
- Crayones y plumones, y tijeras,
- Revistas y pegamento

Que se Hace:

Haga un colage con las letras del alfabeto recortando y empastando fotos de revistas. Escriba la letra en cada foto y colóquelas en orden alfabético. Después de que este listo ponga el álbum disponible y espontáneamente juegue con su hijo a reconocer las letras.

Cantando El Alfabeto

Que Necesita:

- CD de canciones y rimas infantiles
- Radio para CD's

Que se Hace:

Ponga la canción del ABC y repítala dos veces. Ponga canciones populares que su hijo pueda cantar: como "la araña pequeñita" "Pim pon es un Muñeco" y otras canciones infantiles. Asegúrese de usar el nombre de su hijo en cada canción.

CANCIONES

El Abecedario

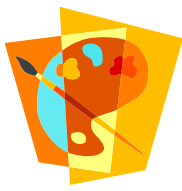
Niños, ¿quieren jugar, mientras aprendemos de memoria el ABECEDARIO?
Vamos a leer, vamos a aprender,
vamos a saber el ABECEDARIO;

A, B, C, CH, D, E, F, G, H, I,
J, K, L, LL, M, N, Ñ, O, P, Q, R,
RR, S, T, U, V, W, X, Y, Z.

Las Vocales

Vocales, vocales, vocales, vocales
Son faciles. Es la verdad. (Repitan)

A es todavía A
Como cama y llama y banana.
E es todavía E
Como "El bebé bebe la leche."
I es todavía I.
No es difícil. ¡Sí, sí, sí!
O es todavía O
Como cuando un pollo va loco.
U es todavía U
Como cuando el reloj va cucú.



Letters: A Plate full of Letters!

Smart
Art

OVERVIEW

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

SKILLS

- DRDP - #14 LLD2 - Following Increasingly Complex Instructions
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 - Concepts about Print
- DRDP - #40 PD3 - Fine Motor Skills
- DRDP - #8 SSD8 - Cooperative Play with Peers
- DRDP - #20 LLD8 - Phonological Awareness
- DRDP - #21 LLD9 - Letter and Word Knowledge

MATERIALS & PREPARATION

MATERIALS:

- English book: The Mixed Up Alphabet by: Steve Metzger
- Spanish book: The Mixed Up Alphabet / El Alfabeto Regado (Translation attached)
- Bisque piece: Dessert Letter Plate
- Bisque paints: purple & blue (girls), green and blue (boys)
- 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.
- Point to the letters on the wall, and ask if the children know what letter you are pointing to. Name some common items that begin with these letters (A is for apple, B is for Boy, and C is for Car).
- Explain to children that letters are important because they make up words. We use words to communicate with each other. Author's use words to write books.

ACTIVITY #1

Sing a Song:

English Song: ABC Song

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 Now I know my ABC'S,
 Next time won't you sing with me!

Spanish Song: El Abecedario

Niños, ¿quieren jugar, mientras aprendemos
 de memoria el ABECEDARIO?
 Vamos a leer, vamos a aprender,
 vamos a saber el ABECEDARIO;

A, B, C, CH, D, E, F, G, H, I,
 J, K, L, LL, M, N, Ñ, O, P, Q, R,
 RR, S, T, U, V, W, X, Y, Z.

ACTIVITY #2**Read Book**

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

ACTIVITY #3**Paint Ceramic Piece**

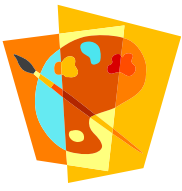
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint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

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

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

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

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



Book Translation: El Alfabeto Regado

Smart
Art

Una vez en el alfabeto de la "A" a la "Z" las letras juegan juntos, una familia feliz.

Ellos nunca tuvieron que preocuparse, o preguntar que deben de hacer. Cuando "A" dijo, "Es hora de ponerse en la fila," ellos sabían a quien seguir.

Hasta que un día...

La "Z" le dijo a la "O". "No es justo. Y siempre soy al ultima." "Que hace a la A especial? Es lo que yo quiero saber."

La "O" solo sacudió su cabeza y dijo, "Siempre ha sido de esa manera. Y lo será mañana, Como lo fue ayer."

"Vamos a mezclarlos" dijo la "Z" a la "A," mirándose a los ojos. "Cambiar de orden será divertido. !Ahora vamos a intentar!"

Y así se cambiaron de orden; la "Z" se movió hacia enfrente. Ahora estaba primero en la fila. La "A" se acomodó cerca de la "Y" y dijo, "este lugar es divertido."

Las demás letras miraron el cambio. Ellas gritaron, nosotras también cambiemos! Siempre estábamos en orden. Ahora es tiempo de intentar algo nuevo.

La "L","M","N","O","P" se dividieron. La "P" dijo, "esto es mejor!" "Cuando los niños reciten el alfabeto, no nos escucharemos como una letra singular."

La "Q" se brinco con la "U" y dijo; "tu deberás de estar cerca de mi. La "M" hizo truco con la "V" y "X."

La "E" le dijo chistes a la "B."

La "S" dijo; zacéenme de aquí lejos de la "R" y "T" Son tan buenas amigas que les gusta abrazarse. "Siempre me están apretando."

La "B" y la "D" se movieron de lado a lado, y la "X" marco otro lugar. "Ahora estamos mejor," dijeron la "O" y la "K." la "I" dijo, "no lo estoy." La "G" se unió con la "J" para bailar y columpiar. Fue una gran escena. La "F" dijo, "la "H" es muy divertida. Es como un trampolín."

La "C" valientemente se subió hasta lo mas alto de la letra "L." La "P" grito, !No te caigas!"

La "Y" esta muy tímida y pensó que porque se tenia que mover.

Al final las letras se acomodaron lo mas cómodo posible. Que alfabeto tan mezclado dirigido por las curvas de la "Z."

A la mañana siguiente...

La "K" despertó y miro alrededor, y dijo, "Aquí algo esta mal." Cuando los niños lleguen hoy a la escuela querrán cantar nuestra canción.

"Es la canción del "A-B-C" no "Z-N-D" Les encanta nuestra canción. Algunos estarán tristes, molestos, y otros gritarán de la alegría"

Pero la "Z" dijo; "a los niños les podría gustar el cambio. Es algo diferente, La canción del alfabeto es una canción muy vieja. Discúlpenme pero es verdad."

En una voz suave y bajita la "Y" dijo, "tu solo quieres estar enfrente por eso es que te quieres quedar enfrente de la fila. Por eso dices esas cosas."

Las letras se quedaron en silencio. Por ultimo la "R" hablo mas alto y dijo, "Oye "Y" tienes razón."

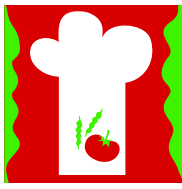
"! Ahí esta el autobús" grito la "D" los niños ya están por llegar. Tenemos que hacer lo correcto. Vamos a componernos antes de que ellos lleguen!"

La "B" salto sobre la "D" y la "N." La "C" corrió y paso la "J."

La "V" y la "T" se tropezaron con la "Q." La "L" choco con la "K."

Las letras se regresaron todas a sus lugares. Nos les tomo mucho tiempo. Y cuando era tiempo de empezar los niños empezaron a cantar su canción favorita.

Ahora se el ABC del alfabeto. ¡La próxima canta conmigo!



Letters: Letter Fun

Snack Attack

OVERVIEW

Children will learn basic letter concepts by creating an edible treat that closely resemble alphabetical letters. Each child will utilize letter shape cookie cutters to identify the first letter in their name and create their edible treat by cutting out their initial.

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 - #21 LLD9 – Letter and Word Knowledge
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH3 – Personal Care Routines

MATERIALS & PREPARATION

MATERIALS:

- English Book: Eating the Alphabet: Fruits & Vegetables from A to Z by: Lois Ehlert
- Spanish Book: Abecedario Nutritivo por: Yanitzia Canetti
- Tablespoons – for placement on tables
- Per Child:
 - 4 bread slices
 - 1 tablespoon of peanut butter
 - 1 tablespoon of jelly
 - 1 paper plate
 - 1 napkin

PREPARATION:

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

INTRODUCTION

- Introduce topic to students: Tell children that they will be learning about Letters of the alphabet today.
- Talk about the alphabet and the importance of knowing each letter.
- Instruct the children to say the name of each letter as you show them ABC flashcards.
- 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.

The Apple Man

Do you know the apple man,
the apple man,
the apple man?

Do you know the apple man
who likes to sing with me?

Oh, he loves the letter A,
the letter A,
the letter A,

Oh, he loves the letter A
and likes to sing with me

¡La "A" es un encanto!

¡Ay, ay, ay, ay, "A" es un encanto!
Porque la "A" es la letra
Con que comienza el abecedario.

La letra "A" comienza
Muchas palabras en castellano-
Como albaricoque, almíbar,
Ancla, alegre y aro.

Cuando mi abuelita
Va de visita con sus amigas
Se pone una chaqueta
Anaranjada y amarilla.

Cerca de nuestra alberca
Hay un arbusto de acerolas,
Donde viven abejas
Que cuando pican, ison dolorosas!

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: Tell children they will do a peanut butter and jelly sandwich letter for their snack.

- First tell children to spread peanut butter on one slice of bread and spread jelly on another slice of bread. Instruct children to use the tablespoons on the table to do this.
- Next have them join both bread slices together, to make a sandwich
- Have the children choose their corresponding cookie cutter to cut out their first initial in their name.
- Before children eat their snack call parents for they can see it.



TALK ABOUT IT

- Ask children what they like most about letters?
- Ask children if they know how many letters are in the alphabet? (numbers will vary: English-26 & Spanish-29).



Letters: Chicka Chicka ABC

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 practice saying different letters of the alphabet.

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 - #20 LLD8 – Phonological Awareness
- DRDP - #21 LLD9 – Letter and Word Knowledge
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Chicka Chicka A B C By: Bill Martin Jr and John Archambault
- Spanish Book: Chica Chica Bum Bum Por: Bill Martin Jr and John Archambault
- Brown construction paper
- Construction paper (any color)
- Alphabet letters (stickers or cut out your own from craft colored paper)
- Scissors
- Glue sticks
- Crayons
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students
- Lead the class into a discussion about the alphabet.
- Ask children if they know their alphabet? Show children alphabet flash cards and have them say the alphabet with you.

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 letters/ alphabet.
- Finally read the book to the children and discuss any new/unfamiliar words during the story.

ACTIVITY #2

Alphabet Tree:

- Draw a coconut tree trunk on brown construction paper. Also draw 5 curved pieces for the branches.
- Cut out the tree trunk and branches.
- Glue the tree trunk and the 5 branches on another sheet of construction paper. Glue the 5 branches in a fan-like fashion, just like a real coconut tree.
- Make your own alphabet letters by cutting them out from green craft foam or paper. You can also use pre-cut craft foam or sticker letters or print out these [lower case](#) and [upper case](#) letter templates.
- Make some different-colored letter O's to make the coconuts.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.

TALK ABOUT IT

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

- What was their favorite part of the book?
- Ask children to identify letters from the alphabet

PARENT TIP SHEET

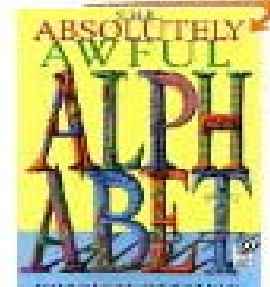
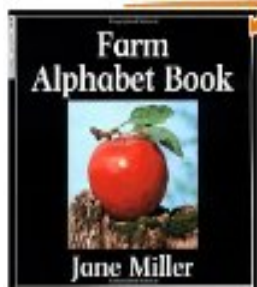
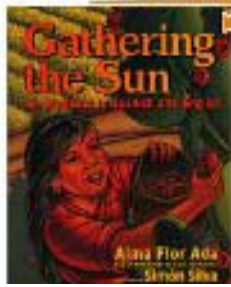
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about the alphabet/letters by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Letters

Storytime

BOOKS



ACTIVITIES

Sponge Paint

What You Need:

- Sponges (13 if you plan on fitting two letters per sponge)
- Fine tip marker
- Scissors /Paper
- Acrylic paints
- Paper bowls

What You Do:

Help your child trace alphabet letters onto sponge with marker. Help child cut letters (sponge might be difficult for child to cut). Pour paint in bowls, have child dip sponge letter in paint and have he/she paint away.

Alphabet Tree

What You Need:

- Construction paper in brown and green (or other colors)
- Markers
- Scissors
- Glue stick

What You Do:

Help your child make a tree with branches from the brown construction paper. They can then glue tree onto green paper. Then your child will draw and cut leaves, one for every alphabet letter. Use glue stick to glue leaves on the branches. Child will then write alphabet letters on each leaf.

SONGS

A B C Songs

A B C D E F G H I J K L M N O P Q R S T U V W
X Y Z
Now I know my ABC'S,
Next time won't you sing with me!

(B)ubbles Everywhere

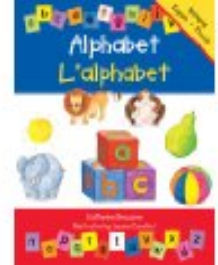
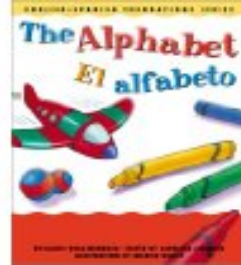
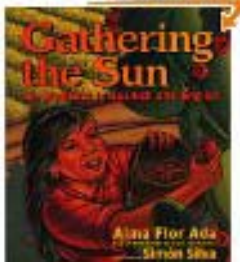
Bubbles, bubbles everywhere
Gently flowing through the air
Bouncing around without a care
Bubbles, bubbles everywhere



Consejos Para Padres: Las Letras

Hora de Cuentos

LIBROS



ACTIVIDADES

Pintando Con Esponjas

Que Necesita:

- Esponjas
- Marcador negro
- Tijeras/ Papel
- Pintura
- Platos

Que se Hace:

Ayude a su hijo/a a trazar las letras del abecedario en las esponjas. Después corte las letras del abecedario. Ponga pintura en los platos y déle papel a su hijo/a para que así puedan pintar las letras en el.

Árbol De Abecedario

Que Necesita:

- Papel constructivo (Colores Diferentes)
- Lápiz
- Tijeras
- Pegamento
- Marcadores

Que se Hace:

Su hijo/a cortara un árbol de papel constructivo. Después lo pegara en un papel de tamaño más grande. Cortara hojas pequeñas una para cada letra del abecedario. Después su hijo/a pegara las hojas en las ramas del árbol. Ponga los marcadores disponibles para que su hijo/a pueda escribir las letras en cada hoja del árbol.

CANCIONES

Sonidos De Las Letras

¿Saben los sonidos de las letras?
Vamos a cantar y aprender.

árbol árbol (tree)
/a/ /a/ /a/
barco barco (ship)
/b/ /b/ /b/
casa casa (house)
/c/ /c/ /c/
chile chile
/ch/ /ch/ /ch/
dedo (finger) ...

..... zapato (shoe)
ABC ya canté.
Canten, todos, la próxima vez

El Alfabeto

iArriba! iArriba!
Aprende el Alfabeto.
iArriba! iArriba!
Aprende el Alfabeto.

A, B, C, Ch . . .
A, B, C, Ch
D, E, F, G . . .
D, E, F, G
H, I, J, K . . .
H, I, J, K
L, LL, M, N . . .
L, LL, M, N
Ñ, O, P, Q . . .
Ñ, O, P, Q
R, RR, S, T . . .
R, RR, S, T
U, V, W . . .
U, V, W
X, Y, Z . . .
X, Y, Z