



Summer: You are my Sunshine

ART Explosion

OVERVIEW

In this activity children will be finger painting and pasting a sun shape. With the assistance of their parents children will be pasting small pieces of wrinkle paper and their picture brought from home to make up a shiny sun.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- 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 - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Summer by: Joann Early Macken.
- Spanish Book: Verano por: Joan Early Macken.
- White paper plates pre-cut sun shape
- Tempera paint: yellow and orange
- Blue and pink pre-cut circles out of construction paper
- Small piece of yarn
- Wrinkle paper pre-cut very small
- Scissors and hole puncher
- Glue (1 per child)
- Baby wipes

PREPARATION:

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

INTRODUCTION

- Introduce topic to students.
- Explain briefly about the characteristics of the sun: It is round like a circle, it is yellow like a lemon, it is hot like a warm bath.
- Talk about the different outdoor activities that can be done when the sun is shining outside: riding a bike, playing at the park, having a picnic.

ACTIVITY #1

Read Book

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

ACTIVITY #2

Sing and Dance

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

- English - You Are My Sunshine
- Spanish – Verano Y Sol

ACTIVITY #3

Instruct the children that they will now be making a "Sun Frame".

- Show to children and their parents the sample and explain that materials would be provided in steps.
- First: provide each child the precut sun paper plate and the tempera paint. Say to parents to pour a little bit of paint on the pre cut paper plate so that their children can finger paint.
- Second: provide glue and pre cut circles for children to glue the painted pre cut shiny sun to the circle.
- Third: provide the wrinkle paper, so children can decorate their shiny sun.
- Fourth: pass out a hole puncher and with parents' assistance ask that they punch two holes in their circle to connect to a small piece of yarn. This can be used as a hanger.
- Fifth: If parents brought a child's picture, they can paste it in the middle of the sun.
- Finally, tell the children that they can hang their shiny sun in their homes!

TALK ABOUT IT

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

- Ask children about their art project?
- Ask them questions about the book that was read and what they learned during class?

PARENT TIP SHEET

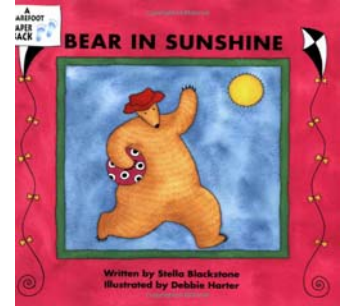
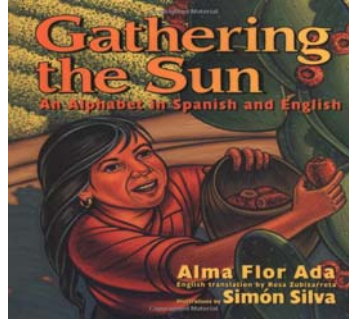
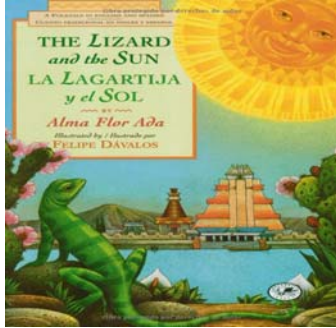
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the summer by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Summer



BOOKS



ACTIVITIES

Water Painting

What You Need:

- Crayola washable water paints
- Large white coloring paper
- Easel or a fence to hang the paper
- Child's apron
- A Container with water
- A paint brush

What You Do:

In open space or outdoors place or hang the coloring paper so your child could color or draw the Sun using water paints, a paint brush and water.

Chalk Painting

What You Need:

- A box of assorted colors of chalk.
- Ample space (outdoors preferable or a cement area).

What You Do:

Provide to your child a box of chalk and have him draw some drawings that have to do with summer time. For example: favorite fruit or vegetable they like to eat during summer time. They can also draw the Sun or sea creatures on the ground or cement area.

SONGS

You are My Sunshine

You Are My Sunshine
My only sunshine.
You make me happy
When skies are grey.
You'll never know, dear,
How much I love you.
Please don't take my sunshine away

(Repeat)

Over The Meadow

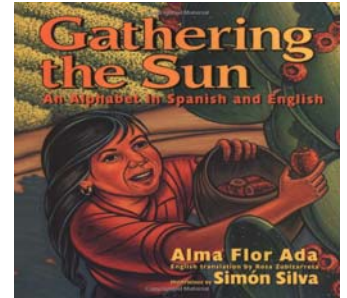
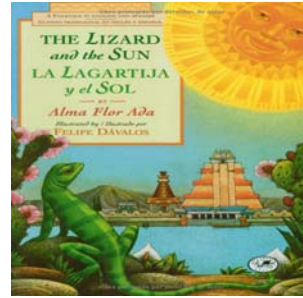
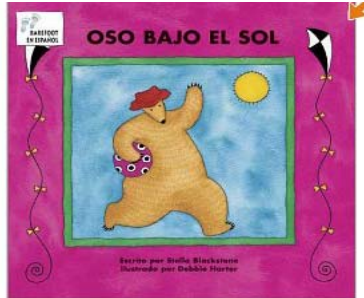
Over in the meadow,
In the sand in the sun,
Lived an old mother toadie,
And her little toadie one,
"Wink!" said the mother;
"I wink!" said the one,
So they winked and they blinked,
In the sand in the sun.
Over in the meadow,
Where the stream runs blue,
Lived an old mother fish,
And her little fishes two,
"Swim!" said the mother;
"We swim!" said the two,
So they swam and they leaped,
Where the stream runs blue.



Consejos Para Padres: Verano



LIBROS



ACTIVIDADES

Pinturas de Agua

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 un Sol usando las pinturas de agua, brocha y agua.

Pintar con el Gis

Que Necesita:

- Una caja de gises de diferentes colores
- Suficiente espacio (preferible afuera de la casa en área de cemento).

Que se Hace:

Provee a su hijo una caja de gises. Dibuje algunos dibujos que tienen que ver con el tiempo de verano por ejemplo: El Sol, animales del mar, el nombre de su hijo, la fruta favorita, un vegetal del verano. También puede dibujar personas y pídale a su hijo que se dibuje el mismo en el suelo.

CANCIONES

Verano Y Sol

Verano y sol, arena y mar
Mucho calor y a disfrutar,
En vacaciones voy a jugar
verano y sol, arena y mar.

Llegó el verano me voy de viaje
ya tengo listo mi equipaje
andando en coche por las montañas
quizás durmiendo en una cabaña.

Llegó el verano me voy de viaje
Por la ventana miro el paisaje
montando en bici llego a la playa
me llevo gafas, gorra y toalla.

Llegó el verano me voy de viaje
de vacaciones y a descansar
hasta la vuelta mis amiguitos
tendremos mucho para contar.

Verano

Verano, verano, verano,
me esperan la playa y el sol.
Ya llegan las vacaciones,
porque el cole ya terminó.
Hoy es el ultimo día de clase,
y nos despedimos con amor
De la seño y los compañero,
de los profes y del director
Quiero llegar pronto a mi casa,
para prepararme el bañador
Una gorra pala y rastrillo,
y para el sol un protector.
Verano, verano, verano,
me esperan la playa y el sol
Ya llegan las vacaciones,
porque el cole ya terminó.



Summer: Sun, Sun, Mister Golden Sun

Barney & Friends

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Let's look at Summer by: Sarah L. Schuette
- Spanish Book: El Verano por: Dami y Alicia Casado
- English Barney Clip: Mr. Sun
- Spanish Barney Clip: Señor Sol
- Small paper plates
- Tempera paint: yellow
- Glue or glue sticks
- Scissors
- Yarn (or pipe cleaners); orange or red and brown or black
- Wiggly eyes (one pair per child)
- Small pom-poms
- 11 x 17 construction paper (for sun scenery)

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce Topic to Students: Talk to children about the season of summer.
- Ask them what the weather is like during summer time?
- Ask children what they like about summer time?
- 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 – Out of Doors
 - Spanish – Verano
- **Show Barney & Friends clip:** Mr. Sun / Señor Sol

ACTIVITY #3

Hands on Activity:

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

- Tell children that they will be making a sun craft that they can take home and hang on their wall.
- Instruct children to take the paper plate and to use the finger paint to color their sun.
- Ask parents to assist children as they paste the paper plate onto their construction paper.
- Instruct children to use the yarn (or pipe cleaners) to make sun rays around the paper plate.
- Children can finish their project by giving their sun a face: they can use the wiggly eyes, brown yarn for the mouth, and a pom pom for the nose.
- Ask parents to assist children by placing a hole punch on the corners of the construction paper and lacing them with the yarn so that the art piece can be displayed on the wall.
- 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 summer season

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

TALK ABOUT IT

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

- Ask children if they can remember what they learned about the summer season today?
- Is there anything that they can recall about the book that was read?
- [Show closing Barney & Friends clip](#)

PARENT TIP SHEET

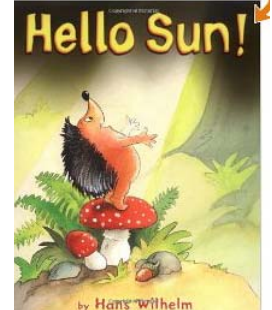
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the summer season by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Summer

Barney & Friends

BOOKS



ACTIVITIES

A Lacing Sun

What You Need:

- White construction paper/card stock,
- Giant circle template
- Hole puncher
- Yarn or ribbon (orange or yellow)
- Children's scissors
- Crayons.

What You Do:

Help your child trace a big circle from a circle template. Depending on child's age help and assist your child to hold scissors and model cutting. Next ask your child to color it with crayons and talk about the colors of the sun. Make holes with hole puncher around the edges of the circle then have your child lace thru the holes and around the plate using orange or yellow yarn. Color and draw a face in the middle (optional).

Cheerios Necklace Lacing

What You Need:

- Box of Cheerios
- Yarn
- Tape

What You Do:

This is a fun edible activity for your child. Provide enough orange and yellow cheerios, and 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 cheerios' holes. When your child laces enough cheerios make a knot and help your child to put on and wear his necklace. Tell your child that these are the colors of the sun. Enjoy eating some cheerios as snacks.

SONGS

Out of Doors

When Billy and Mary and Sarah Jane,
Play out of doors in the sun and rain,
Their cheeks grow red and their eyes shine
bright,
And they eat a good supper and sleep all night!

Repeat

Sun, Sun, Mister Shiny Sun

Oh Mister Sun, Sun, Mister Golden Sun, won't
you please shine down on me? Oh Mister
Sun, Sun, Mister Golden Sun, Hiding behind
a tree, this little child is asking you to please
come out so I can play with you. Oh Mister
Sun, Sun, Mister Golden Sun, please shine
down on me!

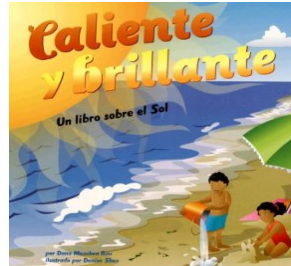
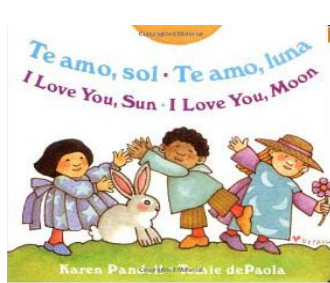
Repeat



Consejos Para Padres: Verano

Barney Y Amigos

LIBROS



ACTIVIDADES

Decora tu Sol con encaje

Que Necesita:

- Papel construcción blanco
- Plantilla de círculo gigante
- Perforadora de papel,
- Hilo o cinta (anaranjado o amarillo)
- Tijeras infantiles
- Lápices de colores.

Que se Hace:

Ayude a su hijo a trazar un círculo gigante. Dependiendo de la edad del niño ayúdele a modele de cómo recortar el círculo Recorte el círculo. Pídale a su hijo que colore el círculo con crayones y hable de los colores del sol. Hágale varios agujeros alrededor de las orillas del círculo para que hijo encaje puntadas con hilo en círculo alrededor de las orillas del círculo. Ate un nodo en la parte inferior. Puede usar hilo de estambre anaranjado o amarillo. Si gusta dibujar una cara en el medio del círculo.

Collar de Cheerios

Que Necesita:

- Caja de Cereal Cheerios
- Hilo o estambre
- Cinta adhesiva

Que se Hace:

Esta es una actividad comestible y divertida para su hijo. Provea suficientes cheerios amarillos y anaranjados y 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 los cheerios. Ayúdele a su hijo a hacer un nudo y póngale el collar de cheerios al cuello de su hijo. Dígale a su hijo que el amarillo y anaranjado son los colores del Sol. Disfrute comiendo los cheerios que sobraron como apetitivo

CANCIONES

Verano

Verano, verano, verano,
me esperan la playa y el sol.
Ya llegan las vacaciones,
porque el cole ya terminó.
Hoy es el ultimo día de clase,
y nos despedimos con amor
De la seño y los compañero,
de los profes y del director
Quiero llegar pronto a mi casa,
para prepararme el bañador
Una gorra pala y rastrillo,
y para el sol un protector.
Verano, verano, verano,
me esperan la playa y el sol
Ya llegan las vacaciones,
porque el cole ya terminó.

Señor Sol

¿"Oh Señor Sol, Sol, Señor dorado sol, por favor brilla sobre en mí? Ah Señor Sol, Sol, Señor dorado, escondido detrás de un árbol, este niño le pide por favor que salga para jugar con usted.

Oh Señor. Sol, Sol, Señor dorado Sol, brilla sobre me!



Letter Recognition: Learning My Letters: N and O

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

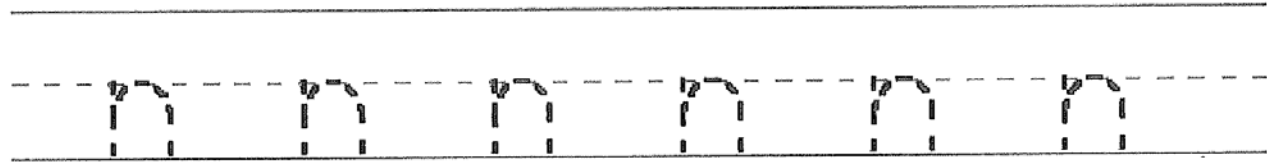
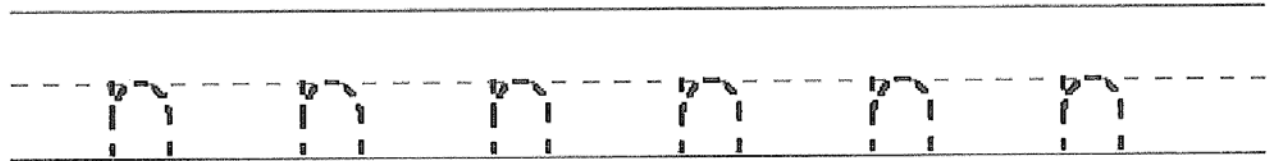
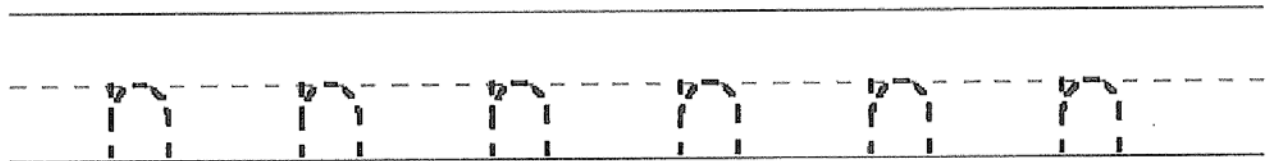
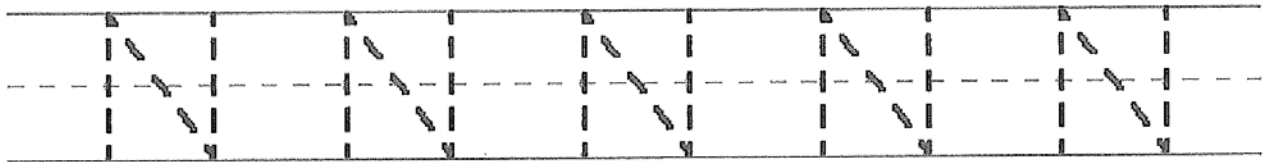
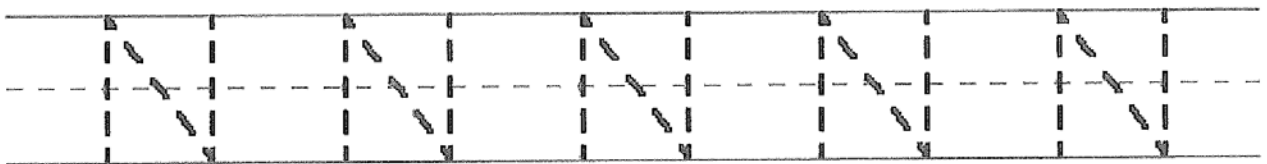
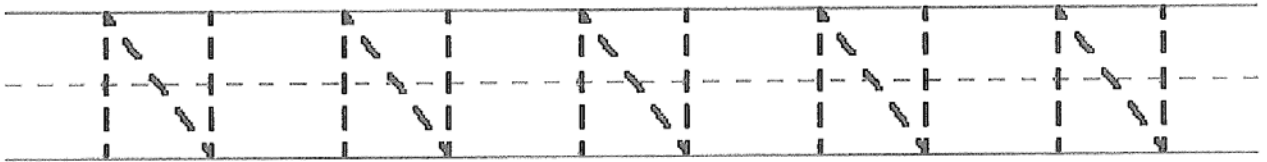
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters N,O

HOMEWORK

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

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

Name _____



Instructions: trace and then copy letters or words

W w N n O o

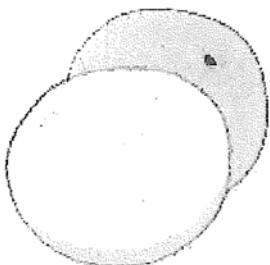
W w N n O o

Blank handwriting lines for practice.

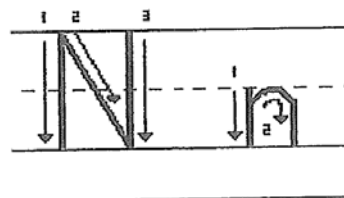
W w N n O o

Blank handwriting lines for practice.

Me llamo: _____

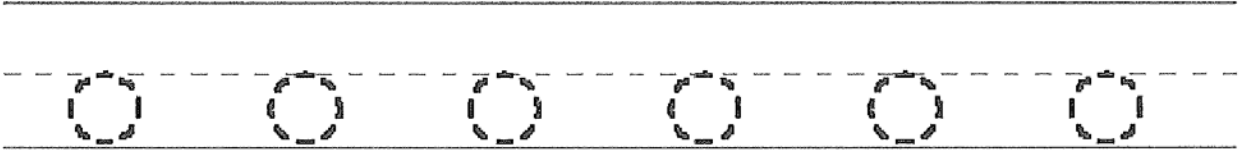
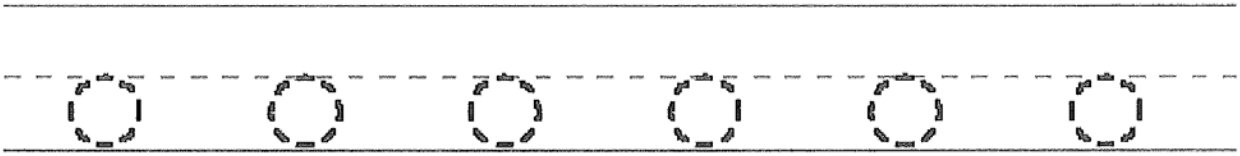
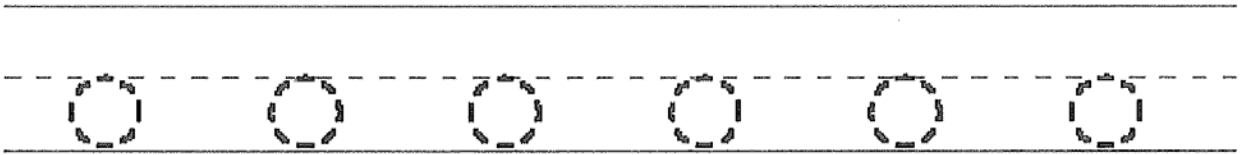
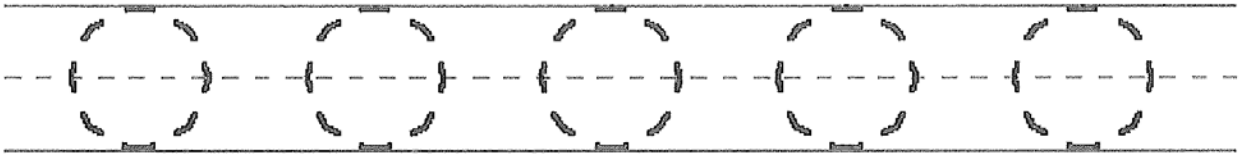
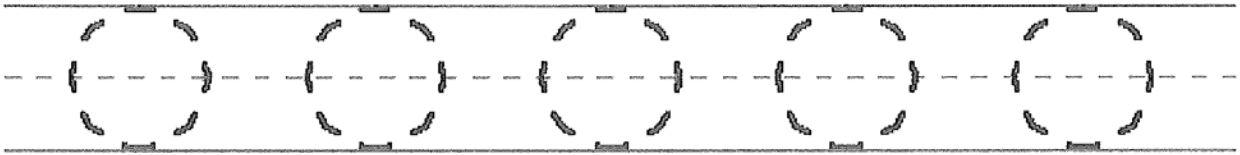
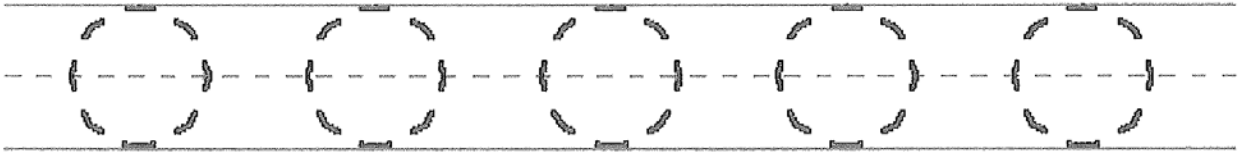


N
es para
NARANJA
(F)



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

Name _____



Instructions: trace and then copy letters or words

o o o o o o o o

o o o o o o o o

o o o o o o o o

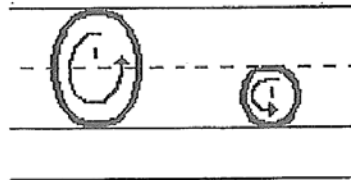
o o o o o o o o

o o o o o o o o

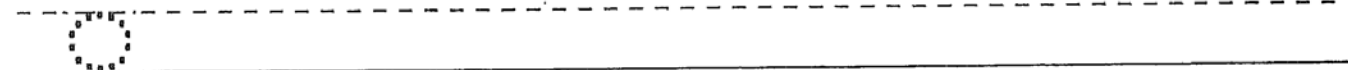
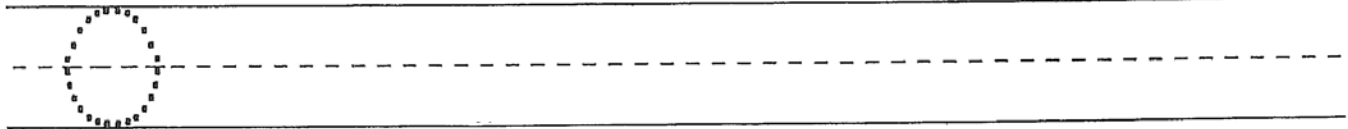
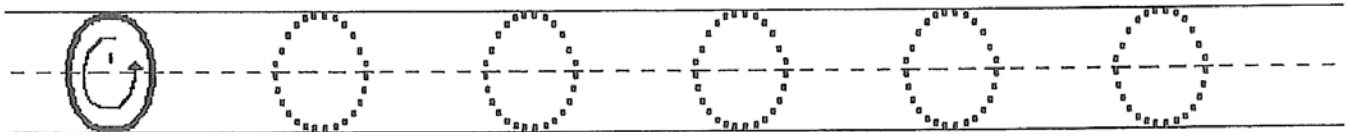
Me llamo: _____



O
es para
OVEJA
(F)



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





Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Gross Motor Checking Reflexes

Cuddle Crew 1
0-6 months

GOAL

To elicit the baby's reflexes (some of which are temporary).

EXPERIENCE

1. **Hand grasp** (clenched-fist reflex): Lay the baby on her stomach. The baby's hands should touch the surface she is lying on, and they will probably remain fisted. Typically, this reflex is present until about 3 months.
2. **Asymmetrical tonic neck reflex** (ATNR, fencing position): Lay the baby on her back. Place one hand on her chest to stabilize her. While you gently turn her head to one side, watch her arms. Note that when her head is turned to the right, the left arm will flex and the right arm will straighten, and vice versa. Typically, this reflex is present until the baby is about 4 months old.
3. **Moro reflex** (arms up, hands open): Cradle the baby in one arm to support her head, back, and bottom. Place your other hand on her chest. Still cradling the baby, slightly lower the baby's head and body and then quickly return to the beginning position. Note if the baby brings her arms up and extends them with her hands open. Typically, this reflex is present until about 4 months.
4. **Rooting reflex** (sucking): Stroke the corners of the baby's mouth and upper or lower lip. Note if the baby turns her head toward you and tries to suck your finger. (This may not occur just after feeding.) The rooting reflex ends a couple of months after birth when the baby begins to turn her head voluntarily.

MATERIALS

None



Movimientos Gruesos

Chequear los Reflejos

Grupo de Bebes 1
0-6 meses

META

Para obtener los reflejos del bebé (algunos de los cuales son temporales).

EXPERIENCIA

1. **Alcanzar la mano** (apretar la mano en un puño-reflejo): Acueste al bebé sobre su estómago. Las manos del bebé deben tocar la superficie donde el bebé este acostado, y probablemente sus manos permanezcan en un puño. Típicamente, este reflejo está presente hasta los 3 meses.
2. **Reflejo Asimétrico tónico del cuello** (posición de cerca): Acueste al bebé en su espalda. Coloque una mano en el pecho para estabilizarlo. Mientras que gira suavemente la cabeza del bebé hacia un lado, mire sus brazos. Tenga en cuenta que cuando la cabeza del bebé se gira a la derecha, el brazo izquierdo se doblará y el brazo derecho se va enderezar, y viceversa. Típicamente, este reflejo está presente hasta que el bebé tiene 4 meses de edad.
3. **Reflejo de Moro** (brazos arriba, manos abiertas): Abrase al bebé en una mano como si estuviera acostado en una cuna para apoyar su cabeza, espalda, y la parte inferior. Coloque su otra mano en el pecho del bebé. Siga abrazando al bebé, y poco a poco baje la cabeza del bebé y el cuerpo, luego regrese rápidamente a la posición inicial. Note si el bebé pone sus brazos hacia arriba y los extiende con las manos abiertas. Por lo general, este reflejo está presente hasta los 4 meses.
4. **Reflejo de enraizamiento** (chupar): Frote las esquinas de la boca del bebé y también el labio superior o inferior. Note si el bebé voltea la cabeza hacia usted y trata de chupar su dedo. (Esto no puede ocurrir justo después de comer.) El reflejo de enraizamiento termina unos meses después del nacimiento cuando el bebé comienza a girar la cabeza de forma voluntaria.

MATERIALES

Ninguno



Gross Motor Exercising

Cuddle Crew 1
0-6 months

GOAL

For the baby to exercise muscles and to enjoy movement.

EXPERIENCE

With the baby lying on his back, do these exercises in a gentle, slow, and supportive way. Make eye contact and talk softly. Never force, and stop if the baby does not seem to be enjoying the experience.

1. **Knee bends.** Hold onto the baby's calves. Push his legs to his chest, then straighten his legs. Repeat 8 times.
2. **Alternating knee bends.** Hold onto the baby's calves. Bend the left leg while straightening the right. Alternate. Repeat 8 times.
3. **Arm crosses.** While holding the baby's hands, cross his arms over his chest. Straighten the baby's arms at shoulder level. Repeat 8 times.
4. **Arm raises.** Take the baby's hands and lower his arms to his side, then raise them over his head. Repeat 8 times. Do again, this time alternating arms.
5. **Foot-to-hand stretch.** Bring the baby's right calf to his left hand. Straighten his foot and raise his hand over his head so he is not stretched out. Change sides. Repeat 4 times. This exercise enables the baby to move in a reciprocal way across two sides of his body, motions he uses again in crawling.
6. **Sit-ups.** Hold the baby's hands and slowly pull him to a sitting position. If necessary, support his head with one hand while holding his hands with your other hand. Return the baby to his back. Repeat 2–4 times.

MATERIALS

None



Movimientos Gruesos Ejercicio

Grupo de Bebes 1
0-6 meses

META

Para que el bebé ejercite los músculos y disfrute del movimiento.

EXPERIENCIA

Con el bebé acostado sobre su espalda, haga estos ejercicios de manera suave, lentos, y de apoyo. Haga contacto visual y hable en voz baja. Nunca a la fuerza, y pare si el bebé no parece estar disfrutando la experiencia.

1. **Doblar las rodillas.** Agarre las pantorrillas del bebé. Empuje las piernas del bebé contra su pecho, luego enderece sus piernas. Repita 8 veces.
2. **Alternando dobles de rodillas.** Agarre las pantorrillas del bebé. Doble la pierna izquierda mientras endereza la pierna derecha. Alternar. Repita 8 veces.
3. **Cruzar los brazos.** Mientras agarra la mano del bebé, cruce los brazos sobre su pecho. Enderece los brazos del bebé a la altura del hombro. Repita 8 veces.
4. **Levantar los brazos.** Tome las manos del bebé y baje sus brazos a su lado y luego levántelas por encima de su cabeza. Repita 8 veces. Hágalo de nuevo, esta vez alternando los brazos.
5. **Estirar los pies a manos.** Traiga la pantorrilla derecha del bebé a su mano izquierda. Estire la pierna y levante la mano sobre su cabeza para que este estirado. Cambiar de lados. Repita 4 veces. Este ejercicio permite al bebé moverse de manera recíproca a través de dos lados de su cuerpo, movimientos que utiliza cuando gatea.
6. **Abdominales.** Detenga las manos del bebé y lentamente estírelo para que se siente. Si es necesario, apoye su cabeza con una mano mientras sostiene sus manos con la otra mano. Acueste al bebé de nuevo en su espalda. Repita 2-4 veces.

MATERIALES

Ninguno



Gross Motor

Lying on Tummy and Looking Up

Cuddle Crew 1
0-6 months

GOAL

For the baby's back and neck muscles to develop and become stronger.

EXPERIENCE

1. Lay the baby on his tummy on a comfortable pad. Place toys and puppets at his eye level. If he does not seem to like this position (and some babies have a definite preference), put yourself at his level. Talk to him. Hold a puppet or toy at his eye level and encourage him to look at it. Make this a "fun" position for the baby to be in. Gradually increase the "tummy time" from one session to the next.
2. Place a mirror in front of the baby and encourage him to look at himself in the mirror.
3. Lay the baby on his tummy with his arms draped over a small exercise roll. Many babies love this position. This will immediately give him a new vista. Encourage him to hold his head up high by holding or placing an interesting toy above him to attract him.
4. Lay the baby on his tummy over a partially deflated, large beach ball, while steadying his trunk with your hands.

Note: Watch closely during exercises 3 and 4 so the baby does not slip off the roll or ball.

MATERIALS

Comfortable pad; exercise roll such as a small pillow or a rolled up blanket or towel; interesting toys and puppets; mirror; beach ball



Movimientos Gruesos

Acostado Boca Abajo y Mirando hacia Arriba

Grupo de Bebes 1
0-6 meses

META

Para que los músculos de la espalda y el cuello del bebé se desarrollen y se vuelven más fuertes.

EXPERIENCIA

1. Coloque al bebé boca abajo sobre un cojín cómodo. Coloque los juguetes y títeres a la vista del bebé. Si parece que no le gusta esta posición (y algunos bebés tienen una preferencia definida), póngase a su nivel. Habla con él. Sostenga un títere o un juguete a su altura de los ojos y alentamos a mirarlo. Haga que la posición en la que este el bebé sea "divertida". Poco a poco aumente el "tiempo boca abajo" de una sesión a otra.
2. Coloque un espejo en frente del bebé y anímelo a mirarse a si mismo en el espejo.
3. Coloque al bebé boca abajo con los brazos envueltos sobre un rodillo pequeño de ejercicio. A muchos bebés les encanta esta posición. Esto inmediatamente le dará una nueva vista. Anímelo a mantener la cabeza en alto deteniendo o colocando un juguete interesante por encima de él para atraerlo.
4. Coloque al bebé boca abajo sobre una parcialmente desinflada, pelota de playa grande, mientras usted estabiliza el tronco del bebé con sus manos.

Nota: Vea de cerca durante los ejercicios 3 y 4 para que el bebé no se resbale del rodillo o la pelota.

MATERIALES

Un cojín cómodo; rodillo de ejercicio como una pequeña almohada o una cobija enrollada o una toalla, juguetes interesantes y títeres; espejo; pelota de playa



Gross Motor Balancing on a Bolster

Cuddle Crew 1
0-6 months

GOAL

For the baby's balancing skills to develop further.

EXPERIENCE

1. Place the baby on her tummy, lengthwise on a bolster (long pillow or cushion). With one hand on her hip, slowly roll the bolster to the right and then to the left. When your baby is accustomed to the motions, roll the bolster farther toward each side. Help her extend her arms to feel the floor and pause so she has a chance to feel each hand firmly on the floor. Be sure not to roll the bolster so far that her hand gets caught.
2. Do the same thing with just the baby's legs.
3. Now do the same thing with both the arms and the legs touching the floor.
4. Now, with the baby leaning over the bolster in a crosswise position, place an attractive toy such as a puppet by the bolster, and encourage the baby to reach for the toy as the bolster rolls in that direction. Say, "Can you reach the toy?"

Note: Use your hands to balance the baby carefully so that she does not slip off the bolster.

MATERIALS

Bolster, toy



Movimientos Gruesos

Mantener el Equilibrio sobre una Almohada

Grupo de Bebes 1
0-6 meses

META

Para que las habilidades de equilibrio del bebé se desarrollen aún más.

EXPERIENCIA

1. Coloque al bebé boca abajo, a lo largo de un soporte (almohada o cojín). Con una mano en la cadera del bebé, poco a poco rodé el soporte a la derecha y luego a la izquierda. Cuando su bebé está acostumbrado a los movimientos, rodé el soporte mas adelante para cada lado. Ayúdelo a extender los brazos para sentir el suelo y hacer una pausa para que tenga la oportunidad de sentir cada mano firmemente en el suelo. Asegúrese de no rodar el soporte tan lejos que su mano se atrape.
2. Haga lo mismo con las piernas del bebé.
3. Ahora haga lo mismo con los brazos y las piernas tocando el suelo.
4. Ahora, con el bebé apoyado en la almohada en una posición transversal, coloque un juguete atractivo, como un títere junto de la almohada, y anime al bebé a alcanzar el juguete mientras la almohada roda en esa dirección. Diga: "¿Puedes alcanzar el juguete?"

Nota: Utilice sus manos para equilibrar al bebé con cuidado para que no se resbale del soporte.

MATERIALES

Un soporte (almohada o cojín), juguete



Gross Motor

Placing Weight on Feet

Cuddle Crew 1
0-6 months

GOAL

For the baby to place weight on his feet.

EXPERIENCE

The baby should gradually be able to put more of his weight on his feet when held in a standing position.

Sit down and stand the baby in your lap. Support him with your hands but encourage him to put his weight on his feet.

Place the baby in a bouncer that allows his feet to touch the floor. Many infants seem to like this position.

Note: *Never leave a child unsupervised in a bouncer.*

MATERIALS

Bouncer



Movimientos Gruesos

Colocando Peso en los Pies

Grupo de Bebes 1
0-6 meses

META

Para que el bebé coloque peso en sus pies.

EXPERIENCIA

El bebé poco a poco debe ser capaz de poner más de su peso sobre sus pies cuando es sostenido de pie.

Siéntese y pare al bebé en sus piernas. Apóyelo con sus manos, pero anímelo a poner su peso en sus pies.

Coloque al bebé en un "brinca-brinca" que permita a sus pies tocar el suelo. A muchos bebés parece que les gusta esta posición.

Nota: Nunca deje a un bebé sin supervisión en un "brinca-brinca".

MATERIALES

Brinca-brinca



Gross Motor Rolling Over

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience rolling from front to back or back to front.

EXPERIENCE

Some babies roll over front to back first and others go back to front first. You can use leg crossover exercises with a baby to strengthen the torso muscles needed for rolling.

1. **Front to back:** Position the baby on her tummy. Slowly draw a toy across her field of vision from one side to the other. Then move the toy up and down so she has to look over her shoulder to follow it. In doing so, many babies will roll over to keep the toy in view. Place the baby on her tummy again. Now flex the baby's left knee and fold her right arm under her chest. A turn from front to back may follow automatically.
2. **Back to front:** Lay the baby on her back. Now flex the left hip and raise her left buttock, stretch her right arm out and upward, and then roll her toward the right and onto her tummy.

Rolling over is a skill that infants who are developing typically may master as early as 1 month or as late as 6 months. Don't become impatient and worry if a baby doesn't roll right away. Have fun with the exercises.

MATERIALS

None



Movimientos Gruesos

Dar Vuelta

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de dar vuelta de adelante hacia atrás o de atrás hacia adelante.

EXPERIENCIA

Algunos bebés dan vuelta de adelante hacia atrás y otros de atrás hacia adelante primero. Usted puede utilizar el cruce de ejercicios para las piernas con un bebé para fortalecer los músculos del torso necesarios para dar vuelta.

1. **Adelante hacia atrás:** Coloque al bebé boca abajo. Despacio pase un juguete a través de su campo de visión de un lado a otro. Luego mueva el juguete hacia arriba y abajo para que tenga que mirar por encima de su hombro para seguirlo. De este modo, muchos bebés darán la vuelta para mantener el juguete a la vista.

Coloque al bebé boca abajo otra vez. Ahora doble la rodilla izquierda del bebé y doble su brazo derecho debajo de su pecho. Una vuelta de adelante hacia atrás puede seguir de forma automática.

2. **Atrás hacia delante:** Acueste al bebé en su espalda. Ahora doble la cadera izquierda y levante el trasero izquierdo, estire su brazo derecho hacia arriba, y luego déle vuelta hacia la derecha para que la coloque en su estomago.

Dar vuelta es una habilidad que los niños que se están desarrollando normalmente pueden dominar tan pronto como un mes o tan tarde como 6 meses. No se impaciente y se preocupe si el bebé no se da vuelta de inmediato. Diviértase con los ejercicios.

MATERIALES

Ninguno



Gross Motor Sitting

Cuddle Crew 1
0-6 months

GOAL

For the baby to progress toward sitting upright.

EXPERIENCE

Sit on the floor for a short time with the baby sitting between your legs. Your presence gives the baby a safe feeling, and you can catch him if he begins to waver in this position.

After the baby can sit fairly well on his own but is still not totally ready for independent sitting, prop him up with firm pillows. Put some interesting toys around him to make sitting more fun.

Another way to support a baby is to line a firm box or laundry basket with pillows in such a manner that the baby is supported while sitting.

Note: *Be sure to stay close by with these activities.*

MATERIALS

Firm pillows, box or laundry basket, toys



Movimientos Gruesos

Sentarse

Grupo de Bebes 1
0-6 meses

META

Para que el bebé progrese hacia sentarse en posición vertical.

EXPERIENCIA

Siéntese en el piso por un corto tiempo con el bebé sentado entre sus piernas. Su presencia le da al bebé una sensación de seguridad, y usted puede agarrarlo si empieza a flaquear en esta posición.

Después de que el bebé pueda sentarse bastante bien por si mismo, pero todavía no está totalmente listo para estar sentado solo, apóyelo con almohadas firmes. Ponga unos juguetes interesantes a su alrededor para hacer más divertido sentarse.

Otra forma de apoyar a un bebé es de alinear una caja firme o un canasta de ropa con almohadas de tal manera que el bebé se apoye al estar sentado.

Nota: *Asegúrese de estar cerca con estas actividades.*

MATERIALES

Almohadas firmes, una caja o canasta de ropa, juguetes



Gross Motor Preparing to Crawl

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience more freedom of movement in preparation for crawling.

EXPERIENCE

Put the baby on a firm pillow or bolster and encourage her to scoot over it. This will teach the baby how it feels to have her trunk lifted off of the floor.

Place the baby on a smooth floor (laying face down or on her hands and knees), and put your hand against her feet when she pulls them up under her. When she extends her legs, she will slide forward.

Let the baby crawl over your legs when you are sitting on the floor. Many infants can easily scoot this way.

MATERIALS

Pillow or bolster



Movimientos Gruesos

Prepararse para Gatear

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de más libertad de movimiento en la preparación para gatear.

EXPERIENCIA

Ponga al bebé sobre una almohada firme o un soporte y anímelo a moverse sobre el. Esto enseñará al bebé cómo se siente tener su cuerpo levantado del suelo.

Coloque al bebé sobre una superficie lisa (boca abajo o en las manos y las rodillas), y ponga su mano sobre sus pies cuando el las estire para arriba debajo de el. Cuando extienda sus piernas, el se deslizará hacia adelante.

Deje que el bebé gatee sobre sus piernas cuando usted esté sentada en el suelo. Muchos bebés pueden fácilmente moverse de esta manera.

MATERIALES

Almohada o soporte



Introduction

Cuddle Crew

INTRODUCTION

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Grupo de Bebes

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Gross Motor Bouncing and Rocking

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience self-bouncing and self rocking. Self-bouncing and rocking give baby a sense of motor effectiveness (i.e., a sense that “I can make this happen!”) and they reward motion.

EXPERIENCE

Babies find bouncing and rocking great fun, especially when they can make these actions themselves.

Put baby in a bouncer or activity rocker. Such an apparatus allows the baby to initiate the motion of rocking. Stay close as she bounces. Help her make the motion if she doesn't seem to do it spontaneously.

Play bouncing games with baby on your knee, such as, “Ride a cock-horse, to Banbury Cross, to see an old lady upon a white horse. Rings on her fingers, and bells on her toes, she shall have music wherever she goes.” Later, move baby to your ankle and bounce more vigorously.

Some children take to bouncing activities and others don't seem to like them. If your child isn't excited about the bouncing, try it later.

Note: Carefully observe pound restrictions on bouncer chairs and rockers. These are typically not appropriate for babies older than 1 year of age.

MATERIALS

Bouncer, baby activity rocker



Movimientos Gruesos

Saltar y Mecerse

Grupo de Bebes 2
6-12 meses

META

Para que el bebé tenga la experiencia de saltar y mecerse solo. Saltar y mecerse le dan al bebé un sentido de eficacia del motor (es decir, la sensación de que "puedo hacer que esto suceda!") y que recompensa el movimiento.

EXPERIENCIA

Los bebés encuentran saltar y mecerse muy divertido, especialmente cuando pueden hacer estas acciones ellos solos.

Ponga al bebé en un "brinca-brinca" o en una mecedora. Este aparato permite que el bebé inicie el movimiento de mecerse. Manténgase cerca mientras brinca. Ayúdele hacer la moción si no parece que lo hace de forma espontánea.

Juegue juegos de brincar con el bebé en su rodilla y cántele canciones como, "Todos los domingos con papito voy a los caballitos y una vuelta doy." Más tarde, mueva al bebé a su tobillo y salte con más fuerza.

Algunos niños les gustan las actividades de brincar y otros no parece que les gusta. Si su hijo no está muy interesado en brincar, inténtelo más tarde.

Nota: Observe cuidadosamente las restricciones de libras en los brinca-brincas y las mecedoras. Estas no suelen ser adecuadas para los bebés mayores de 1 año de edad.

MATERIALES

Brinca- brinca, mecedora para bebés



Gross Motor Turning and Stretching

Cuddle Crew 2
6-12 months

GOAL

For the baby to build torso muscles and confidence in moving.

EXPERIENCE

Begin with baby in a sitting or crawling position. Put toys slightly out of her reach and encourage her to reach and stretch for them. You may use an apparatus on which the toy is hung slightly out of reach so baby needs to stretch a little to grasp the toy.

When she is sitting, dangle a toy on a short ribbon and encourage her to reach and stretch.

Invite her to grasp the end of a stretchy piece of material. An old sock works well. Pull on the other end and encourage her to pull her end. This tugging will help her to use her arm and shoulder muscles. Don't let go of the fabric too quickly or it will snap her.

For a child who is not yet crawling, put an attractive toy just out of her reach. Encourage her to scoot and stretch to get the toy.

MATERIALS

Toys on short ribbons, stretchy material such as a sock, apparatus for sitting where toy is hung above baby's eye level to encourage reaching



Movimientos Gruesos

Dar Vuelta y Estirarse

Grupo de Bebes 2
6-12 meses

META

Para que el bebé desarrolle los músculos del torso y la confianza en el movimiento.

EXPERIENCIA

Comience con el bebé en la posición de sentado o gateando. Ponga juguetes un poco fuera de su alcance y anímelo a alcanzar y estirarse para agarrarlos. Usted puede usar un aparato en el que se cuelga el juguete un poco fuera de su alcance para que el bebé necesite estirarse un poco para agarrar el juguete.

Cuando el bebé este sentado, cuelgue un juguete en un listón cortó y anímelo a alcanzarlo y a estirarse.

Invite al bebé a agarrar el final de una pieza de material elástica. Un calcetín viejo funciona bien. Jale el otro extremo y anímelo a que jale su lado de el. Este estirón le ayudará a utilizar su brazo y los músculos del hombro. No deje ir el material demasiado rápido o de lo contrario lo golpeará.

Para un bebé que todavía no gatea, ponga un juguete atractivo fuera de su alcance. Anímelo a estirarse y gatear para agarrar el juguete.

MATERIALES

Juguetes en un listón, materiales elásticos como un calcetín, aparatos para que se siente donde el juguete se cuelga sobre el nivel del ojo del bebé para animarlo a alcanzarlo



Gross Motor Pulling Up

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to pull herself up.

EXPERIENCE

Help the baby get the feeling of being on her feet by pulling herself up during play.

Give the baby the opportunity to pull herself to her feet by grasping a dowel rod.

Put her near low furniture when sitting so she can pull herself up when she is ready to try it on her own.

Note: *Protect her so that she does not slip.*

MATERIALS

Dowel rod



Movimientos Gruesos Estirarse para Arriba

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a estirarse para arriba.

EXPERIENCIA

Ayuda al bebé agarrar la sensación de estar en sus pies, estirándose a sí misma durante el juego.

Dé al bebé la oportunidad de ponerse de pie sujetando una vara de la clavija.

Ponga al bebé cerca de muebles bajos cuando este sentado para que pueda estirarse para arriba cuando este dispuesto a intentarlo por su cuenta.

Nota: Proteja al bebé para que no se resbale.

MATERIALES

Vara de la clavija



Gross Motor Playing Crawling Games

Cuddle Crew 2
6-12 months

GOAL

For the baby to sit and crawl in different ways.

EXPERIENCE

Let baby crawl in (or sit in, if not crawling yet) boxes and laundry baskets.

Let baby crawl in a carpet-covered barrel or play tunnel. If you don't have one, make one with blankets and furniture.

Make an obstacle course with foam shapes or boxes and pillows. Create ways for baby to go high, low, in, out, over, and under spaces.

Roll a toy under a table and encourage baby to get it. Or, move an attractive toy around so baby needs to move to find it. Laugh when she finds the toy and have fun with this.

Grab baby by her legs. When she pulls to get away, tug a little and then let her go. Make her work a little to get away (as long as it is fun for her).

Sit by baby and when she leans on you, act like you are falling over. Laugh and tell her she pushed you over. Sit up and let her do it again.

Play crawling Peekaboo. Move around the room, playing Peekaboo from each new place. Encourage the baby to look for you, play Peekaboo, and crawl to join you in each new place.

MATERIALS

Boxes, laundry basket, tunnel, foam-covered shapes and materials, pillows, blankets, balls, interesting toys



Movimientos Gruesos

Jugar Juegos de Gatear

Grupo de Bebes 2
6-12 meses

META

Para que el bebé se siente y gatee de diferentes maneras.

EXPERIENCIA

Deje que el bebé gatee en (o se siente en, si todavía no gatea) cajas y canastas para la ropa.

Deje que el bebé gatee en un barril cubierto de alfombras o un túnel de juego. Si no tiene uno, haga uno con cobijas y muebles.

Haga una pista con obstáculos usando formas de esponjas o cajas y almohadas. Crie maneras para que el bebé vaya alto, bajo, adentro, afuera, sobre, y por debajo de los espacios.

Rodé un juguete debajo de una mesa y anime al bebé a que lo agarre. O, mueva un juguete atractivo para que el bebé necesite moverse para encontrarlo. Ríase cuando encuentre el juguete y diviértase con esto.

Agarre al bebé por las piernas. Cuando se estire para escaparse, estire un poco y luego déjelo ir. Haga que trabaje un poco para escaparse (siempre y cuando sea divertido para el).

Siéntese junto del bebé y cuando se apoye en usted, actúe como si se va a caer. Ríase y dígame que el la empujó. Siéntese y deje que lo haga de nuevo.

Juegue gateando Peekaboo. Muévase por la habitación, jugando Peekaboo por cada lugar nuevo. Anime al bebé a buscarla, a que juegue Peekaboo, y a gatear para unirse a usted en cada nuevo lugar.

MATERIALES

Cajas, una canasta para ropa, túnel, formas y materiales de esponja, almohadas, cobijas, pelotas, juguetes interesantes



Gross Motor Exercising

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop strength, flexibility, and balance.

EXPERIENCE

The following exercises build strength and gross motor skills.

Partially deflate a large beach ball. While helping the baby balance, lay him on his back on the ball. Gently roll the ball back and forth, which encourages baby to lift his head and torso to maintain his balance. Do the same with the baby on his tummy.

Using a smaller beach ball, roll baby face forward until he catches himself with his hands. Somersault him over or let him walk over on his hands.

Put the baby on an appropriate surface (e.g., safe table, carpeted floor) with his hands on the surface and encourage him to walk on his hands wheelbarrow fashion while you support his torso. When he can do this, move your hands to his hips, knees, and then ankles.

Lay the baby lengthwise on a large bolster. Roll the bolster to the left and right as baby reaches out to correct imbalances.

Note: Always make sure the baby is able to breathe properly.

MATERIALS

Oversized beach ball, regular beach ball, bolster



Movimientos Gruesos Ejercicios

Grupo de Bebes 2
6-12 meses

META

Para que el bebé desarrolle fuerza, flexibilidad y equilibrio.

EXPERIENCIA

Los siguientes ejercicios construyen fuerza y las destrezas de movimientos gruesos.

Parcialmente desinfe una pelota de playa grande. Mientras que ayuda al equilibrio del bebé, acuéstelo de espaldas sobre la pelota. Gire suavemente la pelota hacia adelante y hacia atrás, lo cual anima al bebé a levantar la cabeza y el torso para mantener el equilibrio. Haga lo mismo con el bebé en su estomago.

Usando una pelota de playa más pequeña, gire la cara del bebé hacia adelante hasta que se agarre con las manos. Haga una voltereta sobre él o deje que camine sobre la pelota con sus manos.

Ponga al bebé en una superficie adecuada (por ejemplo, una mesa segura, piso alfombrado) con las manos del bebé en la superficie anímelo a caminar con sus manos de manera de carretilla mientras usted apoya su torso. Cuando puede hacer esto, mueva las manos de usted a las caderas del bebé, las rodillas, y luego los tobillos.

Acueste al bebé a lo largo de una almohada grande. Gire la almohada a la izquierda y a la derecha mientras el bebé alcanza a corregir los desequilibrios.

Nota: Asegúrese de que el bebé pueda respirar correctamente.

MATERIALES

Pelota grande de playa, pelota de playa regular, almohada



Gross Motor

Crawling Up and Down Stairs

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to crawl up stairs and to come down the stairs.

EXPERIENCE

1. **Crawling up stairs:** Put the baby on the steps and stay with him while he learns to climb. Watch to see that he doesn't turn around or lose concentration as he goes. Later, you might put a gate on the third step so that the baby cannot go too high. The baby can then practice climbing on his own fairly safely.

You can also purchase or make a set of small steps. Many of the various rocking boats available commercially flip over to a stair side that is low, safe, and great for practice. Low footstools and boxes can also be used for climbing practice.

2. **Crawling down stairs backwards:** Position baby on the stairs in a crawling position. Turn him so his feet come down the steps first, the safest way for a baby to navigate stairs independently. Only allow him to come down the stairs in this fashion. Whenever he starts to come down any other way, turn him around so he understands this is the way to come down stairs.

Help the baby turn himself around to get off a bed, hassock, small box, or imitation stairs. Soon he will learn to always turn himself around, and you will feel more comfortable that he knows how to lower himself.

Note: Always supervise an infant on elevated furniture or stairs.

MATERIALS

Steps, low objects to climb on



Movimientos Gruesos

Subir y Bajar las Escaleras

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a subir y bajar las escaleras.

EXPERIENCIA

- Subiendo por las escaleras:** Ponga al bebé en los escalones y quédese con él mientras él aprende a subir. Mire a ver si él no se voltea o pierde concentración a medida que avanza. Más tarde, puede poner una puerta en el tercer escalón para que el bebé no pueda ir demasiado alto. El bebé entonces podrá subir las escaleras solo para practicar porque será bastante segura.
También usted puede comprar o hacer una serie de pequeños escalones. Muchos de los varios bancos mecedoras disponibles comercialmente se voltean a un lado que tienen escaleras que son bajas, seguras, y excelentes para practicar. Escabeles bajos y cajas también se pueden utilizar para practicar escalando.
- Bajando por las escaleras al revés:** Ponga al bebé en las escaleras en una posición para gatear. Volteé al bebé para que sus pies vengán abajo del escalón primero, la manera más segura para un bebé navegar las escaleras solo. Sólo permítale bajar las escaleras de esta manera. Cuando comienza a bajar de otra manera, voltéelo para que el entienda que este es la manera para bajar las escaleras.

Ayuda al bebé a voltearse para bajarse de una cama, cojín, pequeña caja, o las escaleras de imitación. Pronto aprenderá a dar la vuelta solo, y usted se sentirá más cómoda que sabe bajarse solo.

Nota: Siempre supervise a un bebé en los muebles altos o escaleras.

MATERIALES

Escalón, objetos bajos para trepar



Gross Motor Ball Rolling

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to push a ball and to play another give-and-take game.

EXPERIENCE

Encourage baby to sit with her legs spread apart. Sit facing her in the same position. Roll a small ball to her, saying "ball," and encourage her to roll it back to you. You may need to guide her hands to push the ball the first several times. Experiment with what is the best sized ball for your baby.

Sing a song about rolling the ball to the baby, whether you make it up yourself or know another one. "I roll the ball to ____, she rolls it back to me." Repeat the song until the baby becomes familiar with it.

MATERIALS

Small, medium, and large balls



Movimientos Gruesos

Rodar la Pelota

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a empujar una pelota y jugar un juego de dar-y-tomar.

EXPERIENCIA

Anime a su bebé a sentarse con las piernas separadas. Siéntese frente a él en la misma posición. Rodé una pelota pequeña a él, diciendo "pelota", y anímelo a rodarla de nuevo a usted. Puede que tenga que guiar sus manos para empujar la pelota las primeras veces. Experimente para ver cual es el mejor tamaño de una pelota para su bebé.

Cante una canción acerca de rodar la pelota al bebé, si usted se sabe una canción o la inventa. "Yo voy a rodar la pelota a ____, el me la va a rodar para atrás a mi. " Repita la canción hasta que el bebé se familiarice con ella.

MATERIALES

Pelotas pequeñas, medianas y grandes



Gross Motor Walking with Support

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience standing and walking in a natural way.

EXPERIENCE

Arrange some boxes and chairs so that they are a few inches apart. (Spread the chairs farther apart as baby gets older.) Play a game in which you put a toy on one of the chairs or boxes and then let baby throw the toy off. Then pick up the toy and move it to another chair or box. Encourage him to go get the toy and throw it off again.

Get a wagon or activity walker. Let the baby push it to walk, if she is interested.

MATERIALS

Boxes and chairs arranged in a trail, small and interesting toys, toy such as a wagon or activity walker that supports child while he walks



Movimientos Gruesos

Caminando con Apoyo

Grupo de Bebes 2
6-12 meses

META

Para que el bebé tenga la experiencia de pararse y caminar de una manera natural.

EXPERIENCIA

Organizar unas cajas y sillas para que estén a unos cuantos centímetros de distancia. (Separe las sillas más alejadas como el bebé vaya creciendo.) Juegue un juego en el que usted pone un juguete en una de las sillas o cajas y luego deje que el bebé tire el juguete al suelo. Luego recoja el juguete y muévelo a otra silla o caja. Anímelo a ir a agarrar el juguete y que lo tire de nuevo.

Agarre un vagón o un andador. Deje que el bebé lo empuje para caminar, si el está interesado.

MATERIALES

Cajas y sillas acomodadas en un caminito, juguetes pequeños e interesantes, un juguete como un vagón o andador que apoye al niño mientras camina



Summer: What is done in the Sun?

Family Storytime

OVERVIEW

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

INFANT & TODDLER SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #11 SSD11 – Interactions with Peers • DRDP I&T - #12 SSD12 – Relationship with Familiar Peers • DRDP I&T - #13 SSD13 – Social Understanding • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #20 COG1 – Cause and Effect • DRDP I&T - #33 MPD3 – Fine Motor

PRESCHOOL AGED SKILLS

• DRDP PS - #7 SSD7 – Relationship with Adults • DRDP PS - #8 SSD8 – Cooperative Play with Peers • DRDP PS - #12 SSD12 – Shared Use of Space and Materials • DRDP PS - #16 LLD4 – Language in Conversation • DRDP PS - #17 LLD5 – Interest in Literacy • DRDP PS - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adults • DRDP PS - #19 LLD7 – Concepts about Print • DRDP PS - #27 COG1 – Cause and Effect • DRDP PS - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: An Island in the Sun
- Spanish Book: Una Isla en el Sol
- Small paper plates
- Yellow and orange cardstock paper
- Yellow, black and red Crayons
- Yellow paint (optional)
- Google eyes and black string (optional)
- Glue
- Give-away books

By: Nicoletta Ceccoli
(Translation Attached)

PREPARATION:

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Print Triangle Template onto yellow and orange cardstock paper
- Place all art materials onto activity tables.
- Place summer 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 summer to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the summer season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during summer. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe what the weather feels like during the summer? Ask them to describe the type of activities they can do and the clothes that they like to wear during the summer time that they couldn't wear if it were winter.
- Ask children if they like to go to the ocean in the summertime? Ask children what they like to do at the ocean, and what they see when they visit the ocean.

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 and the sun in the ocean.
- 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:

- Each child will receive a small paper plate.
- They will then color/paint the entire plate yellow.
- Next they will cut yellow and orange triangles out and glue them around the paper plate.
- Finally they will use black and red crayons to draw the sun's face.
- (Optional) You can pass out google eyes for the eyes, and a piece of black string for the mouth in lieu of drawing them on with crayons.



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 summer time.

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

- What tells us that summertime is here?
- What is your favorite summertime activity? Why?
- How is summer different than spring?
- 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.

TALK ABOUT IT



Book Translation: Una Isla en el Sol

Family Storytime

Yo espío con mi pequeño ojo a un pájaro que pasaba volando.

Yo espío con mi pequeño ojo a el sol en el cielo y a un pájaro que pasaba volando.

Yo espío con mi pequeño ojo a un delfín brincando libre y a el sol en el cielo y a un pájaro que pasaba volando.

Yo espío con mi pequeño ojo a una isla lejos de mi y a un delfín que brinca libre y a el sol en el cielo y a un pájaro que pasaba volando.

Yo espío con mi pequeño ojo a un árbol grande enredado en la isla lejos de mi y a un delfín brincando libre y a el sol en el cielo y a un pájaro que pasaba volando.

Yo espío con mi pequeño ojo a una playa a un lado del mar y a un árbol grande enredado en una isla lejos de mi y a un delfín brincando libre y a el sol en el cielo y a un pájaro que pasaba volando.

Yo espío con mi pequeño ojo alguien que espera por mi en la playa al lado del mar y a un árbol grande enredado en la isla cerca de mi y a un delfín brincando libre y el sol en el cielo y a un pájaro que pasaba volando.

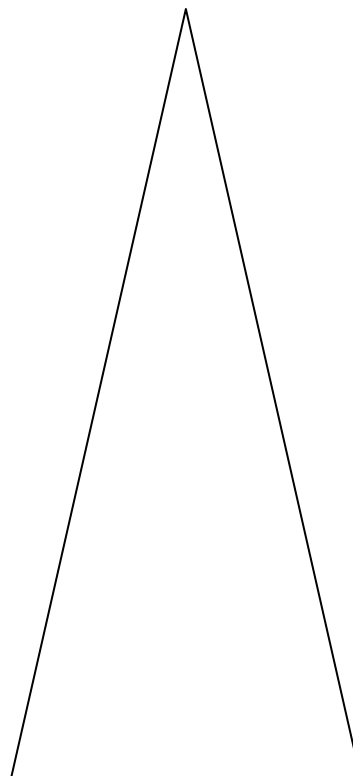
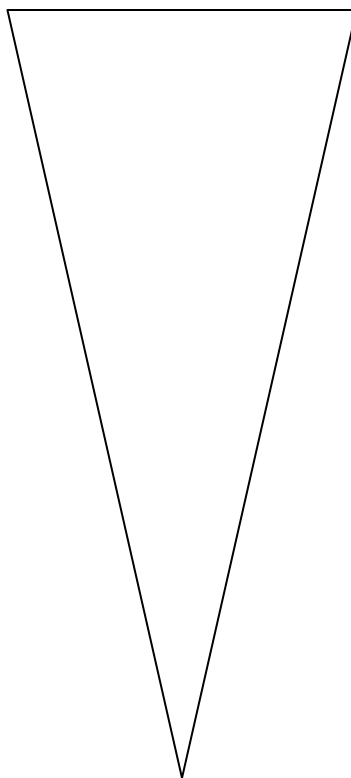
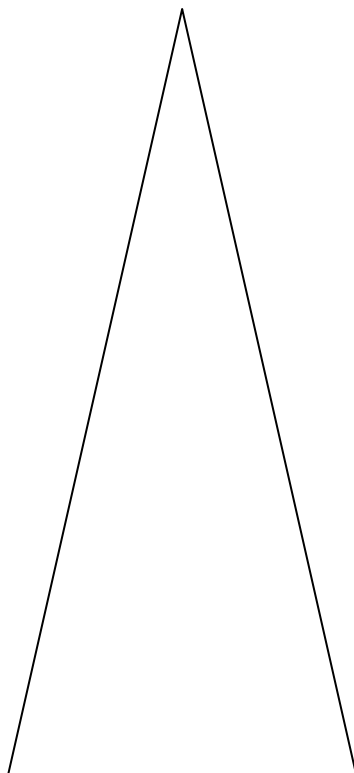
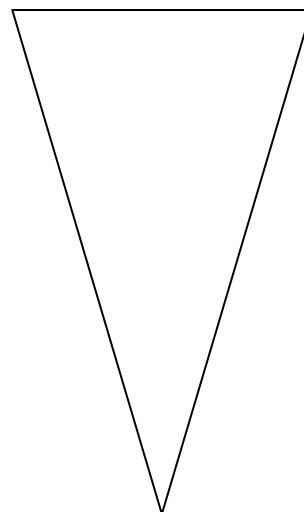
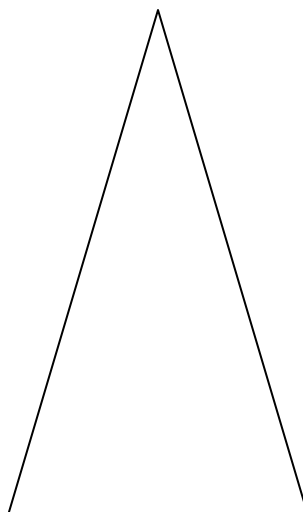
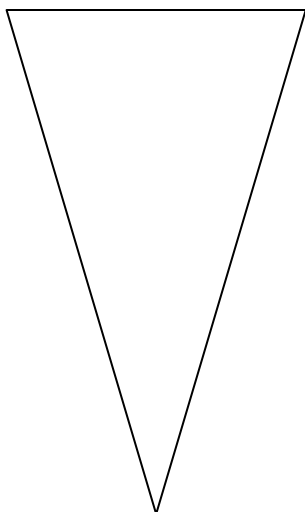
Juntos nos reíamos, juntos jugamos, juntos pescamos, hasta el fin del día.

¿Que fue lo que espí con mi pequeño ojo?
¿y navegaremos ahora a casa, solo tú y yo?



Summer: What is done in the Sun?

Family
Storytime





Summer: Summer Love

Motor Movements

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Beach balls
- Bean bags

PREPARATION:

- Prepare all materials and CD of selected songs.

INTRODUCTION

Greet & Welcome Children:

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

Explain Safety Rules:

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

ACTIVITY #1

Warm Up:

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

ACTIVITY #2

Music and Movement:

- Let children know that we will be dancing and moving our bodies. Instruct children to follow along and to copy your movements as we sing the song/listen to the song together.
- Suggested songs:
 - English – Lets go to the Beach
 - Spanish – Sol Solecito

ACTIVITY #3

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

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

ACTIVITY #4

Gross Motor Activity

- **Beach Ball Fun**
 - Instruct children to make a circle.
 - Tell the children that they will be batting a beach ball back and forth between the children in the circle. The object of the game is to keep the ball in the air, without allowing it to touch the ground.
 - Encourage children to count every time someone hits the ball into the air.
 - Once you reach the number 10, ask the children to start over using another body part to keep the ball in the air (hands, head, foot, etc.)
 - Repeat as time allows, ensuring that each child gets equal opportunity to hit the ball.

*This activity
can be done
if time
permits.*

ACTIVITY #5

Hand/Eye Coordination Activity (Catch, Carry, Throw, Kick, Lift): These activities focus on the coordination of small muscle movements which occur in body parts such as the fingers, toes, and wrists, usually in coordination with the eyes.

- **Bean Bag Toss:** Playing an activity known as a bean bag toss is an ideal way for preschoolers to improve hand-eye coordination, muscle coordination and balance.
 - Pair children up by two's. Ask them to stand across from each other, two feet apart.
 - Give all children on one side of the classroom a bean bag, and instruct them to gently toss it to their friend standing across from them. Once their friend catches the bean bag, it is now their turn to gently toss the bean bag back.
 - Once each child has had a chance to toss (and catch) the bean bag, instruct the children to take a step backward to increase the distance between them. Ask children to repeat the toss, once each.
 - You may repeat this process until the distance between children is too significant.
 - Another variation involves having each individual child toss the bean bag into the air and catching it.

ACTIVITY #6**Cool Down:**

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

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

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



Summer Music & Movement Songs

Motor Movements

ENGLISH

Let's Go to the Beach

Let's go to the beach
To swim and play and run,
Building castles in the sand
Is ever so much fun.
We'll fix a picnic lunch
And eat it when we like,
And when we all are nice and full
We'll take a nature hike.

SPANISH

Sol Solecito

Sol solecito,
sol colorado,
rueda que rueda,
redondo has quedado,
sales temprano,
tarde te vas,
sol calentito mañana vendrás.



Summer: The Sun Means Summertime!

My 5 Senses

OVERVIEW

In this activity children will learn about summer 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 - #25 COG6 – Curiosity • DRDP I&T - #35 HLTH1 – Safety

MATERIALS & PREPARATION

MATERIALS:

- English Book: How do you know It's Summer? by: Allan Fowler
- Spanish Book: El Verano por: Tanya Thayer
- Song: "Summer Time" / "Sol Solecito"
- Large beach bag, sunglasses, flip-flops, beach towel, sun hat, plastic shovel, visor)
- Food items: watermelon, pineapple, zucchini, mushrooms
- Suntan lotion.
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Gather large sea shells that are used to "hear" the ocean.
 - **Sight:** Pictures with summer items (sun, beach, sandals, glasses, sun hat, etc).
 - **Touch:** Large beach bag with many summer items (sunglasses, flip-flops, beach towel, sun hat, plastic shovel, etc).
 - **Taste:** Watermelon, pineapple, zucchini, mushrooms.
 - **Smell:** Fruits and vegetables (watermelon, pineapple, zucchini, mushrooms). Suntan lotion.

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: Summer
- Tell the children that today they will learn about summer through their five senses.
- Ask them how we can know that summer is here? (Hot, sunny, picnic, going fishing, wear flip flops, shorts, sunglasses, sun hat, go to the beach, go swimming, etc)

ACTIVITY #1

10 Minutes

Book Reading:

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

ACTIVITY #2

5 Minutes

Sing and Dance:

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

- English – A Summer Song
- Spanish - Sale el Sol

ACTIVITY #3

15 Minutes

Sensory Stations:

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

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

- **Hearing station:** Children will get to pick up a sea shell and listen to what sounds like the ocean.
- **Sight station:** Children will look at pictures of different signs of summer, like the sun, beach, sandals, glasses, sun hat, etc. Parents are encouraged to ask their children to name what they see out loud as they complete this activity.
- **Touch station:** Children will pull items out from a beach bag that are related to summer. Ask children to describe how the item feels in their hands, feels when they use it, or what part of their body it protects.
- **Taste station:** Children will taste summertime foods like watermelon, pineapple, zucchini and mushrooms.
- **Smell station:** Children will smell fruits that we eat, and lotion we use in summer.

ACTIVITY #4

5 Minutes

Search and Find:

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

TALK ABOUT IT

5 Minutes

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

- Ask children if they can remember the 5 senses that they used today.
- Ask them what is their favorite thing about summer?

PARENT TIP SHEET

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



I-Spy

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

Red Star

White Star

Hot Dog

Balloon

Sparkler

Blue Flag

Ice Cream

Picnic Basket



Ojo Espía

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

- | | | |
|-----------------|---------------------|------------------|
| Estrella Roja | Globo | Perrito Caliente |
| Estrella Blanco | Bengala | Bandera Azul |
| Helado | Canasta para Bocado | |



Beach Ball
Pelota Playera



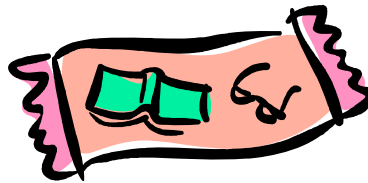
Sand Pail and Shovel
Cubeta y Pala para la
Arena



Sun Screen
Crema para el
Sol



Beach Bag
Bolsa Playera



Beach Towel
Toalla Playera



Sun
Sol



Visor
Visera para el Sol



Flip Flops
Sandalias



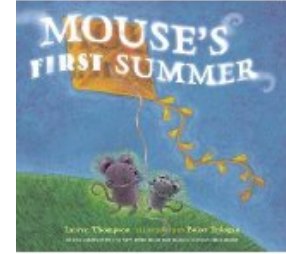
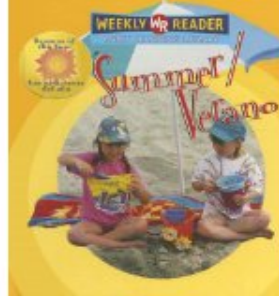
Sunglasses
Lentes



Parent Tip Sheet: Summer

My 5 Senses

BOOKS



ACTIVITIES

Painting a Sun

What You Need:

- Red and Yellow Paint
- White construction paper
- Black Marker

What You Do:

Draw a sun for your child on white construction Paper. Place some red and yellow paint in the center of the sun. Allow your child to mix the colors together with his hands to paint the sun. Ask your child how the paint feels and what new color did he make by mixing red and yellow paint.

Playing in the Sand

What You Need:

- Sand Table or Play at the Park
- Plastic Containers Different Sizes
- Plastic Shovel

What You Do:

You can do this activity at home or at the park. Give your child some plastic containers of different sizes and a shovel. Allow your child to play with the sand and fill the containers. Ask your child some questions like, "How does the sand feel?" "Which container has more sand?" etc.

SONGS

Summertime

Summer time it's a lot of fun
My face is warm
In the summer sun

Bring your pail and shovel to
Run to the beach
At the Alpha zoo

We can swim the sails with such a sea
All summer long come surf with me

Summer time it's a lot of fun
My face is warm
In the summer sun

Bring your bathing suit
Sunglasses to
Run to the beach
At the Alpha zoo
Run to the beach
At the Alpha zoo
Run to the beach
At the Alpha zoo

A Summer Song

(Sung to "YOU ARE MY SUNSHINE")

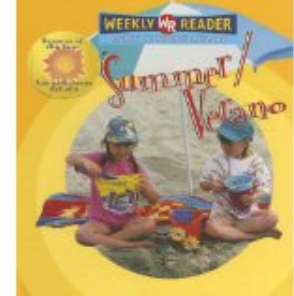
You know its summer! Oh, yes, it's summer!
It gets so bright and hot outside.
But we love it, 'because we go swimming.
Oh, in summer we have so much fun!



Consejos Para Padres: El Verano

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Pintar un Sol

Que Necesita:

- Pintura Roja y Amarilla
- Papel Blanco de Construcción
- Marcador Negro

Que se Hace:

Dibuje un sol para su niño en un papel de construcción blanco. Ponga pintura roja y amarilla en el centro del sol. Deje que su niño mezcle las pinturas con sus manos para pintar el sol. Pregúntele a su niño como se siente la pintura y que nuevo color hizo cuando mezcló la pintura roja y amarilla.

Jugando en la Arena

Que Necesita:

- Mesa de Arena o Jugar en el Parque
- Contenedor de Plástico de Diferentes Tamaños
- Pala de Plástico

Que se Hace:

Puede hacer esta actividad en casa o en el parque. Déle a su niño unos contenedores de plástico de diferentes tamaños y una pala de plástico. Deje que su niño juegue con la arena y llene los contenedores. Pregúntele a su niño algunas preguntas de lo que está haciendo como, "¿Cómo se siente la arena?" "¿Cuál contenedor tiene más arena?" etc.

CANCIONES

Sale el Sol

Sale el sol, sale el sol
en la esquina de mi casa.
Voy a ver, voy a ver
la figura solitaria.
Que salga la dama, dama,
vestida de marinero;
que vale más dinero
que estrellas hay en el cielo.

Sol Solecito

Sol solecito,
sol colorado,
rueda que rueda,
redondo has quedado,
sales temprano,
tarde te vas,
sol calientito mañana vendrás.



The Sun: Fun in the Sun!

Playing to Learn

OVERVIEW

Children will learn about the season of summer while they go on a scavenger hunt game, play dominoes, and play duck duck goose with their parents and friends.

SKILLS

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

MATERIALS & PREPARATION

Materials:

- Ziploc bags (1 per child)
- Summer dominoes cards
- Scavenger hunt paper template
- Crayons
- Tape
- Scavenger hunt items (beach ball, sea shell, sun glasses, towel, hat, ice cream, flip flops, sun screen, sand pail, shovel, and beach bag)

Preparation:

- Prepare take home activity set for each participant.
 - Make copies of dominoes cards, cut them and place them in Ziploc bags.
- Make copies of scavenger hunt game (1 per child).
- Using tape, attach a crayon close to each object that will be used for the scavenger hunt game.
- Hide the objects around the classroom adding extra objects to make the game more challenging.

INTRODUCTION

- Introduce topic to students: Tell children that today's games will be about summer.
- Ask them if they can tell you anything about the sun? Is it hot or cold? Can we touch it? Does it hide at night?
- Ask children what their favorite summer time activity is? Follow-up with why?

ACTIVITY #1

Summertime Scavenger Hunt:

- Tell children that we will be playing a game called, "Summertime Scavenger Hunt"
- Tell them that the object of the game is to be the first to locate all the items on their list.
- Tell children game instructions.
 - Give each child a sheet with the names and pictures of the objects they will need to find around the classroom (Beach Ball, Sea Shell, Glasses, Towel, Hat, Ice Cream, Flip Flops, Sun Screen, Sand Pail and Shovel, Beach Bag)
 - When children find an object, they must use the crayon to mark an X next to the corresponding name and picture of the object on the paper. Let children and parents know that each object has a different colored crayon.
- The teacher will then make sure each object on the child's paper has the correct colored crayon and name him/her the winner of the game.
- The game can be repeated with the children hiding the items and asking the parents to locate them. Parents can ask the children once they find the item, what they should mark on their game sheet.

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

- Their child's ability to cooperate with peers in a group setting.
- Their child's ability to search for multiple objects at once.
- Their child's ability to follow complex instructions.

ACTIVITY #2

Dominoes:

- Tell children that now they will be playing a summer dominoes game with their parents.
- Give each child a Ziploc bag with the dominoes cards.
- Tell children game instructions.
 - Have children to mix up the domino cards and place them face down on the table.
 - Let children and parents know that each player takes 4 dominoes from the pile, and they shouldn't show them to anyone.
 - The youngest child goes first and lays down a domino card.
 - The next player has to lay down a domino card with a picture that matches with the one that's already there.
 - If a player doesn't have a matching picture than he/she will pick up a card from the pile until they find a matching card.
 - You continue to play until one of the players puts all their dominoes cards down.
 - The winner is the person who places their last domino card down.

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

- Their child's ability to take turns.
- Their child's ability to following complex instructions.
- Their child's ability to match two different objects.

ACTIVITY #3

Duck, Duck, Goose:

- The children sit in a circle, facing inward.
- One child, the "picker" walks around tapping or pointing to each player in turn, calling each a "duck".
- Finally picking one to be a "goose".
- The "goose" then rises and chases and tries to tag the "picker", while the "picker" tries to return to and sit where the "goose" had been sitting.
- If the picker succeeds, the "goose" is now the new picker and the process begins again.
- If the "goose" succeeds in tagging the picker, the "goose" returns to sit in the previous spot and the "picker" resumes the process.

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

- Their child's ability to listen and respond.
- Their child's ability to take turns and be patient.
- Their child's ability to play cooperatively with peers.

TALK ABOUT IT

- Ask children if they liked the game they played.
- Ask children how the game they played reminded them about fun things to do when it is sunny outside?
- Ask them what things do they like to do during summer time?
- Remind parents that playing games is a good way to teach their children skills that will help them be successful when they go to Kindergarten.
- Give each child a sticker prior to leaving the classroom.

There are 10 crayons attached to 10 objects. Find them and use the crayon to make an X next to the beginning letter of the object.

B _____

S _____

G _____

T _____

H _____

I _____

F _____

Beach Ball, Shell, Glasses, Towel, Hat,
Ice Cream, Flip Flops, Sun Screen, Sand Pail and
Shovel, Beach Bag, Shorts, Tank Top, Sun

Hay 10 colores unidos a 10 objetos. Encuéntralos y utilice el color para hacer una X al lado de la primera letra del objeto.

B _____

S _____

G _____

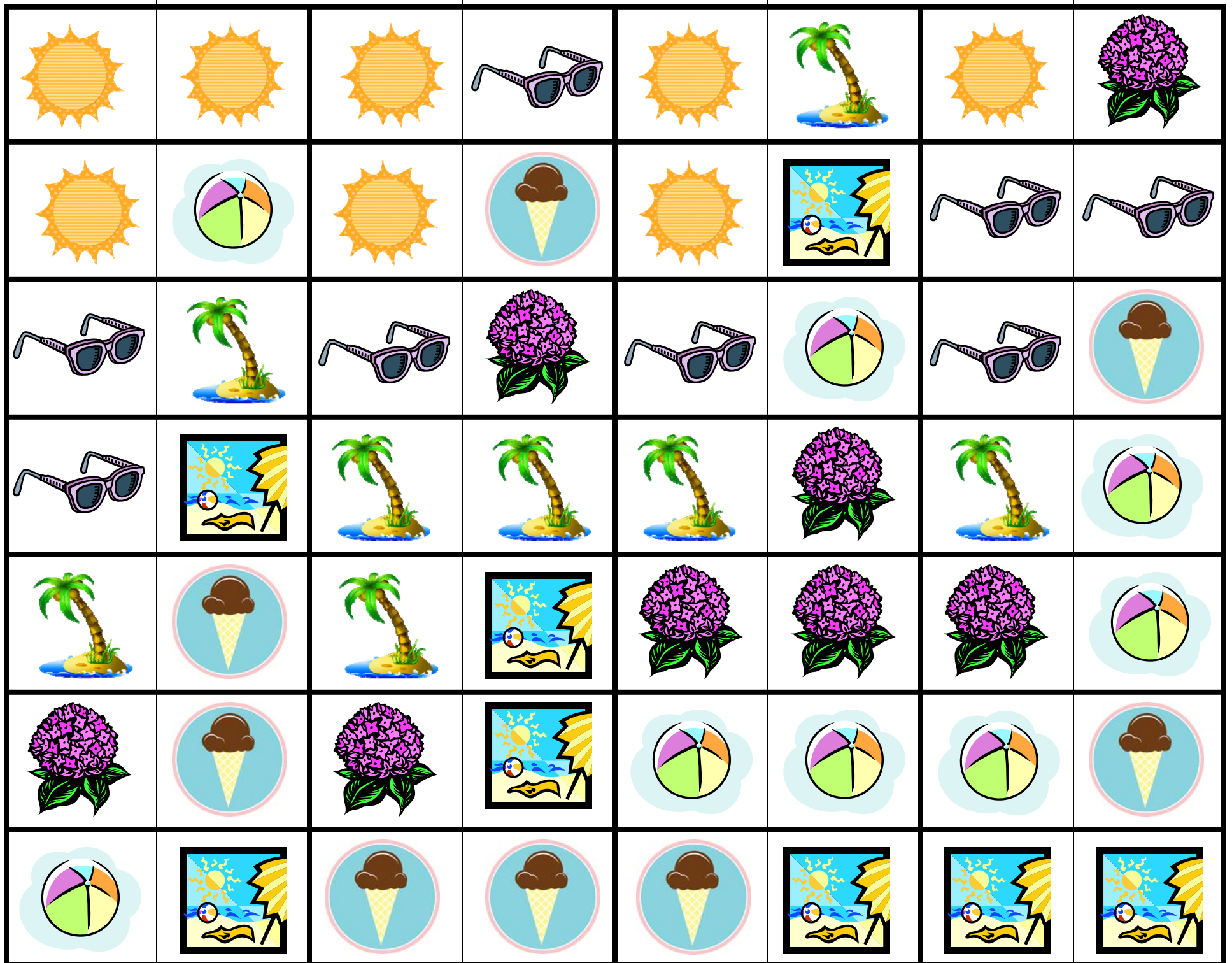
T _____

H _____

I _____

F _____

Pelota de Playa, Concha, Lntes, Talla, Smbbrero,
Helado, Chanclas, Crema solar, Cubeta de arena
y pala, Bolsa de playa, Pantalones cortos,
Caniseta sin mangas, Sol





Summer: Fun in the Sun!

Sesame Street Fun!

OVERVIEW

In this activity children will learn about summer and the things that occur during this season. Children will listen to a story about the ocean and do an Ocean Collage.

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 - #27 COG1 - Cause & Effect
- DRDP - #40 PD3 - Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Hello Ocean by: Pam Muñoz Ryan
- Spanish Book: Hola Mar por: Pam Muñoz Ryan
- English Video/Sesame Street: Sun
- Spanish Video/Plaza Sésamo: El Sol
- Large Ziploc Bags
- 13 Shells per child (different shapes and sizes)
- 1 Sheet of Light Blue Cardstock Paper
- Colored Sand
- 1-Jelly Fish Template, 1-Starfish Template, 1-Fish Template
- Glue
- Small paper plates
- 12 Brushes (1 per child)

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place all materials needed except the glue in Ziploc bags (1 per child).
- Place glue on paper plates (6 per class)

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Let children know that today they will be learning about the summer season.
- Ask children, what are some signs that nature provides to us to let us know that summer is here (sun, hot weather, going to the beach, going swimming, wearing shorts, shirts, sandals, eating ice cream or popsicles, sun block, going on vacation)
- Ask children if they have been to the ocean or to the beach? Ask them what are some things we do and see at the ocean or beach?

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 – Let's Go to the Beach
 - Spanish – Verano
- **Show Sesame Street Clip:** Sun / El Sol

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 an ocean collage.
- Pass out a Ziploc bag to each child with all materials and put three paper plates with glue in each table.
- Give each child a paint brush for the glue.
- Instruct children to first make sand on their ocean collage, using the colored sand on the table
- Next, have children past color and cut the pictures of the starfish, jellyfish, and fish. Next, instruct them to glue these onto their collage.
- To finish the project, children can glue the sea shells onto their project.
- When children are done, ask them to clean up their area.

TALK ABOUT IT

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

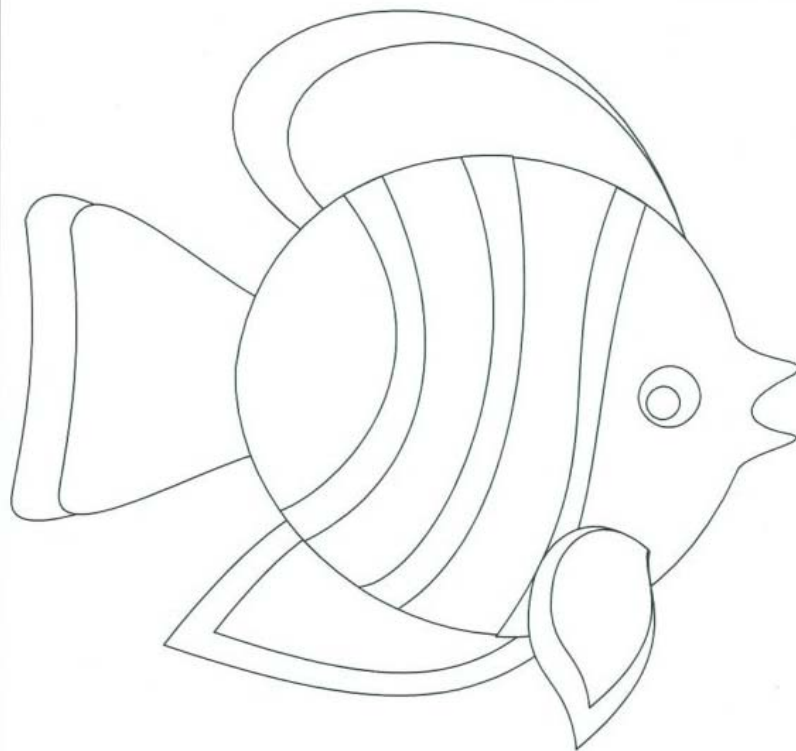
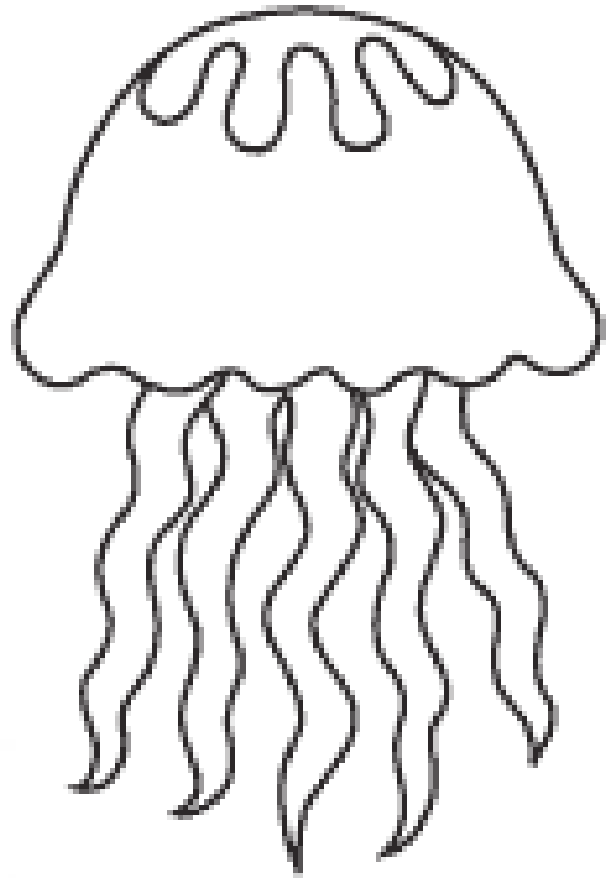
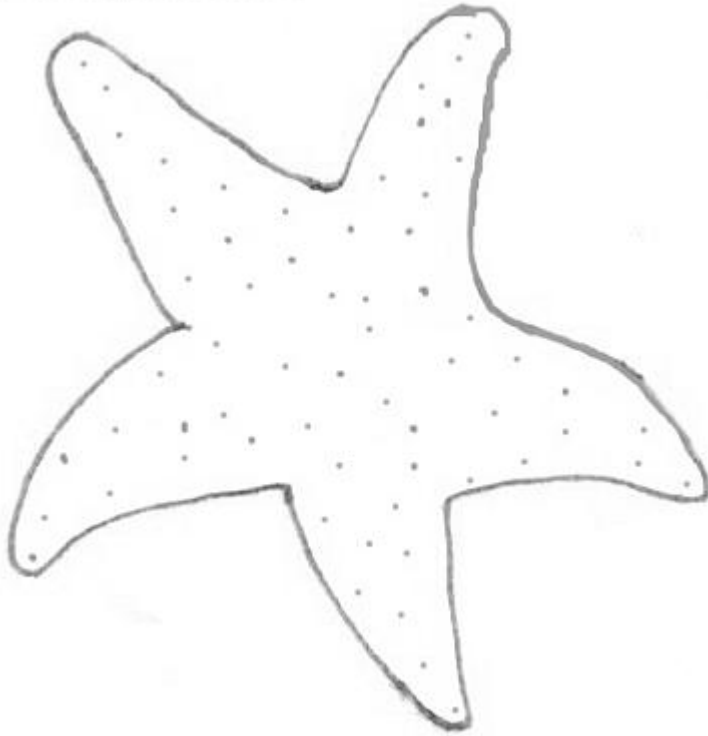
- Discuss what the children learned regarding summer?
- Ask children what they like to do best during summer time?

PARENT TIP SHEET

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



Sesame Street Fun!

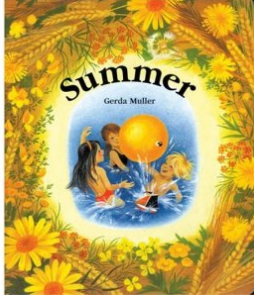




Parent Tip Sheet: Summer

Sesame Street Fun!

BOOKS



ACTIVITIES

Ocean in a Bottle

What You Need:

- Rubbing Alcohol
- Mineral Oil
- Food Coloring (blue)
- Water Bottle
- Glitter
- Small Sea Creatures (star fish, fish, shells)
- White Craft Glue
- Hot Glue

What You Do:

Fill half of the bottle with rubbing alcohol. Put two to three drops of food coloring into the bottle and shake. Add glitter, small Sea Creatures (star fish, shells). Fill remainder of the bottle with mineral oil. Put top on and seal with white glue, seal again with the hot glue. Do not Shake. Hold bottle horizontally until clear, then raise and lower ends to create waves.

Sun Catcher

What You Need:

- 2-Contact Paper
- Tissue Paper (colors of your choice)
- Scissors

What You Do:

Give your child a piece of contact paper. Then give him various pieces of tissue paper. Let him rip the tissue paper into pieces and put it on the contact paper. After the tissue paper is on, place the other piece of contact paper on top and help your child cut out a shape. When your child is all done with his sun catcher, put it in the window and enjoy all the beautiful colors.

SONGS

Mr. Sun

Oh, Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on me.
Oh Mr. Sun, Sun, Mr. Golden Sun,
Hiding behind a tree
These little children are asking you
To please come out so we can play with you.
Oh Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on,
please shine down on,
Please shine down on me!

Let's go to the Beach

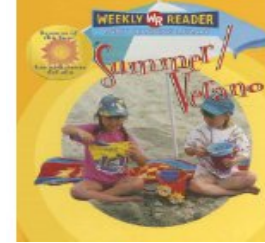
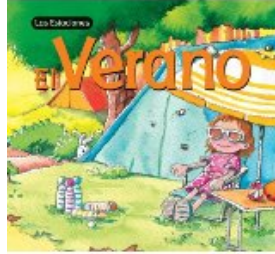
Let's go to the beach
To swim and play and run,
Building castles in the sand
Is ever so much fun.
We'll fix a picnic lunch
And eat it when we like,
And when we all are nice and full
We'll take a nature hike.



Consejos Para Padres: El Verano

Plaza Sesamo!

LIBROS



ACTIVIDADES

El Mar en una Botella

Que Necesita:

- Alcohol
- Aceite Mineral
- Colorante de Comida (azul)
- Una Botella de Agua
- Brillo
- Animales pequeños del mar (estrella de mar, pescados, conchas)
- Pegamento, Pegamento Caliente

Que se Hace:

Llene la botella a la mitad con alcohol. Ponga dos o tres gotas de colorante de comida azul y bata la botella. Agregue brillante, y animalitos del mar. Llene lo que queda de la botella con aceite mineral. Ponga la tapadera pegándola con pegamento y señale la bien con pegamento caliente. Agarre la botella horizontal hasta que este clara, y luego muévala de lado a lado para crear holas.

Receptor de Sol

Que Necesita:

- 2-Papel de Contacto
- Papel de Ceda (colores a su gusto)
- Tijeras

Que se Hace:

Déle a su niño un papel de contacto. Luego déle varios colores de papel de ceda. Deje que su niño rompa el papel de ceda en pedacitos y lo ponga en el papel de contacto. Cuando haya terminado de poner el papel de ceda ponga el otro papel de contacto encima y ayúdele a su niño a cortar una forma de lo que el guste. Cuando haya terminado de hacer su receptor de sol, póngalo en la ventana y disfruten de todos los colores hermosos.

CANCIONES

Verano

Verano, verano, verano,
me esperan la playa y el sol.
Ya llegan las vacaciones,
porque el cole ya terminó.
Hoy es el ultimo día de clase,
y nos despedimos con amor
De la seño y los compañero,
de los profes y del director
Quiero llegar pronto a mi casa,
para prepararme el bañador
Una gorra pala y rastrillo,
y para el sol un protector.
Verano, verano, verano,
me esperan la playa y el sol
Ya llegan las vacaciones,
porque el cole ya terminó.

Señor Sol

Señor Sol, Sol, Señor Sol
Dame tus rayos de sol
Señor Sol, Sol, Señor Sol
Detrás de ese árbol
Estos niños te piden ya
Sal afuera para jugar
Señor Sol, Sol, Señor Sol
Dame tus rayos de sol



Summer: Time for Kites!

Sing & Play

OVERVIEW

In this activity children will be learning about sunny days and different ways to have fun outdoors by making their very own kite and decorate it with; crayons, stamps cool designs, and colorful paper ribbons.

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 - #20 COG1 – Cause and Effect
- DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Summer by: Gerda Muller
- Spanish Book: Verano por: Gerda Muller
- Tempera paint: yellow, orange and brown
- Crayons
- Glue or glue sticks
- Yarn (any color)
- Hole puncher
- Tape
- White paper bags (one per child)
- Tissue paper (pre cut assorted color ribbons)
- Small paper plates (as paint containers)
- Optional: stickers for embellishments
- Songs: English-(Lyrics provided) "Mister Sun" ; Spanish-(Canciones del Solecito) #9 "Señor Sol"

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Introduce topic to children by explaining that today we will be talking about sunny days (summer).
- Discuss: what is the weather like? What kind of clothes do we wear? What activities do you do in the summer? Are there special foods you might likely to eat during summer?
- Explain the activities that children will be doing during class;
 - Book reading (show the actual book)
 - Sing and dance (name the title of the song to be sung/music to be played)
 - Hands-on art activity (describe the activity we will be completing today for take-home)
 - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their art project)
 - Circle time (explain that we will conclude our class on the carpet in circle time)

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Sing and Dance

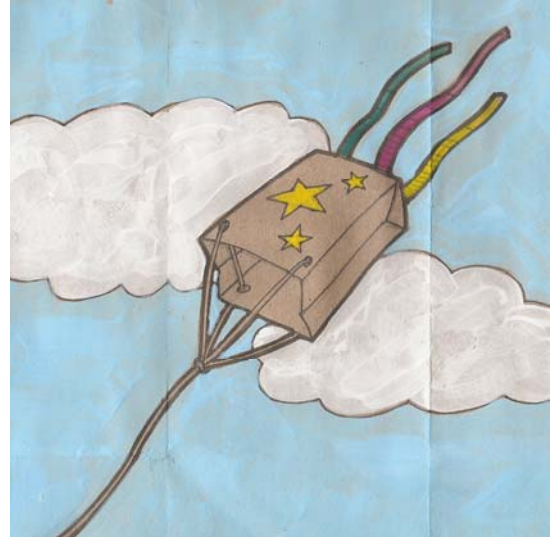
Tell children that we will now be singing a song. Distribute scarves and tell children that they can use them as they sing and move their bodies. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.

- English – Sun. Sun. Mister Shiny Sun
- Spanish – Señor Sol

ACTIVITY #3

Hands on Activity:

- Let children and parents know that they will be making their own summer kite.
- Show a sample of the completed craft project.
- Pass out materials.
- Provide three colors of paint on a paper plate per child and set the stamping sponges in the middle of table. Mention that the sponges will be shared around the table.
- Provide a hole puncher and tell parents to put some tape on the bag where the holes will be to make it stronger. Children might need some assistance in lacing the piece of yarn thru the holes. Make a knot and string each side.
- After the yarn is laced, provide four tissue papers of different colors with a glue stick per child. As you are providing the ribbons emphasize the colors and tell parents to discuss colors with their children.
- 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 where can they safely play with their kites?
- Ask children about their kite decorations?
- Ask children what they plan to do this summer besides flying their kites?

PARENT TIP SHEET

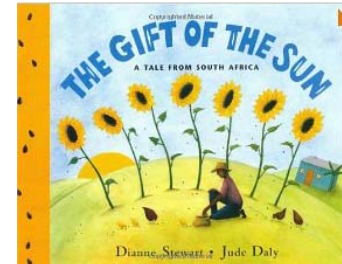
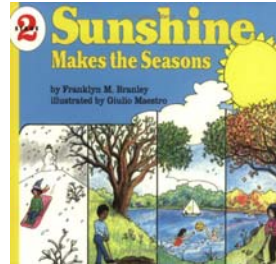
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about the Sun by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Summer

Sing & Play

BOOKS



ACTIVITIES

Bubbles in the Sun

What You Need:

- Bubble solution
- Access to open space area, outdoors to run around

What You Do:

During summer time it's lots of fun to chase bubbles. Demonstrate to the children how to run after bubbles and pop them on a sunny day. After they have had enough time to pop some bubbles you can teach your child how to blow the bubbles and see what colors each bubble has with the help of the Sunlight.

The Colors of the Sun

What You Need:

- A Sun template
- Crayons
- Drawing paper

What You Do:

Trace or draw a picture of a sun on a large piece of paper. Teach and motivate your child to draw inside of the lines and pattern of the Sun. Offer colors orange and yellow crayons and talk about each color. The colors of the Sun.

SONGS

Sun, Sun, Mister Shiny Sun

Oh Mister Sun, Sun, Mister Golden Sun, won't you please shine down on me? Oh Mister Sun, Sun, Mister Golden Sun, Hiding behind a tree, this little child is asking you to please come out so I can play with you. Oh Mister Sun, Sun, Mister Golden Sun, please shine down on me!

Repeat

Summer is Coming

(Sung to the tune: "Are you sleeping")

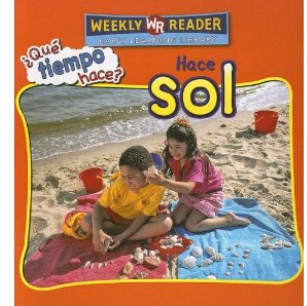
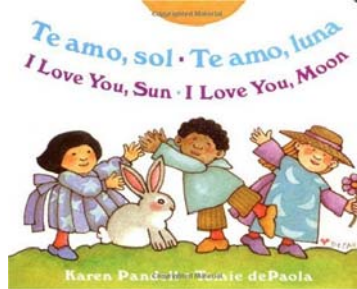
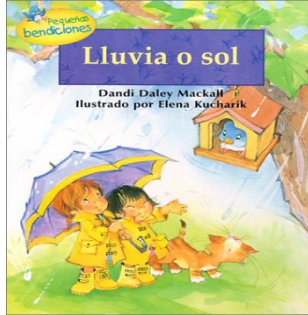
Summer is coming,
Summer is coming,
Yes, it is!
Yes it is!
Fun is in the air.
Sunshine here and there.
Summer's here.
Summer is here.



Consejos Para Padres: Verano

Canta y Juega

LIBROS



ACTIVIDADES

Burbujas en el Sol

Que Necesita:

- Solución de burbujas
- Acceso a una área afuera para correr

Que se Hace:

Encuentre un área afuera para corretear burbujas. Un día soleado demuéstrele a su hijo como corretear las burbujas y reventarlas. Después que tengan suficiente tiempo para reventar algunas burbujas enséñele a su hijo como soplar burbujas y distinguir los colores de las burbujas por la ayuda de la luz del Sol.

Colorear el Sol

Que Necesita:

- Un dibujo del Sol
- Crayones
- Papel de Dibujo

Que se Hace:

Trace o dibuje una figura de un sol grande en papel claro par dibujar. Enséñele y motive a su hijo a dibujar adentro de las líneas y de la figura del sol. Ofrézcale crayones de colores anaranjado y amarillo y mencione sus nombres para que su hijo reconozca los colores del Sol.

CANCIONES

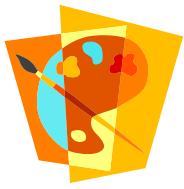
Señor Sol

¿"Oh Señor Sol, Sol, Señor dorado sol, por favor brilla sobre en mí? Ah Señor Sol, Sol, Señor dorado, escondido detrás de un árbol, este niño le pide por favor que salga para jugar con usted.

Oh Señor. Sol, Sol, Señor dorado Sol, brilla sobre me!

Es Verano

Es verano y brillan las flores
es verano y hace calor
en verano está azul el cielo
y el colegio ya terminó.
En verano vamos al campo
y a la playa en bañador
en la playa nadamos mucho
y nos damos un chapuzón.
A mi me gusta el verano
a mi me gusta que haga sol
a me gustan los helados
de vainilla, fresa y limón.
A mi me gusta el verano



Summer: Ice Cream Galore

Smart Art

OVERVIEW

In this activity children will learn about summer by participating in a read-aloud, singing and painting a ceramic piece that is related to the summer 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 - #43 HLTH3 - Personal Safety

MATERIALS & PREPARATION

MATERIALS:

- English Book: Summer by: Nuria Roca
- Spanish Book: La Luz del Sol/ Sunshine por: Gail Saunders-Smith
- Bisque piece: Ice Cream Cone
- Bisque paints: Orange or Bright Papaya, Blue, and Bright Brown
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

- Prepare a sample project for demonstration purposes.
- On the classroom tables, place a half sheet of construction paper, a small paper plate and a paint brush at each child's place setting with the ceramic piece that will be painted during class.
- Place a box of baby wipes on each table.

INTRODUCTION

- Introduce topic to students.
- Explain the four seasons of the year; spring, summer, fall, and winter.
- Ask children the following questions related to how to be safe while having fun in the summer:
 - If children go swimming on a sunny day what can they do to be safe?
 - If children are visiting a public beach and there are a lot of people what can they do to stay safe?
 - What should you drink on a hot sunny day?

ACTIVITY #1

Sing a Song:

English Song: Mr. Sun

Oh, Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on me.
Oh Mr. Sun, Sun, Mr. Golden Sun,
Hiding behind a tree
These little children are asking you
To please come out so we can play with you.
Oh Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on,
please shine down on,
Please shine down on me

Spanish Song: Sal Solecito

Caliéntame un poquito
Para hoy, para mañana
Para toda la semana
lunes, martes, miércoles
jueves, viernes
sábado y domingo.
Con esta manita
Pintamos el Solecito
Y con ésta no (la mano opuesta)

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.



Summer: Sunshine Sticks

Snack Attack

OVERVIEW

Children will learn about the season of summer as they create an edible snack that resembles a sun.

SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 – Concepts about Print
- DRDP - #42 HLTH2 – Healthy Lifestyle
- DRDP - #27 COG1 – Cause & Effect
- DRDP - #41 HLTH3 – Personal Care Routines
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Summer by: Alice Low
- Spanish Book: Clifford y el Verano Caluroso por: Norman Bridwell
- Per Child:
 - 1/2 english muffin
 - Cream cheese
 - 5 pretzel sticks
 - Orange marmalade
 - 2 M & M's
 - 1 small marshmallow
 - Red cake icing

PREPARATION:

- Pre cut English Muffins in 1/2
- Make Sun masks popsicle sticks (1 per child)
- Place all food items onto the activity table(s).
- Make hand sanitizer available for children's use prior to preparing snack activity.

INTRODUCTION

- Introduce topic to students: Tell children that they will be learning about the summer season today.
- Ask them what the weather is like during summer time?
- Ask children what they like about summer time?
- 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.

You are My Sunshine

You Are My Sunshine
 My only sunshine.
 You make me happy
 When skies are grey.
 You'll never know, dear,
 How much I love you.
 Please don't take my sunshine away

Mi Lucecita

Tu eres mi cielo,
 Mi lucecita,
 Cuando estoy triste,
 Me das tu luz,
 Te quiero tanto,
 Tu bien lo sabes,
 No te alejes nunca de mí.

ACTIVITY #2

Book Reading:

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

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

ACTIVITY #3

Snack: Instruct children how to put together their Summer sun snack:

- Tell children to get half of an English muffin and spread cream cheese on it.
- Then they will spread orange marmalade on top.
- Children can then add two m & m's for eyes, a marshmallow for the nose and red cake icing for the mouth.
- At last have the children break pretzel sticks in half and insert each broken half into the side of the muffin to create the sun's rays. Then they can take a bite of sunshine.



TALK ABOUT IT

- Ask children what are some things they like to do during summer time.
- Ask children if they are going on vacation this summer.



Summer: Pencil Pinwheel

Story Time

OVERVIEW

Story Time classes focus on engaging children in a literacy experience. Children will participate in an interactive read-aloud followed by a corresponding hands-on activity meant to bring the written word to life, deepening the early learning experience. As a group, children and teacher will have a discussion about the summer season and the different activities they might take part in during this time of year. Children will have the opportunity to make their own summer pinwheel craft project.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #42 HLTH3 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Mouse’s First Summer by: Lauren Thompson and Bucket Erdogan
- Spanish Book: El Verano por Tanya Thayer
- Colored card stock or construction paper
- Thumbtack or stick pin
- Pencil with new eraser
- White craft glue
- Scissors
- Sequins
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Copy pinwheel pattern onto paper.

INTRODUCTION

- Introduce topic to students
- Lead the class in a discussion about the summer time.
- Activate prior knowledge by asking the children what things they like to do during summer? Ask them if they like to play outside in the summer weather. Ask them what their favorite summertime activity is.

ACTIVITY #1

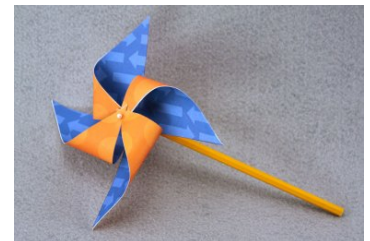
Book Reading:

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

ACTIVITY #2

Summer Pinwheel:

- Distribute pattern of the pinwheel and tell children they can color their pinwheel whatever color they choose.
- Instruct children to cut the square pattern out, cutting on the solid lines.
- Show children how to lay pattern on top of colored paper and trace the square. Instruct children to cut out the square from the colored paper.
- Tell children to keep the pattern square on top of the colored square. Either hold it in place with your fingers or tape it down lightly on two of the sides.



- Ask children to cut through the pattern and the colored paper along the dotted lines but do not cut in to the center circle.
- Help children in using a thumbtack or stick pin to poke out the holes in every other corner as indicated on the pattern. Set the pattern piece aside.
- Instruct children to take one corner (one with a hole) and fold it toward the center of the square. Fold the next corner that has a hole and fold it toward the center on top of the first holed corner. Repeat with the other two corners with holes until all four are folded into the center. Glue the folds to each other and to the center. Hold together until dry.
- Help children push the thumbtack through the center of the pinwheel and into the eraser of the pencil. Make sure the pinwheel isn't touching the eraser or it won't spin.
- Tell children they can finish their project by gluing some sequins to the flaps of the pinwheel and letting it dry.

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 what color their pinwheel is and what else in the classroom is that color.

PARENT TIP SHEET

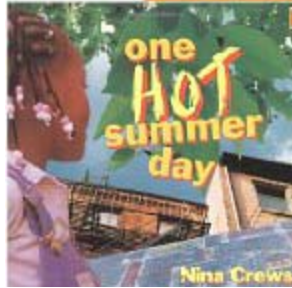
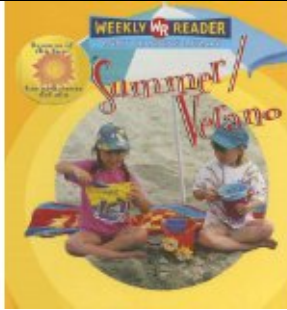
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about summer by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Summer

Storytime

BOOKS



ACTIVITIES

Colored Water Fence Painting

What You Need:

- Paper
- Water Bottles
- Food Coloring

What You Do:

Hang a long piece of bulletin board paper on your outside fence. Give the children bottles of colored water and let them squirt the paper. This is a lot of fun and a great way to see how secondary colors are made. For example spray blue and yellow water on the paper to make a beautiful green design.

Wax Paper Sea

What You Need:

- Blueberries
- Microwave
- Construction Paper

What You Do:

Celebrate National Blueberry Month during July! Give your children blueberries to look at, touch, smell, and taste. After the children have observed the blueberries add a little water to them and cook them in the microwave for one minute. Have the children help you mush them up. Use the blueberry juice to paint a beautiful blue blueberry picture.

SONGS

5 Little Hot Dogs

5 little hotdogs in the fry pan, (hold up all your fingers and wiggle them)
 The grease got hot and one went bam (clap loudly)
 4 little hotdogs in the fry pan, (hold up four fingers and wiggle them)
 The grease got hot and one went bam (clap loudly)
 3 little hotdogs in the fry pan, (hold up three fingers and wiggle them)
 The grease got hot and one went bam (clap loudly)
 2 little hotdogs in the fry pan, (hold up two fingers and wiggle them)
 The grease got hot and one went bam (clap loudly)
 1 little hotdog in the fry pan, (hold up one finger and wiggle it)
 The grease got hot and it went bam (clap loudly)
 No little hotdogs in the fry pan, (hold up a fist and shake it)
 The pan got hot and it went bam (clap loudly)

Summer Sun Shining

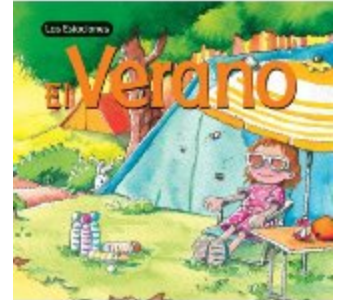
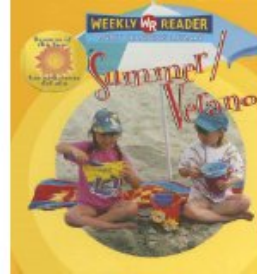
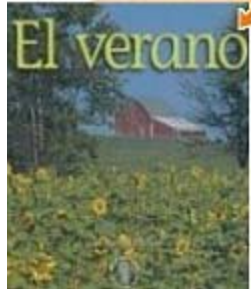
The summer sun in the sky,
 Shining, shining up so high
 Makes it warm for outside fun,
 To play at the park and run
 To swim hike and fish, and go on a picnic, if you wish



Consejos Para Padres: Verano

Hora de
Cuentos

LIBROS



ACTIVIDADES

INSERT TITLE

Que Necesita:

•

Que se Hace:

INSERT TITLE

Que Necesita:

•

Que se Hace:

CANCIONES

INSERT NAME

INSERT NAME

