



Healthy Habits: My Food!



OVERVIEW

In this activity children will learn about healthy habits. Children will be able to finger paint, and paste a carrot template on a sheet of paper to practice their fine motor skills.

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 - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Food by: Rebecca Emberley
- Spanish Book: Mi Comida por: Rebecca Emberley
- Songs: English: Apples and Bananas / Spanish: Naranja Dulce
- Construction paper
- Tempera paint: orange and green
- Glue
- Tissue paper (green and orange)

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Ask children what it means to be healthy. Provide examples such as eating healthy, exercising, playing and jumping outside.
- Ask children what they do to stay healthy.
- Explain that today they will learn about foods that help our bodies grow to be big and strong.

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.
- As you read the book, emphasize each vegetable, asking children to repeat the name as you say it.

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 - Apples and Bananas
- Spanish – Me Preparo

ACTIVITY #3

Instruct the children that they will now be making their own “Carrot Patch”.

- Finger Paint: Children can use the finger paints to paint their carrot(s).
- Tissue Paper: Children can use the tissue paper to decorate their carrot.
- Ask children to clean up their workspace after they complete their two carrots carrot patch.

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?
- Review the healthy food choices they can make to keep their bodies healthy and strong.

PARENT TIP SHEET

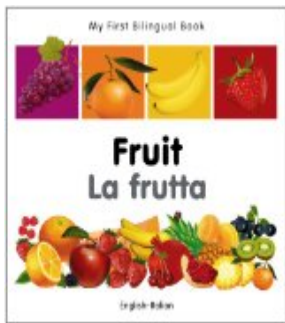
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about Healthy Habits by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Healthy Habits!



BOOKS



ACTIVITIES

Washing my Toys

What You Need:

- Water, soap
- Dirty toys
- Dishpan
- Wash cloth

What You Do:

Give your child soap, a wash-cloth and a dishpan of water. Let your child wash a “dirty” doll, toy dishes, cars, or doll clothes. Its good practice and healthy habit for hand washing and drying.

Instant Pudding

What You Need:

- Any flavor pudding and milk
- Food container and kitchen spoon

What You Do:

Make instant pudding together. Let your toddler “help” by dumping pudding, pouring milk, and stirring. The results are good to eat or can be used for finger painting.

SONGS

Apples and Bananas

I like to eat, eat, eat apples and bananas
 I like to eat, eat, eat apples and bananas
 A
 A lake to ate, ate, ate ay-ples and ba-nay-nays
 A lake to ate, ate, ate ay-ples and ba-nay-nays
 E
 E leke to eat, eat, eat ee-ples and bee-nee-nees
 E leke to eat, eat, eat ee-ples and bee-nee-nees
 I
 I like to ite, ite, ite i-ples and by-ny-nys
 I like to ite, ite, ite i-ples and by-ny-nys
 O
 O loke to ote, ote, ote oh-ples and bo-no-nos
 O loke to ote, ote, ote oh-ples and bo-no-nos.

Pat-a-Cake

Pat-a-cake, pat-a-cake, baker’s man.
 Bake us a cake as fast as you can.
 Mix it and prick it and mark it with “B,”
 And there will be plenty for baby and me.



Consejos Para Padres: Hábitos Saludables!



LIBROS



ACTIVIDADES

A Lavar mis Juguetes

Que Necesita:

- Agua y Jabón
- Juguetes sucios
- Olla lavaplatos
- Trapo par lavar

Que se Hace:

Déle jabón, trapo, y una olla con agua a su hijo. Deje que su hijo lave su muñeco, trasteitos, y carritos sucios. Es buena práctica de hábitos saludables, lavarse y secarse las manos.

Puré Instantáneo

Que Necesita:

- Cualquier sabor de Pure y leche
- Contenedor y cuchara de cocina

Que se Hace:

Hagan pure instantáneo juntos. Permita que su hijo le ayude a vaciar puré y leche. Deje que su hijo lo bata. Los resultados son buenos para comer y pintar con textura sensorial.

CANCIONES

Me Preparo

Me preparo por el día.
Tú tienes que prepararte también.
¿Cómo?
¡Como yo!

Me lavo las manos , Me lavo las manos
Me preparo por el día
Me lavo las manos

Me cepillo los dientes , Me cepillo los dientes
Me preparo por el día
Me cepillo los dientes

Yo me visto, me visto , Yo me visto, me visto
Me preparo por el día
Yo me visto, me visto

Me pongo calcetines, Me pongo calcetines
Me preparo por el día
Me pongo calcetines

Me pongo mis zapatos , Me pongo mis zapatos
Me preparo por el día
Me pongo mis zapatos

A Cepillarse

Cepillarse los dientes es cuestión de obligación.
No habrán muelas enfermitas ni denticos picaditos y las caries muertecitas pronto pronto quedarán
Un poquito para arriba y un poquito para abajo es muy fácil de aprender sólo tienes que reír
Chiki-chiki-chiki-chiki-chiki-chiki-chá.(bis)
Te tienes que cepillar no cometas disparates después de cada comida o si comes chocolate
Te tienes que cepillar cada día al levantarte y cada noche al acostarte te tienes que cepillar.



Healthy Habits: Brushing My Teeth

Barney & Friends

OVERVIEW

In this activity children will learn about healthy habits. Children will participate in a read-aloud, sing a song, and complete a hands-on activity.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #14 LLD1 – Language Comprehension
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #33 MPD3 – Fine Motor
- DRDP I&T - #35 HLTH1 – Safety

MATERIALS & PREPARATION

MATERIALS:

- English Book: Brush, Brush, Brush! by: Alicia Padron
- Spanish Book: ¡A Limpiarse! por: Patricia Geis
- English Barney Clip: Macaroni and Cheese and The Baby Bop Hop
- Spanish Barney Clip: Macarrón y Queso y La Bebe Bop Hop
- White construction paper for tooth template
- Pink construction paper for project scene
- Tooth brush for painting (1 per child)
- Corn syrup
- White tempera paint
- Iridescent glitter

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Show opening Barney & Friends clip
- Introduce Topic to Students: Tell children they will be learning about healthy habits and today the topic is learning how to brush teeth. Tell children it is very important to brush our teeth so that they can grow strong. Strong teeth help us eat and communicate (talk).
- 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 the children that we will now be singing and dancing to a couple of clips from Barney & Friends. Encourage Parents to Join in the Fun
- Show Barney & Friends clip #1:
 - English – Macaroni and Cheese
 - Spanish – Macarrón y Queso
- Show Barney & Friends clip #2:
 - English – The Baby Bop Hop
 - Spanish – La Bebe Bop Hop

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 painting a giant tooth using a toothbrush. Just as we are going to “paint” our big tooth with a toothbrush, when we brush our own teeth, we work at keeping them white.
- Instruct children to glue the tooth onto the pink construction paper.
- Direct the children to take their toothbrush and dip it gently into the paint that is available on the table.
- Ask parents to assist children as they “brush” their tooth white.
- Children can finish their project by adding glitter to their tooth to help it shine.
- 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 Healthy Habits.

- Encourage parents to ask their children questions about circumstances that arise in the book to help deepen their child’s understanding about how to encourage healthy habits.

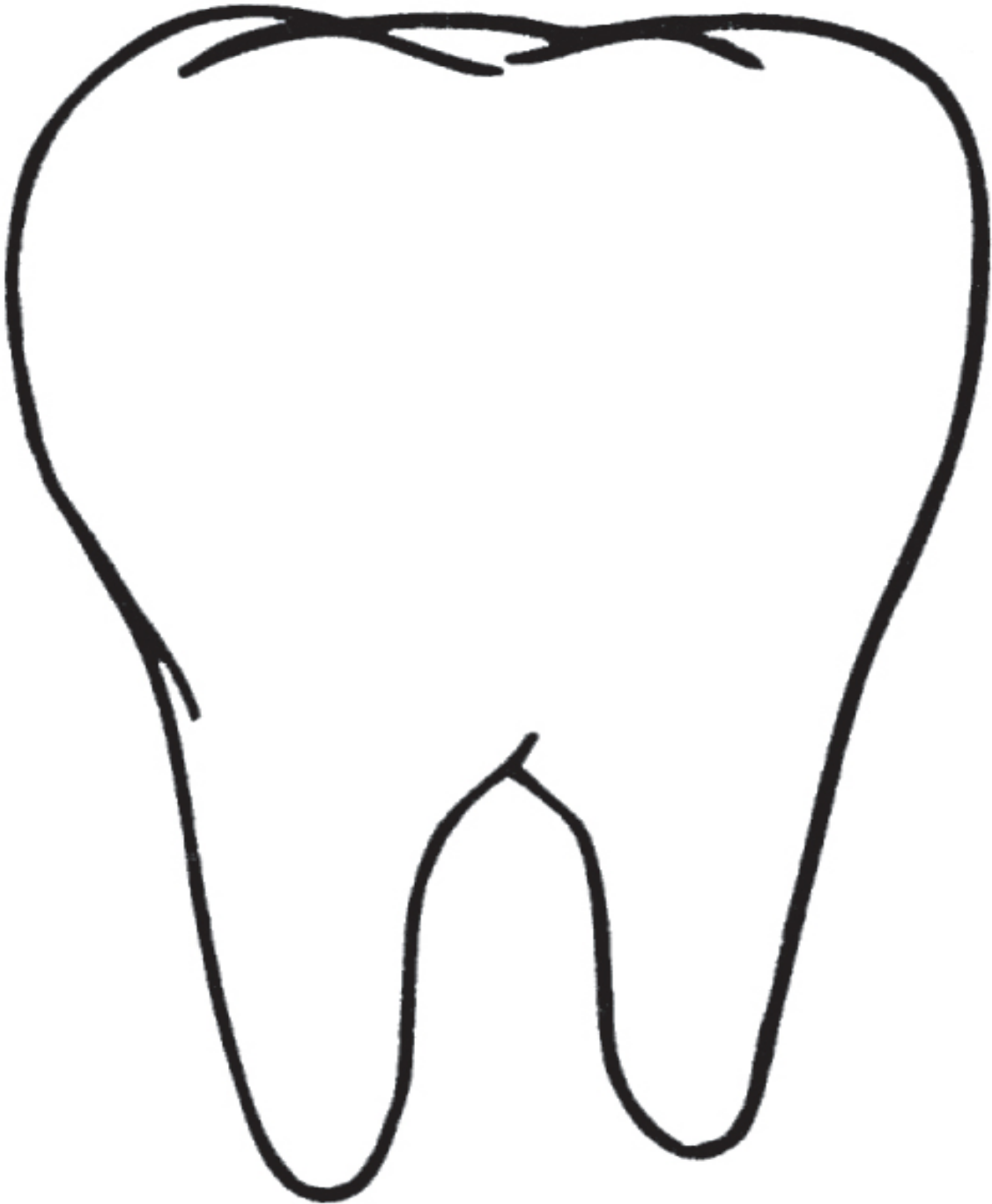
TALK ABOUT IT

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

- Ask children if they can remember why they should brush their teeth?
- Remind them that they should brush their teeth at least 2 times a day for two minutes.
- [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 healthy habits by reading, singing, and completing some of the suggested activities.

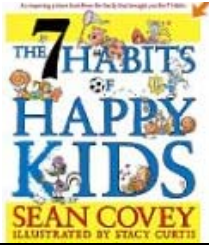




Parent Tip Sheet: Healthy Habits

Barney & Friends

BOOKS



ACTIVITIES

Washing Hands

What You Need:

- Water
- Hand soap
- Towel,
- A sink or water disposal.

What You Do:

Talk to your child about the importance of washing hands before eating his/her food, after using the restroom, and after playing with toys. Practice hands on scrubbing hands, add hand soap, and running water. While scrubbing hands sing a song your child likes, or count 1-15. Teach your child to be careful of using water when is necessary. Also, talk to your child that good healthy habits are practicing hand washing and it will prevent getting germs that will cause stomach pains and other types of sickness. Good hand washing habits will prevent your child to be less likely to catch a cold or get sick often.

Brushing Teeth

What You Need:

- A tooth brush,
- Children's tooth paste
- A cup with water
- A sink or water disposal

What You Do:

Encourage and model to your child on brushing his/her teeth by talking to him/her about facts and the importance of keeping his/her teeth clean and healthy. Take your child to the sink and provide a tooth brush (that could only be used by him/her) with tooth paste. Model on how your child should brush his/her teeth by closing both the jaws and open lips and have your child move his/her tooth brush in circular slow motion all around his/her teeth. Model to your on brushing the inside of molars and tongue too. Demonstrate to your child how to make mouth gargles to completely wash mouth and teeth at the same time. When making gargles teach your child to use water in a cup instead of having the water faucet running. Use water to rinse the tooth brushes and place them in a clean open place for air dry.

SONGS

This is the Way

This is the way we eat our toast
 Eat our toast, eat our toast
 Milk and toast I like the most
 So early in the morning
 This is the way we wash our hands
 Sticky little fingers with strawberry jam
 And wash that place right on your face
 So early in the morning
 This is the way we brush our teeth
 Brush our teeth, brush our teeth
 And while you're there let's comb your hair
 So early in the morning.

Brush Your Teeth

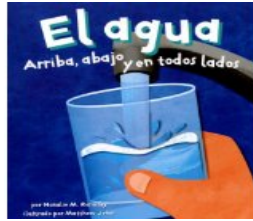
When you wake up in the morning, it's a quarter to one
 And you want to have a little fun,
 You brush your teeth (brushing sounds)
 You brush your teeth (brushing sounds)
 When you wake up in the morning, it's a quarter to two
 And you want to find something to do,
 You brush your teeth....
 And you want to flash your smile at me...



Consejos Para Padres: Hábitos Saludables

Barney Y Amigos

LIBROS



ACTIVIDADES

A Lavarse las Manos

Que Necesita:

- Agua
- Jabón para las manos,
- Lava manos
- Toalla para secar las manos.

Que se Hace:

Hable con su hijo sobre la importancia de lavarse las manos antes de comer sus alimentos, después de usar el baño, y después de jugar con juguetes. Practique con su hijo sobre lavado de manos. Añádele jabón y agua de la llave. Cuando se estén tallando las manos canten una canción que sea del gusto de su hijo, ó cuenten del 1 al 15. Enséñele a su niño a tener cuidado de usar agua cuando es necesario. También, hable a su hijo que los buenos hábitos saludables son la práctica de lavarse las manos impedirá obtener gérmenes que le causen dolores de estómago ó otros tipos de enfermedad. Buenos hábitos de lavarse las manos evitará que su hijo sea menos propenso a coger un resfriado o se enferme a menudo.

A Lavarse los Dientes

Que Necesita:

- Cepillo de dientes
- Pasta de dientes
- Una taza con agua
- Lava manos.

Que se Hace:

Motive y enséñele su hijo en cepillarse sus dientes hablando con él acerca de hechos y la importancia de mantener sus dientes limpios y sanos. Lleve a su hijo al lavamanos y proporcíonele un cepillo de dientes (que solo sea utilizado por él) con pasta de dientes. Modele de cómo su hijo debe cepillar sus dientes cerrando ambas las mandíbulas y abra los labios moviendo su cepillo de dientes en moción lenta en forma circular alrededor de sus dientes. Modele cepillando en el interior de molares y por encima de la lengua. Demuéstrele a su hijo o hija cómo hacer gárgaras y así lavara completamente la boca y dientes al mismo tiempo. Al hacer gárgaras, enséñele a su niño como utilizar el agua en una taza en lugar de tener la llave de agua abierta. Utilice agua de la llave para enjuagar los cepillos de dientes y colóquelos en un lugar limpio para que se sequen con el aire.

CANCIONES

Pin Pon

Pin Pon es un muñeco muy guapo de cartón, se lava su carita con agua y con jabón. Se desenreda el pelo con peine de marfil, y aunque se da estirones no llora ni hace así. Cuando le dan la sopa no ensucia el delantal pues come con cuidado parece un colegial. Apenas las estrellas comienzan a salir Pin Pon se va a la cama y se acuesta a dormir Pin Pon dame la mano con un fuerte apretón, pues quiero ser tu amigo Pin Pon Pin Pon Pin Pon...PIN-PON

A Cepillarse

Cepillarse los dientes es cuestión de obligación. No habrán muelas enfermitas ni denticos picaditos y las caries muertecitas pronto pronto quedarán Un poquito para arriba y un poquito para abajo es muy fácil de aprender sólo tienes que reír Chiki-chiki-chiki-chiki-chiki-chiki-chá.(bis) Te tienes que cepillar no cometas disparates después de cada comida



Letter Awareness: Learning My Letters: P and Q

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

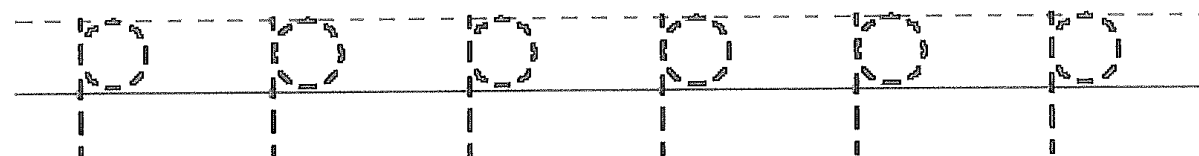
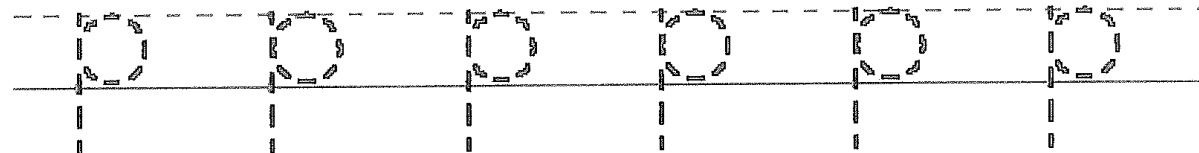
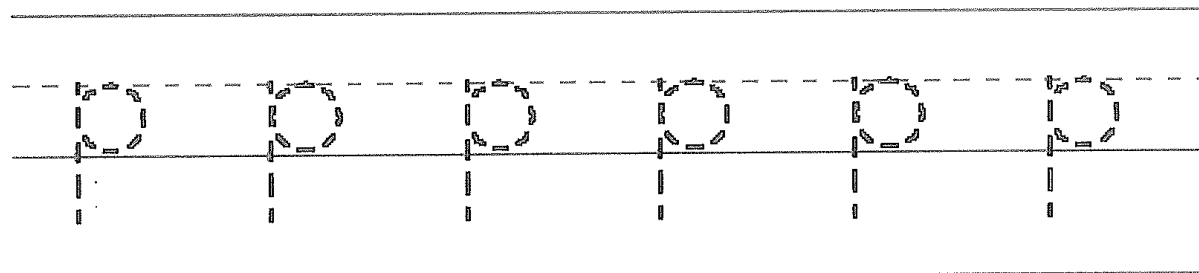
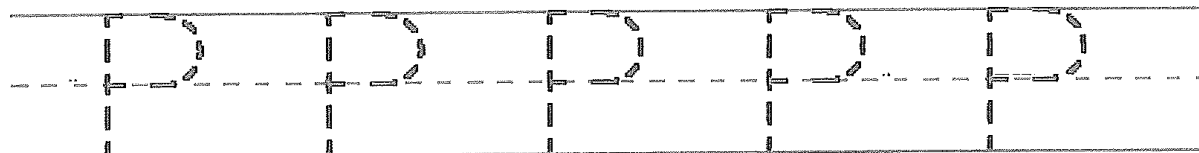
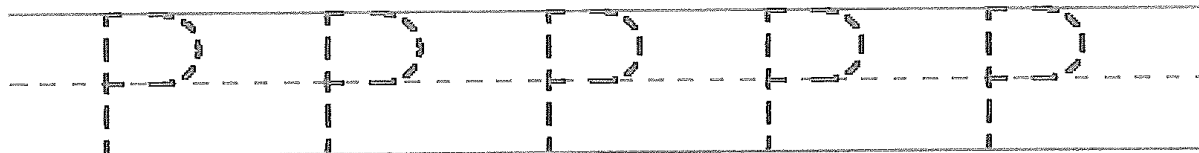
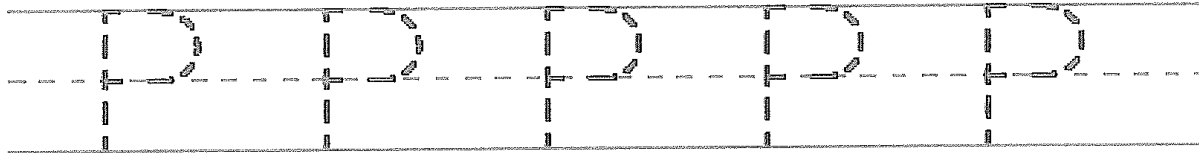
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters P,Q

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

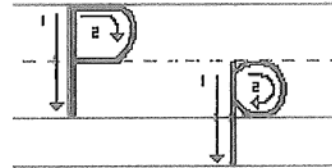
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q q q q q q q q q q

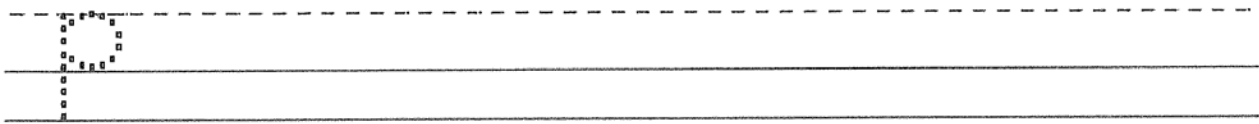
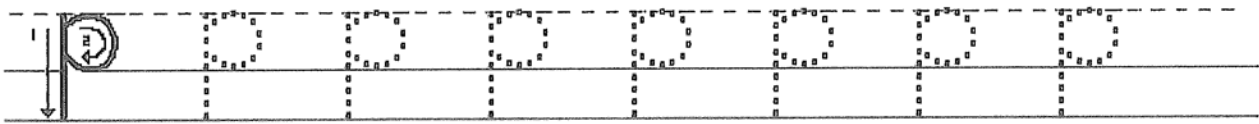
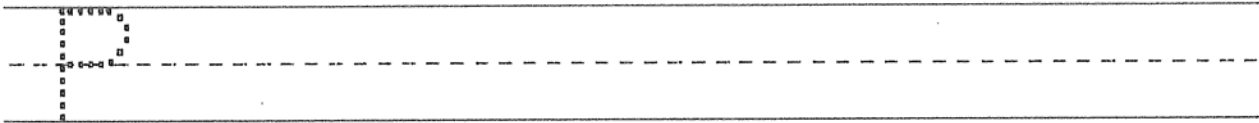
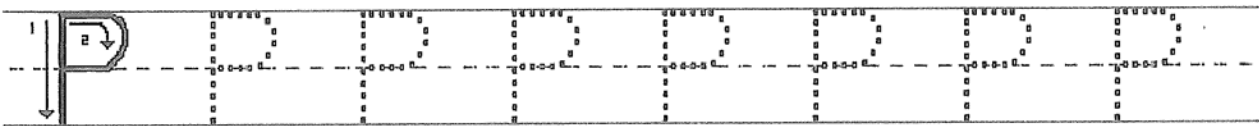
pudding party

Blank handwriting lines for copying practice.

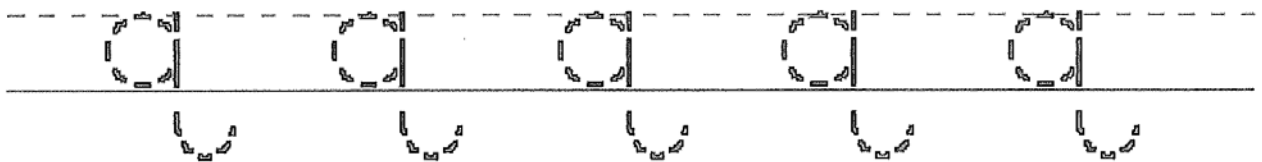
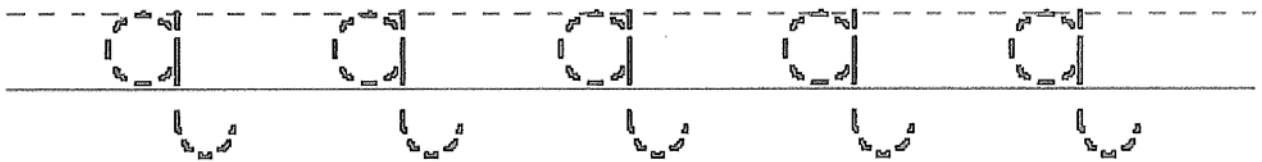
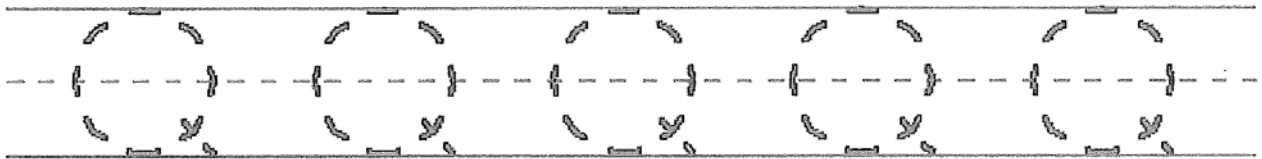
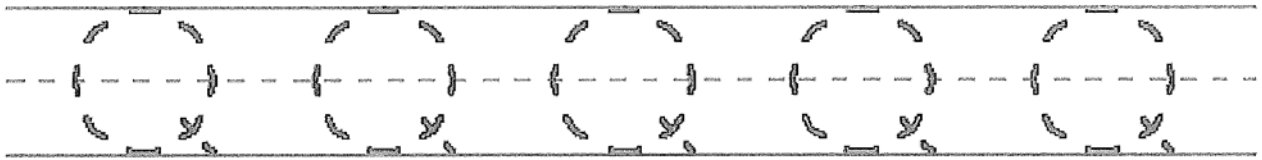
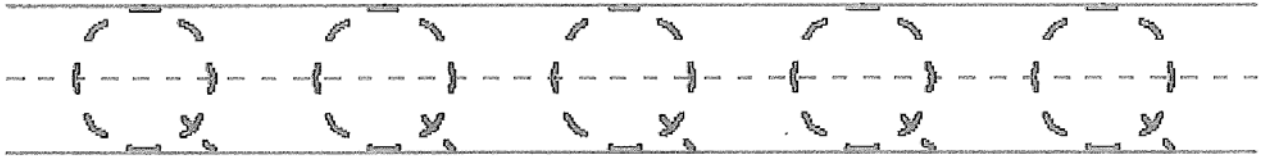
Me llamo: _____



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



Name _____



Instructions: trace and then copy letters or words

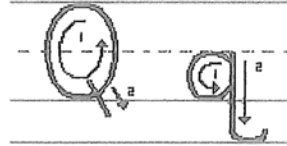
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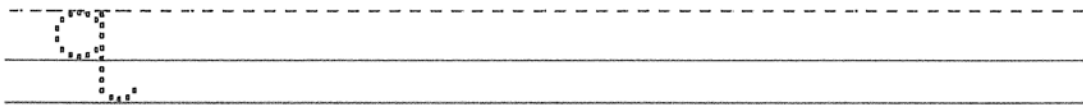
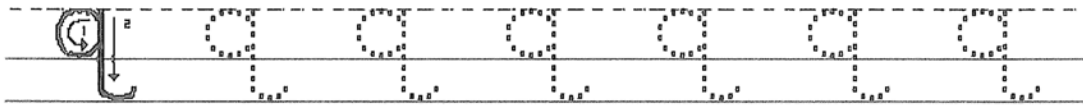
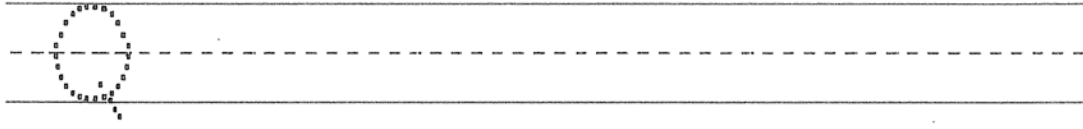
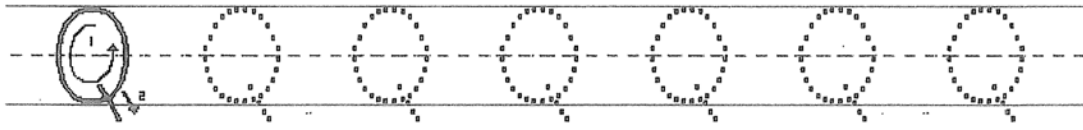
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Me llamo: _____



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





Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

- **La comunicación;** tener una comunicación reciproca entre el infante y la proveedora, el imitar sonidos, copear gestos, y mover el puño de la mano motiva a que los infantes aprendan comunicación temprana.
- **Los Movimientos de Motriz Fina:** sostener objetos, usar el tacto, 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.



Intellectual Looking

Cuddle Crew 1
0-6 months

GOAL

For the baby to discriminate visually.

EXPERIENCE

At birth, an infant can see clearly 8–14 inches away and closer. At 2 months, he should be able to see objects held up to approximately 20 inches from his face. At this time he is ready to focus on mobiles hung low above his crib.

When lying on his back, an infant first looks to the side and then looks straight up. For this reason, place a mobile so that it is situated 12–20 inches above the baby's head to his left, right, or center. You should not place the mobile close enough that the baby could get tangled in the strings. Mobiles are not recommended for infants older than 6 months.

Several studies have shown that very young infants most prefer looking at things with high contrast, such as black-and-white simple designs, checkerboards, bull's eyes, and faces.

Many commercially available mobiles are inappropriate for young infants because the colors or designs are not distinguishable to their immature ability to see.

MATERIALS

Mobiles of different types (including at least one that is black and white). Look at the mobile from the infant's point of view before purchasing it.



Intelectual Mirar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé discrimine visualmente.

EXPERIENCIA

Al nacer, un bebé puede ver claramente 8–14 pulgadas de lejos y más cerca. En 2 meses, él debe poder ver objetos sostenidos arriba a aproximadamente 20 pulgadas de su cara. En este momento él está listo para enfocarse en móviles colgados bajos encima de su cuna.

Cuando este acostado en su espalda, un bebé mira primero al lado y luego mira derecho para arriba. Por esta razón, coloque un móvil que este situado 12-20 pulgadas encima de la cabeza del bebé a su izquierda, derecha, o en el centro. Usted no debe colocar el móvil muy cerca del bebe donde el pueda enredarse en las cuerdas. Los móviles no son recomendados para bebés de 6 meses en adelante.

Varios estudios han mostrado que los bebés prefieren más mirar cosas con contraste alto, como diseños simples en blanco y negro, tableros de damas, y caras.

Muchos móviles disponibles comercialmente son inapropiados para bebés porque los colores o los diseños no son distinguibles a su capacidad inmadura de ver.

MATERIALES

Móviles de diferentes tipos (inclusive por lo menos uno que es blanco y negro). Mire el móvil del punto de vista del niño antes de comprarlo.



Intellectual Moving Mobiles

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop a sense of herself as a “causal” agent in cause-effect sequences by moving a mobile through her own action.

EXPERIENCE

1. Tie a ribbon to a sturdy mobile. Make a loop and tie the other end to the baby’s wrist, not too tightly, but snug enough to not slip off.
2. Wait for the baby’s natural arm-waving to set the mobile moving. If the baby doesn’t move much, move her arm for her to see what happens.
3. When the baby gets good at this, try tying the ribbon to the other arm. How long does it take her to figure out the difference? You might also want to try tying the ribbon to one of her feet.

Note: *Be sure to stay with the baby during this activity for safety reasons.*

MATERIALS

Sturdy, well-secured mobile; ribbon long enough to reach from the mobile to the baby’s wrist or foot



Intelectual

Móviles Movibles

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle un sentido de ella misma como un agente "causal" en la causa-sucesiones de efecto moviendo un móvil por su propia acción.

EXPERIENCIA

1. Ate una cinta a un móvil firme. Haga un nudo y ate el otro fin a la muñeca de el bebé, no demasiado apretado, pero suficiente cómodo para que no se resbale.
2. Espere que el brazo del bebé se mueve naturalmente y ponga el móvil en movimiento. Si el bebé no se mueve mucho, muévelo el brazo para que el vea lo que sucede.
3. Cuando el bebé pueda hacer esto muy bien, intente de atar la cinta al otro brazo. ¿Cuánto tiempo le toma notar la diferencia? Usted también quizás quiera intentar de atar la cinta a uno de sus pies.

Nota: Asegúrese de quedarse con el bebé durante está actividad por razones de seguridad.

MATERIALES

Un móvil firme y bien-asegurado; una cinta larga que alcancé del móvil a la muñeca del bebé o el pie



Intellectual Tracking

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to follow a moving object with his eyes.

EXPERIENCE

Position the baby in your lap or on the floor. Bring a patterned design to the center of the infant's visual field, 10–13 inches from his eyes. Move the design in a small circle. Stop and count to five. Slowly move the design to the right. Rest for a count of five again. Move the design in circles again twice and stop for a count of five. Return the design to the center. Stop for a count of five and repeat, moving the design to the left.

Place the baby over a bolster and move a toy to the left and right as instructed above. (You will need to balance him on the bolster.)

Activate a mobile 10–25 inches above the infant. An infant can see as far away as 10–14 inches at 0–2 months and as far away as about 20 inches at 2 months, so position the mobile accordingly.

An infant can see 10 feet away at approximately 3 months. Observe to see if he watches you from across the room.

Interest an infant in a wind-up toy. Vary the distance of the toy from him to give him practice in following the movement of the toy with his eyes.

MATERIALS

A toy the baby likes to look at (possibly with a black and white face or patterned design), wind-up mobile, wind-up toy



Intelectual Rastrear

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a seguir un objeto móvil con los ojos.

EXPERIENCIA

Posicione al bebé en sus piernas o en el piso. Traiga un diseño modelado al centro del campo visual de niño, 10–13 pulgadas de los ojos. Mueva el diseño en un pequeño círculo. Pare y cuente a cinco. Mueva lentamente el diseño a la derecha. Descanse y cuente a cinco otra vez. Mueva el diseño en círculos otra vez dos veces y pare para contra a cinco. Regrese el diseño al centro. Pare y cuente a cinco y repita, moviendo el diseño a la izquierda.

Coloque al bebé sobre una almohada y mueva un juguete a la izquierda y a la derecha tal como dice arriba. (Deberá equilibrarlo en la almohada).

Active un móvil 10–25 pulgadas arriba del niño. A 0-2 meses un bebé puede ver tan lejos como 10–14 pulgadas y a los 2 meses puede ver tan lejos como aproximadamente 20 pulgadas, así que posiciona el móvil dependiendo a la edad del bebé.

Un bebé de aproximadamente 3 meses puede ver tan lejos como 10 pies. Observe para ver si la mira a través del cuarto.

Interese a un niño con un juguete móvil. Varíe la distancia del juguete de él para darle práctica a seguir el movimiento del juguete con los ojos.

MATERIALES

Un juguete que al bebé le guste mirar (posiblemente con una cara blanca y negra o con un diseño modelado), un móvil, un juguete de cuerda



Intellectual

Understanding Permanence Through Spatial Relations

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to develop ideas about the permanence of objects.

EXPERIENCE

By approximately 5 months, a baby begins to understand that objects have permanence in space. Completely learning this lesson will take many more months. You can help her develop this ability by offering small, manageable challenges.

Present a favorite toy from different angles (frontward, backward, and sideways). Watch her expression to see if she seems curious, mystified, or happily familiar with the toy. When the baby is nursing or taking a bottle, let her move her head to find the nipple rather than bringing the nipple to her.

Position the baby in your lap. Attract her attention to a favorite toy. Place it on a table and make a one-quarter turn away from the toy so the baby has to turn her head to see it again. When she gets better at this, challenge her with a larger turn.

Hold the baby in your arms, facing out, and draw her attention to the toy again. This time, move her up and down and back and forth. Note whether she is keeping her attention focused on the toy. Sit the baby on the floor and place the toy near her. Partially hide it and ask, "Where is (the toy)?" Pull the cover hiding the toy and say, "Here it is!" After several months, she'll be ready for you to cover the entire toy.

MATERIALS

Favorite toy



Intelectual

La Comprensión de Permanencia por Relaciones Espaciales

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a desarrollar ideas acerca de la permanencia de objetos.

EXPERIENCIA

Por aproximadamente 5 meses, un bebé comienza a comprender que objetos tienen permanencia en el espacio. Aprendiendo completamente esta lección tomará muchos meses más. Usted le puede ayudar a desarrollar esta habilidad ofreciéndole pequeños desafíos manejables.

Presente un juguete favorito de ángulos diferentes (de frente, hacia atrás, y de lado). Mire su expresión para ver si parece curioso, confundido, o felizmente familiarizado con el juguete. Cuando el bebé este comiendo, permita que mueva la cabeza para encontrar el pezón antes de que usted le de el pezón a el.

Posicione al bebé en sus piernas. Atraiga su atención a un juguete favorito. Colóquelo en una mesa y haga un-cuarto de vuelta lejos del juguete para que el bebé tenga que voltear la cabeza para verlo otra vez. Cuando se mejore en esto, desafíelo con una vuelta más grande.

Ábrase al bebé, mirando a fuera, y llame su atención al juguete otra vez. Esta vez, muévalo arriba y abajo y de aquí para allá. Note si mantiene su atención centrado en el juguete. Siente al bebé en el piso y coloque el juguete cerca de el. Parcialmente ocúltelo y pregunte, ¿"Dónde está (el juguete)"? Jale la cobija que oculta el juguete y diga, ¡"Aquí esta"! Después de varios meses, el estará listo para que usted cubra el juguete entero.

MATERIALES

Un juguete favorito



Intellectual

Developing Visual Preferences

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop her ability to choose (and for adults to become aware of and to honor the infant's preferences).

EXPERIENCE

1. Offer the baby two of the materials at a time and see which she seems to look at the longest.
2. Offer two familiar pictures and a third one, which is new. Does she prefer the new picture?

Infants become habituated to stimuli. That means they grow bored with looking at something after a while. But when something new and interesting is offered, an infant will often stare at the new material for a long time. You can see this by offering an infant one picture to look at and then adding something new. Does he seem to perk up when the new picture is offered and look at it for a longer period of time?

MATERIALS

Simple and complex 8-inch x 10-inch black-and-white pictures, including herringbone and newspaper print; 9-inch x 12-inch square checkerboards; faces with eyebrows and ears; picture of 3-inch x 3-inch ball in black-and-white stripes; black-and-white drawings of things in baby's environment; two triangles drawn tip to tip; heavy black letters and numbers



Intelectual

Desarrollando Preferencias Visuales

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle su capacidad de escoger (y para que los adultos se den cuenta y acepten las preferencias del niño).

EXPERIENCIA

1. Ofrézcale al bebé dos de los materiales a la vez y vea cual parece mirar por más tiempo.
2. Ofrézcale dos retratos familiares y un tercero, que sea nuevo.
¿Prefiere el nuevo retrato?

Los bebés llegan a ser acostumbrados a estímulos. Eso significa que se aburren mirando a algo después de un rato. Pero cuando algo nuevo e interesante es ofrecido, el bebé a menudo mirará fijamente al nuevo material durante mucho tiempo. Puede ver esto ofreciéndole al infante una imagen para mirar y luego agregando algo nuevo. ¿Parece animarse cuándo la nueva imagen es ofrecida y la mira por un periodo de tiempo más largo?

MATERIALES

Imágenes sencillas y complejas de 8 pulgadas X 10 pulgadas en blanco y negro, incluyendo papel de periódico; tableros de damas cuadrados de 9 pulgadas X 12 pulgadas; caras con cejas y orejas; imágenes de Pelotas con rayas en blanco y negro de 3 pulgadas X 3 pulgadas; dibujos en blanco y negro de cosas en el ambiente de bebé; dos triángulos dibujados de punta a punta; letras y números negros



Intellectual Introducing Color

Cuddle Crew 1
0-6 months

GOAL

For the baby to perceive differences in color.

EXPERIENCE

Hold the baby on your lap. Name and point out the colors of toys as he explores them. Point out the different colors on a two-colored ball.
Cover a penlight with various colors of cellophane, first with one color and then another. Move the light past the baby in a 180-degree arc.
Hold paper, cellophane, and fabrics up for the infant to touch. Does he express a preference? Is there a blink of recognition or interest when you present different colors? This means the infant is noticing color differences.

MATERIALS

Ball that is half one color and half another color, high contrast colored toys, penlight, colored cellophane paper, papers and fabrics of different colors



Intelectual Introducir Color

Grupo de Bebes 1
0-6 meses

META

Para que el bebé pueda percibir diferencias en colores.

EXPERIENCIA

Coloque al bebé en sus piernas. Nombre e indique los colores de los juguetes que explore. Indique la diferencia de los colores en una pelota de dos colores.

Cubra una pluma de luz con varios colores de celofán, primero con un color y luego otro. Mueva la luz por delante del bebé en un arco de 180 grados.

Sostenga papel, el celofán, y tejidos arriba para que el bebé los toque. ¿Expresa el bebé una preferencia? ¿Hay un parpadeo de reconocimiento o interés cuándo usted presenta los colores diferentes? Esto significa que el bebé esta notando las diferencias en color.

MATERIALES

Una pelota que sea la mitad de un color y la otra mitad de otro, juguetes de colores de contraste alto, pluma de luz, papel de color de celofán, papeles y tejidos de colores diferentes



Intellectual Imitating

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to play imitative games.

EXPERIENCE

Different babies imitate in different ways, so you will need to look for the type of imitation a baby prefers, whether visual, auditory, or motion-based. Not all babies imitate at this age, no matter how intelligent they are. Don't worry if the baby is not interested, but try again in a few weeks. Imitation is the basis for many skills the baby will learn in the future.

To teach a baby about imitation, follow this sequence:

1. First, imitate the baby's simple actions (such as arm-waving, facial expressions or head turns).
2. When the baby makes a motor response to your imitation, imitate that action even if it is a different motion from the original one.
3. Make another familiar motion and see if the baby will repeat that.
4. Play the game using a material such as a spoon to bang on a toy.

A baby may respond to each step of the imitation progression as you present it, but it may be several months before she can do the entire sequence.

MATERIALS

Toy to bang on, spoon



Intelectual Imitar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a jugar juegos imitativos.

EXPERIENCIA

Diferentes bebés imitan en maneras diferentes, así que deberá mirar el tipo de imitación que un bebé prefiere, ya sea visual, auditivo, o basado en movimiento. No todos los bebés imitan a esta edad, no importa que inteligentes sean. No se preocupe si el bebé no es interesado, pero trate otra vez en unas semanas. La imitación es la base para muchas habilidades que el bebé aprenderá en el futuro.

Para enseñar al bebé sobre imitación, siga esta sucesión:

1. Primero, imite las acciones simples del bebé (como moviendo el brazo, expresiones faciales o moviendo la cabeza).
2. Cuando el bebé haga una respuesta motriz a su imitación, imite esa acción incluso si es un movimiento diferente del original.
3. Haga otro movimiento familiar y mire si el bebé lo repite.
4. Juegue el juego usando un material como una cuchara para golpear el juguete.

Un bebé puede responder a cada paso de la imitación como usted la presenta, pero puede ser varios meses antes que pueda hacer la sucesión entera.

MATERIALES

Un juguete para golpear, cuchara



Intellectual Categorizing

Cuddle Crew 1
0-6 months

GOAL

For the baby to notice similarities and differences.

EXPERIENCE

Place one of the cups in front of the baby and say, "Here is a cup." Place the second cup in front of him and watch as he compares the two. Look for a blink of recognition. Next, offer a third cup and say, "That's one, two, three cups." Let him play with them. After he has lost interest in handling the cups, place all three out of his immediate reach and place the fourth and different cup in line with the others. Say, "Look. This one is different." The same game can also be played with spoons or other objects the baby may safely handle.

The infant should show a blink of recognition when you present the second and third items in a sequence. The infant should also show a look of interest when the different item is brought forward.

MATERIALS

Three identical cups and one that is different; three identical spoons plus one that is different (soup or wooden); any other objects that the infant may safely handle, with three of the same and one different



Intelectual Clasificar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé note similitudes y diferencias.

EXPERIENCIA

Coloque una de las tazas delante del bebé y diga, "Aquí está una taza". Coloque la segunda taza delante de él y mire mientras él las compara a las dos. Mire si hace un parpadeo de reconocimiento. Luego, ofrezca una tercera taza y diga, "Esa es una, dos, tres tazas". Permita que juegue con ellas. Después de que haya perdido interés en las tazas, coloque las tres fuera de su alcance inmediato y coloque la cuarta taza diferente en línea de acuerdo con las otras. Diga, "Mira. Esta es diferente". El mismo juego también puede ser jugado con cucharas u otros objetos que el bebé puede manejar sin peligro.

El niño debe mostrar un parpadeo de reconocimiento cuando le presenta el segundo y tercer artículo en una sucesión. El bebé también debe mostrar un interés cuando el artículo diferente es traído hacia adelante.

MATERIALES

Tres tazas idénticas y una diferente; tres cucharas idénticas y una diferente (de sopa o de madera); cualquier otro objeto que el bebé pueda manejar sin peligro, con tres iguales y uno diferente



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.

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WRAP-UP

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



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Grupo de Bebes

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



Intellectual

Playing with Things in Containers

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn about taking things out of containers and putting things in containers.

EXPERIENCE

Fill a muffin tin with small toys. Encourage baby to take the toys out. Do the same thing with a tote, sack, or other container. Show baby how to take pieces out of a simple knobbed puzzle. Later you can show baby how to put things into containers. Drop in one object and then encourage her to drop the next. Take turns until she understands. Using a coffee can or other can that is safe around the edges, cut an opening in the plastic lid large enough for baby's hand to fit through. Encourage baby to drop toys through the hole. This is good preparation for shape and puzzle work.

MATERIALS

Interesting containers of all kinds, including pots and pans, plastic containers, totes, boxes, container lids in which you can cut out a hole; small toys in quantity; knobbed puzzles



Intelectual

Jugando con las Cosas en los Contenedores

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda como tomar las cosas de los contenedores y poner las cosas en los contenedores.

EXPERIENCIA

Llene un molde para panecillos con juguetes pequeños. Anime al bebé a tomar los juguetes para afuera del contenedor.

Haga lo mismo con una bolsa, almohadón, u otros contenedores.

Muestre al bebé como sacar piezas de un rompecabezas con perilla simple.

Más tarde puede mostrar al bebé como poner las cosas en los contenedores. Ponga un objeto dentro del contenedor y luego anímelo a poner el siguiente. Tome turnos, hasta que el entienda.

Usando una lata de café o otra lata que sea segura alrededor de los bordos, corte una abertura en la tapa de plástico lo suficientemente grande para que la mano del bebé quepa. Anime al bebé a poner los juguetes a través del agujero. Esta es una buena preparación para el trabajo de formas y rompecabezas.

MATERIALES

Contenedores interesantes de todo tipo, incluyendo ollas y sartenes, recipientes de plástico, bolsas, cajas, tapas de contenedores en que se puede cortar un agujero, juguetes pequeños en cantidad; rompecabezas



Intellectual

Learning Object Permanence

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn that things exist even when out of sight.

EXPERIENCE

1. Engage the baby's interest in a toy. While she is watching, lay the toy down and drape a small blanket over part of it. Ask her, "Can you find the ____?"
2. If she finds the toy, clap and show excitement.
3. When she has successfully found the partially covered toy, hide more and more of it with each new game...finally covering the toy completely.

Another version is to put the toy in a box and encourage her to find it. Next, put the toy back in the box. While baby is watching, move the toy from the box to under the blanket. Can she find it now?

MATERIALS

Blanket, interesting toy, small box



Intelectual

Aprender Permanencia De Objetos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda que las cosas existen aun cuando están fuera de la vista.

EXPERIENCIA

1. Involucre el interés del bebé en un juguete. Mientras ella está mirando, ponga el juguete abajo y coloque una cobija sobre una parte de el. Pregúntele: "¿Puedes encontrar el ____?"
2. Si encuentra el juguete, aplauda y muestre entusiasmo.
3. Cuando el haya logrado encontrar el juguete parcialmente cubierto, esconda más y más del juguete con cada nuevo juego ... finalmente cubriendo el juguete completamente.

Otra versión es poner el juguete en una caja y animarlo a buscarlo. Después, ponga el juguete de nuevo en la caja. Mientras el bebé está mirando, mueva el juguete de la caja y póngalo debajo de la cobija. ¿Puede encontrarlo ahora?

MATERIALES

Cobija, un juguete interesante, pequeña caja



Intellectual Taking Rings off a Spindle

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn that some things come apart.

EXPERIENCE

1. Sit with baby on the floor facing you.
2. With great animation, pull a ring off of the spindle. Show baby the ring.
3. Pull others off. Let baby pull the rings off. Share delight in the surprise of pulling the rings off one by one.

Variation: Show baby how to pull large pop beads apart. Encourage her to try.

MATERIALS

Spindle toys such as those made by Fisher Price or Lakeshore, large pop beads



Intelectual

Quitando los Anillos de un Husillo

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda que algunas cosas se separan.

EXPERIENCIA

1. Siéntese con el bebé en el piso y póngalo frente a usted.
2. Con gran animación, quite un anillo del husillo. Muestre el anillo al bebé.
3. Quite los demás. Deje que el bebé quite los anillos. Comparta deleite en la sorpresa de quitar los anillos uno a uno.

Variación: Muestre al bebé cómo quitar bolas conectadas grandes. Anímelo a intentarlo.

MATERIALES

Juguetes de anillos hechos por Fisher Price o Lakeshore, bolas conectadas grandes



Intellectual

Using String as a Tool

Cuddle Crew 2
6-12months

GOAL

For the baby to begin to understand how a tool (such as a string) can help to solve a problem.

EXPERIENCE

Tie a string or ribbon to a favorite toy or use a commercial pull toy. Attract baby's attention to the toy and encourage her to get the toy. Watch to see if she pulls the string to retrieve the toy. If she doesn't, show her (with excitement) how pulling the string will allow her to obtain the toy. (When baby is a little older, lay a second string beside the first one but don't attach the second string to a toy. Encourage baby to pull the string that is attached to the toy.)

If the baby does not seem to respond to this task, try something related but simpler. Draw her attention to one of her favorite toys. Place the toy on a pillow that is a little out of baby's reach. Encourage her to get the toy. Watch to see if she pulls the pillow closer to her to get the toy. If she goes for the toy rather than pulling the pillow, pull the pillow to show her how to bring the toy closer to her.

Note: Always watch baby when playing with strings; they can be a strangulation risk.

MATERIALS

Pillow, attractive toy, string or ribbon, pull toy



Intelectual

Usando Cuerda como Herramienta

Grupo de Bebes 2
6-12 meses

META

Para que el bebé empiece a entender cómo una herramienta (como una cuerda) puede ayudar a resolver un problema.

EXPERIENCIA

Ate una cuerda o cinta a un juguete favorito o use un juguete comercial con cuerda para estirar. Atraiga la atención del bebé a el juguete y anímelo agarrar el juguete. Mire a ver si estira la cuerda para recuperar el juguete. Si no lo hace, muéstrole (con entusiasmo) cómo estirar la cuerda le permitirá obtener el juguete. (Cuando el bebé este un poco mayor, ponga una segunda cuerda al lado de la primero, pero no ate la segunda cuerda a un juguete. Anime a su bebé a estirar la cuerda que esta atada al juguete.)

Si el bebé no parece responder a esta tarea, trate algo relacionado pero más simple. Llame su atención a uno de sus juguetes favoritos. Coloque el juguete en una almohada que este un poco fuera del alcance del bebé. Anímelo a obtener el juguete. Mire a ver si estira la almohada más cerca de el para obtener el juguete. Si ella va por el juguete en vez de estirar la almohada, estire la almohada para mostrarle cómo ponerla más cerca de ella.

Nota: Siempre vigile al bebé cuando juegue con cuerdas, ya que pueden ser un riesgo de estrangulación.

MATERIALES

Almohadas, juguetes atractivos, cuerda o cinta, juguetes que se jalen



Intellectual Imitating

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to imitate motions.

EXPERIENCE

1. When baby is shaking a toy, imitate his actions. Watch for him to repeat the action.
2. Imitate the baby shaking a toy again, but this time, add a second motion after you repeat his. This motion should be one you have seen him do before. Wait for him to repeat this action.
3. Make a motion that relates to the first but is an altogether new action for baby. For example, after baby bangs his hand on the table, slide your hand along the table. Encourage him to repeat this familiar and new action.
4. Another time, initiate one of the baby's familiar motions but not when he is doing it. Encourage him to repeat.
5. Even more complex, make a motion that you know is new to this baby, and wait for him to imitate. Watch to see how closely he approximates the motion. After several trials he may imitate the motion exactly.

MATERIALS

Some of baby's favorite toys, including some to shake and bang



Intelectual Imitar

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a imitar movimientos.

EXPERIENCIA

Cuando el bebé está sacudiendo un juguete, imite sus acciones. Esté atento para que repita la acción.

2. Imita al bebé sacudiendo un juguete de nuevo, pero esta vez, añada un segundo movimiento después de que usted repita la de él. Este movimiento debe ser uno que usted a visto que el haga. Espere a que el repita esta acción.
3. Haga un movimiento que se relacione al primero, pero es una acción totalmente nueva para el bebé. Por ejemplo, después que el bebé golpea su mano sobre la mesa, usted deslice su mano por la mesa. Anímelo a repetir esta acción con movimientos conocidos y nuevos.
4. Otra vez, inicie uno de los movimientos familiares del bebé, pero no cuando lo está haciendo. Anímelo a repetir.
5. Aún más complejo, haga un movimiento que usted sabe es nuevo para el bebé, y esperar a que el lo imite. Mire a ver lo cerca que se aproxima hacer el movimiento. Después de varias pruebas talvez pueda imitar el movimiento exacto.

MATERIALES

Algunos de los juguetes favoritos del bebé, incluyendo algunos para sacudir y golpear



Intellectual Learning Object Functions

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn that things have a purpose including some common household objects.

EXPERIENCE

1. Offer baby a bell. See if she rings it. If not, show her what to do with it. Later, offer her the bell by the base. See if she changes her grip to grasp it by the handle.
2. Next, offer baby the telephone and the other objects listed below. Offer them one at a time, slowly, and observe to see if she seems to know their purpose.
3. Say the name of the objects and the sounds associated with them, if appropriate. Show her what to do with each of the objects.
4. Make up games to play with her using the objects.

MATERIALS

Bell, telephone, hairbrush, comb, cup, spoon, steering wheel



Intelectual

Aprendiendo las Funciones de Objetos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda que las cosas tienen un fin, incluyendo algunos de los objetos comunes del hogar.

EXPERIENCIA

1. Ofrezca al bebé una campana. Mire a ver si la suena. Si no, enséñele qué hacer con ella. Más tarde, ofrézcale una campana por la base. A ver si cambia su manera de agarrarla, para agarrarla correctamente.
2. A continuación, ofrézcale al bebé el teléfono y los otros objetos mencionados abajo. Ofrézcalos uno a la vez, lentamente, y observe para ver si el parece saber su propósito.
3. Diga el nombre de los objetos y los sonidos asociados con ellos, si es apropiado. Muéstrelle qué hacer con cada uno de los objetos.
4. Invente juegos para jugar con su bebé usando los objetos.

MATERIALES

Campana, teléfono, cepillo, peine, taza, cuchara, un volante



Intellectual

Distinguishing by Color and Size

Cuddle Crew 2
6-12 months

GOAL

For the baby to perceive differences in color and size.

EXPERIENCE

1. Show the baby two containers—a red one containing pebbles and a blue one that is empty (see Materials).
2. Shake the red one; then give baby the red one to shake.
3. Bring out the second set of red and blue containers and see if he shakes the red one. If he does, it will tell you he is remembering color and has learned the cue—this color has the shaking sound.
4. Bring out a third set of red and blue containers and see again if he picks the one that shakes— red. Introduce the words *red* and *blue* (e.g., “See the red can? The red can shakes”).

Variation: Use large and small cylinders (e.g., orange juice cans). Introduce the words *big* and *little*.

Note: Watch carefully to make sure the baby does not swallow the small materials.

MATERIALS

Containers such as milk cartons (small) covered with sticky shelf-lining paper or colored, heavy tape. For color discrimination, make a set of four. Cover two of the containers with red shelf-lining paper and two with blue. Put pebbles in the red ones so they make a noise when shaken and be sure to seal tightly with tape. Leave the blue ones empty and be sure to seal tightly. For size discrimination, have two cylinders of one size and two that are larger. Fill the larger containers with pebbles to make a noise and leave smaller ones empty. Again, seal tightly with sticking shelf-lining paper.



Intelectual

Distinguiendo por Color y Tamaño

Grupo de Bebes 2
6-12 meses

META

Para que el bebé perciba las diferencias de color y tamaño.

EXPERIENCIA

1. Muestre al bebé dos contenedores-uno rojo que contiene cereal (pebbles) o frijoles y uno azul que está vacía (vea los Materiales).
2. Sacuda la roja, y luego déle al bebé la roja para que la sacuda.
3. Saque el segundo grupo de contenedores de color rojo y azul, y vea si sacude el rojo. Si lo hace, le dirá que esta recordando el color y ha aprendido la señal- este color tiene un sonido cuando es sacudido.
4. Saque un tercer grupo de contenedores de color rojo y azul, y vea de nuevo si se toma el rojo que se sacude. Introduzca las palabras rojo y azul (por ejemplo, ¿"Vez el contenedor rojo? El contenedor rojo se sacude").

Variación: Utilice cilindros grandes y pequeños (por ejemplo, latas de jugo de naranja). Introduzca las palabras: grande y pequeño.

Nota: Observe cuidadosamente para asegurarse de que el bebé no se coma los materiales pequeños.

MATERIALES

Contenedores como cartones de leche (pequeño) cubierto con papel adhesivo útil revestimiento o cinta de color pesado. Para la discriminación de color, haga una serie de cuatro. Cubra dos de los contenedores con papel rojo de plataforma de revestimiento y dos con azul.

Ponga cereal (pebbles) o frijol en los rojos para que hagan ruido cuando las sacudan y asegúrese de sellarlas muy bien con cinta adhesiva. Deja las azules vacías y asegúrese de sellarlas muy bien.

Para la discriminación de tamaño, tenga dos cilindros de un solo tamaño y dos que sean más grandes. Llene los recipientes más grandes con cereal (pebbles) para hacer ruido y deje vacíos los más pequeños. Una vez más, selle muy bien los contenedores con papel útil del revestimiento.



Intellectual Finding Things

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop intellectually through exploring the environment.

EXPERIENCE

Young children love to explore. Think about how they think, and plan interesting discoveries.

1. Set up a corner in your classroom or home that you can call the "discovery corner."
2. Each day or once a week, set out a new toy or object in this corner for baby to explore and discover. Make it even more exciting by hiding the toy in a small drawer or special box for baby to open. The baby will naturally explore. Be sure to allow her to explore many parts of the home or school most of the day when you can watch her to ensure her safety. Don't confine her to a play yard. Make every room the baby explores fun and safe.
3. When baby finds a treasure, think of something fun and interesting to tell or show her about what she has found. Be excited about her discoveries. Expand on these discoveries and interests.

MATERIALS

Interesting containers of all kinds including pots and pans, plastic containers, totes, boxes, and containers from which you can cut out different kinds of lid openings; small toys in quantity; knobbed puzzles



Intelectual

Encontrar Cosas

Grupo de Bebes 2
6-12 meses

META

Para que el bebé de desarrolle intelectualmente a través de la exploración del medio ambiente.

EXPERIENCIA

A los niños pequeños les encanta explorar. Piense acerca de cómo piensan, y planeé descubrimientos interesantes.

1. Establezca un rincón en su salón o el hogar que usted puede llamar la "esquina del descubrimiento."
2. Cada día o una vez por semana, ponga un juguete nuevo o un objeto en este rincón para que el bebé explore y descubra. Hágalo aún más emocionante cubriendo el juguete en un pequeño cajón o una caja especial para que el bebé abra. El bebé naturalmente explorara. Asegúrese de dejarlo explorar muchas partes de la casa o la escuela la mayor parte del día en que usted lo puede ver y garantizar su seguridad. No lo limite a un corral. Haga cada cuarto que el bebé explore, divertido y seguro.
3. Cuando el bebé se encuentre un tesoro, piense en algo divertido e interesante que contar o mostrarle acerca de lo que el ha encontrado. Entusiásmese con sus descubrimientos. Amplíe estos descubrimientos e intereses.

MATERIALES

Contenedores interesantes de todo tipo, incluyendo ollas y sartenes, contenedores de plástico, bolsas, cajas y contenedores de los cuales usted puede cortar diferentes tipos de aberturas e las tapas; juguetes pequeños en cantidad; rompecabezas con agarraderas



Healthy Habits: Sleepy Time

Family Storytime

OVERVIEW

In this class children will learn about healthy habits. They will learn what sleep means and the importance of a daily sleep routine. 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 healthy habits learning theme.

INFANT & TODDLER SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #11 SSD11 – Interactions with Peers • DRDP I&T - #12 SSD12 – Relationship with Familiar Peers • DRDP I&T - #13 SSD13 – Social Understanding • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #28 COG9 – Number • DRDP I&T - #35 HLTH1 – Safety

PRESCHOOL AGED SKILLS

• DRDP PS - #7 SSD7 – Relationship with Adults • DRDP PS - #8 SSD8 – Cooperative Play with Peers • DRDP PS - #12 SSD12 – Shared Use of Space and Materials • DRDP PS - #16 LLD4 – Language in Conversation • DRDP PS - #17 LLD5 – Interest in Literacy • DRDP PS - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adults • DRDP PS - #19 LLD7 – Concepts about Print • DRDP PS - #32 MATH1 – Number Sense of Quantity and Counting • DRDP PS - #35 MATH5 – Measurement • DRDP PS - #42 HLTH3 – Healthy Lifestyle

MATERIALS & PREPARATION

MATERIALS:

- English book: I am not Going to Sleep By: Christiane Gribel
- Spanish book: No Voy a Dormir Por: Christiane Gribel
- Clock craft kit from Oriental Trading (Link below)
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Order Clock Craft from Oriental Trading:

http://www.orientaltrading.com/paper-plate-clocks-craft-kit-a2-48_9922-12-1.fltr?Ntt=clock+craft

- Place healthy habits 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 topic to Students: Tell them that today they will be talking about healthy habits.
- Explain that healthy habits are things we do to take care of our bodies like eat good foods, exercise, brush our teeth, and getting the correct amount of sleep.
- Ask children the following questions to encourage a discussion regarding sleep:
 - Can you explain what sleep is?
 - Do people need to sleep?
 - How do animals sleep?
 - How much sleep do you need each night?
 - What happens when you sleep?
 - Do you dream?

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Hands-on Art Activity:

- Before you begin the activity, tell children that they are going to be creating their very own clock that will help him or her understand the hours they are to sleep.
- Tell children that materials will be passed out. Show the children a sample of the clock for demonstration purposes. Also, show the real clock model for visual reference.
- Let the children know they are going to make their own clock and that the paper plate will serve as the clock face.
- Ask children to place the number "12" at the top of the "clock face" and the number "6" directly opposite, on the bottom.
- Now ask children to place one sticker on each side, halfway in between the top and bottom. The child should place the number 3 on the right hand side, and the number "9" on the left hand side. Then, using your analog clock as a model, ask him to fill in the other numbers on the clock, using the rest of the numbers provided.
- Now it's time for the clock hands! Explain to the children that the arrows are not the same size; one is bigger and the other is smaller. The longer arrow is for the minute hand, and the shorter arrow is for the hour hand.
- Tell the children to pierce the ends of the arrows with the paper fastener, slide it through the hold in the center of your clock face, and secure at the back. Viola they've made their own clock!



ACTIVITY #3

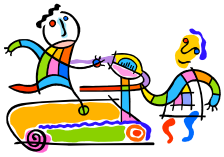
Family Book Sharing:

- 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 healthy habits.

TALK ABOUT IT

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

- Ask children to take their clocks out and to help you identify where the 8 is at on the clock.
- Tell children that this is a good bed time for them. Going to bed at 8:00 pm will allow them to get enough sleep. Describe to children why getting enough sleep is important for their bodies: it allows their body enough rest to get up the next day energized and alert. Getting enough sleep will mean they are in a good mood and that they can learn a lot of new things! Inform children that without enough sleep they might be grumpy, and that their bodies will have a hard time staying healthy!
- You can repeat this exercise by asking the children what time they get up in the morning and what time they take a nap in the daytime.
- 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.



Healthy Habits: Let's Get Moving!

Motor Movements

OVERVIEW

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

SKILLS

• DRDP - #5 SSD5 – Taking Turns • DRDP - #12 SSD12 – Shared Use of Space and Materials • DRDP - #13 LLD1 – Comprehension of Meaning • DRDP - #14 LLD2 – Following Increasingly Complex Instructions • DRDP - #20 LLD8 – Phonological Awareness • DRDP - #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
- Plastic fruit (apples, oranges, bananas)
- Mat
- Jump rope
- Hula hoops

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 – I Like to Eat, Eat, Eat, Apples and Bananas
 - Spanish – Lava las Manos

ACTIVITY #3

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

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

ACTIVITY #4

Gross Motor Activity

- **Frog Jump**
 - Placed a jump rope in the middle of carpet in a straight line. Have children stand in a line at the front of the rope. Give instructions and model how each child (one at a time) will be hopping back and forth over the jump rope in a fun imaginative way pretending they are a frog.
- **Insect Hop**
 - Placed a number of hula hoops throughout the classroom. Have children stand in a single file line. Give instructions and model how each child (one at a time) will be hopping in and out of the hula hoops pretending they are their favorite insect or bug.

*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.

- **Fruit Toss:** Playing an activity like the Fruit Toss is an ideal way for preschoolers to improve hand-eye coordination, muscle coordination and balance.
 - Place 3 different stations throughout the room. Each station should have an empty basket and a bucket full of a particular plastic fruit (apples, oranges, bananas).
 - Tell children that the object of the game is to grab one of the plastic pieces of fruit and to toss it into the fruit basket. Tell them they get three tries at each station before they have to move on.
 - Instruct them to gently toss the fruit into the basket and to make sure that they don't throw the fruit anywhere else in the room.
 - You can repeat this game increasing the distance between the child and the basket as many times as you like.
 - Another variation involves pairing children into two's and having one child toss the fruit into the air, while the other child tries to catch it in the fruit basket.

ACTIVITY #6**Cool Down:**

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

Wriggle your toes in the sun
 Lovely and warm, lovely and warm
 Wriggle your toes in the sun

Feel the sun on your knees
 Lovely and warm, lovely and warm
 Feel the sun on your knees

Pat your tummy in the sun
 Lovely and warm, lovely and warm
 Pat your tummy in the sun

Raise your shoulders in the sun
 Lovely and warm, lovely and warm
 Raise your shoulders in the sun

Wriggle your nose in the sun
 Lovely and warm, lovely and warm
 Wriggle your nose in the sun

Flutter your eyes in the sun
 Lovely and warm, lovely and warm
 Flutter your eyes in the sun
 Lovely and warm, lovely and warm

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.



Healthy Habits: Music & Movement Songs

Motor Movements

ENGLISH

I Like to Eat, Eat, Eat Apples and Bananas

I like to eat, eat, eat apples and bananas
I like to eat, eat, eat apples and bananas

A
A lake to ate, ate, ate ay-ples and ba-nay-nays
A lake to ate, ate, ate ay-ples and ba-nay-nays

E
E leke to eat, eat, eat ee-ples and bee-nee-nees
E leke to eat, eat, eat ee-ples and bee-nee-nees

I
I like to ite, ite, ite i-ples and by-ny-nys
I like to ite, ite, ite i-ples and by-ny-nys

O
O loke to ote, ote, ote oh-ples and bo-no-nos
O loke to ote, ote, ote oh-ples and bo-no-nos

U
U luke to oot, oot, oot oo-ples and boo-noo-noos
U luke to oot, oot, oot oo-ples and boo-noo-noos

SPANISH

Lava las Manos

Sh, sh-sh, sh
Lava, lava las manos*

Sh, sh-sh, sh
Lava, lávalas (la/los) bien

Sh, sh-sh, sh
Lava, lava las manos

Con agua, jabón
Lávalas (la/los) bien

Verse 2: * la cara... agua, jabón

Verse 3: * los dientes... cepillo y pasta



Healthy Habits: My Healthy Habits

My 5 Senses

OVERVIEW

In this activity children will learn about healthy habits 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 - #29 COG10 – Classification and Matching • DRDP I&T - #32 MPD1 – Gross motor • DRDP I&T - #33 MPD2 – Balance • DRDP I&T - #35 HLTH1 – Safety

MATERIALS & PREPARATION

MATERIALS:

- English Book: I like Fruit by: Lorena Siminovich
- Spanish Book: Las Frutas por: Nancy Dickmann
- Small tissue box
- Template with pictures of fruits and vegetables
- Fruits & vegetables: watermelon, tomato, broccoli, mango peas, cantaloupe, onion
- Candles with peach, cranberry, and pomegranate scents
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Decorate small tissue box to resemble a person
- Prepare station for each sense:
 - **Hearing:** Prepare motion cards
 - **Sight:** Decorate small tissue box to resemble a person. Place tissue box with pictures of fruits and vegetables on a table.
 - **Touch:** Cut in half different kinds of fruit and vegetables (watermelon, tomato, broccoli, mango, peas)
 - **Taste:** Cut slices of cantaloupe and tomatoes and place them on a plate
 - o **Smell:** Candles with peach, cranberry, and pomegranate scents, and a onion

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: Healthy Habits
- Tell the children that today they will learn about healthy habits through their five senses.
- Explain to children that some healthy habits are: washing your hands before eating, brushing your teeth 2 to 3 times a day, taking a bath, exercising, eating healthy (fruits and vegetables).

ACTIVITY #1

10 Minutes

Book Reading:

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

ACTIVITY #2

5 Minutes

Sing and Dance:

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

- English – I Will Eat all My Vegetables
- Spanish - Las Frutas

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:** Ask parents to name the motion listed on each of the motion cards. Tell children that when they hear the command, they should act out the action.
- **Sight station:** Children will pretend to feed a person fruits and vegetables.
- **Touch station:** Children will get to touch the outside, inside and seeds of fruits and vegetables.
- **Taste station:** Children will get to taste cantaloupe and tomatoes.
- **Smell station:** Children will smell different candles with scents and an Onion.

ACTIVITY #4

5 Minutes

Search and Find:

- Invite children to complete the Spot the Difference 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 to describe how the fruits and vegetables felt in their hands. Did they have a different texture? Did they smell good?
- Ask children what they can do to stay healthy?

PARENT TIP SHEET

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



Spot the Difference

My 5 Senses

Find and circle 9 differences between the picture on the left and the picture on the right.

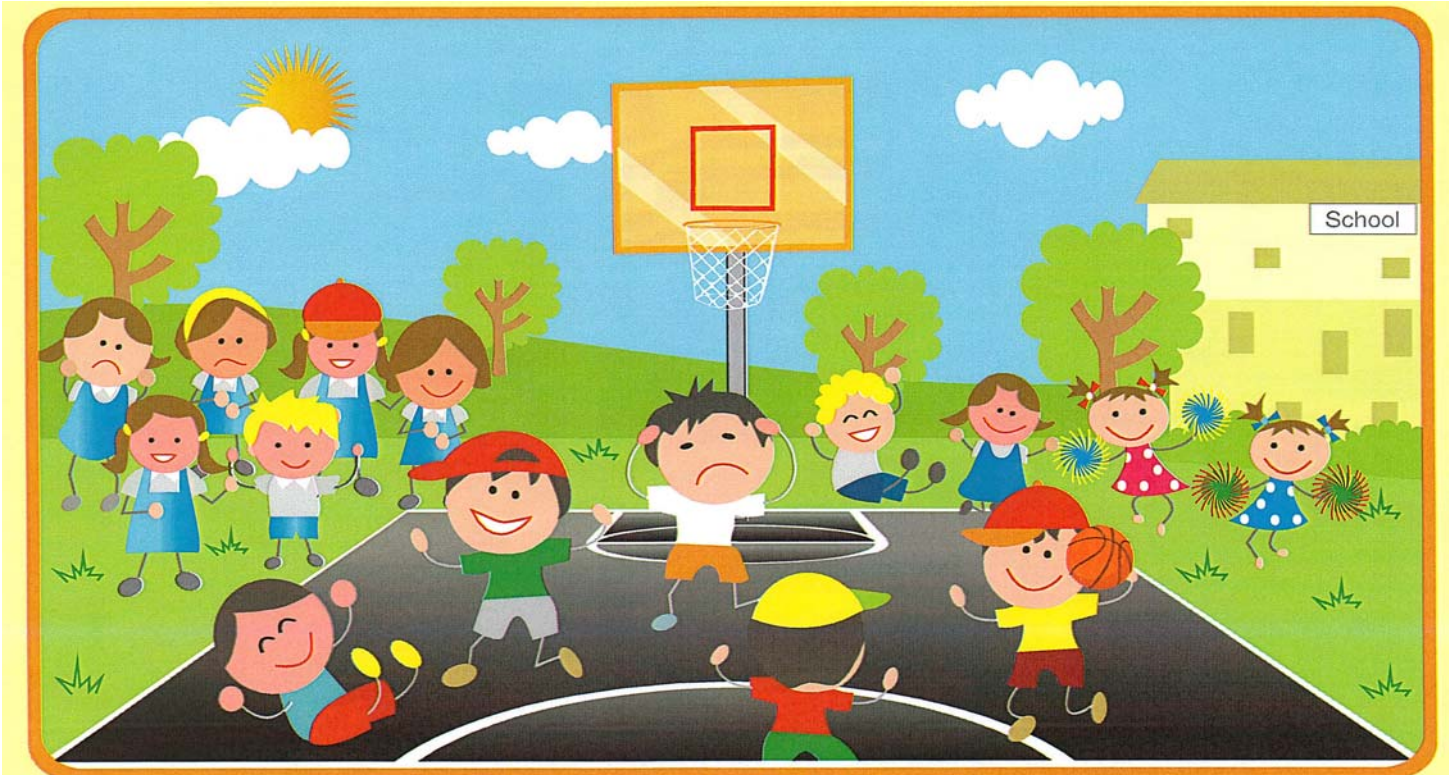




Encuentra la Diferencia

Mis 5 Sentidos

Encuentra y circula 9 diferencias entre la imagen de la izquierda y la imagen a la derecha.





Healthy Habits: Motion Cards

My 5 Senses

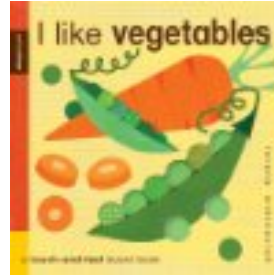
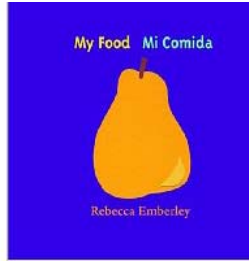
<p>Jump 2X</p> <p>Brincar 2 veces</p>	<p>Raise your Hands up High</p> <p>Sube tus Manos para Arriba</p>
<p>Touch your Toes</p> <p>Toca tus Pies</p>	<p>Do 3 Jumping Jacks</p> <p>Dar 3 Saltos Abriendo y Cerrando las Piernas y Manos</p>
<p>Pretend to Climb</p> <p>Pretende Trepar</p>	<p>Run in Place</p> <p>Correr en tu Lugar</p>



Parent Tip Sheet: Healthy Habits

My 5 Senses

BOOKS



ACTIVITIES

Painting with Apples

What You Need:

- Apples
- Knife
- Red Paint
- White Construction Paper

What You Do:

Give your child an apple. Talk about the apples color, the smell, the taste and texture. Talk to your child about the importance of eating fruits. Tell him that you can also do art using apples. Help your child by cutting an apple in half. Give your child some red paint and the half apple. Have him place the apple on the red paint and then place it on the white construction paper. Tell him that he has created an apple portrait.

A Trip to the Market

What You Need:

- None

What You Do:

Take your child to the Market and show him many different fruits and vegetables as you are shopping. Talk to him about the color, shape, and texture of each fruit and vegetable. Identify each as fruit or vegetable. Let him know that we need to eat different fruits and vegetables every day to grow strong and healthy.

SONGS

I will eat all my Vegetables

I will eat all my vegetables...Yum, yum yum
I will eat all my vegetables...Yum, yum yum
I will eat all my vegetables...Yum, yum yum
Vegetables are good for me!

Carrots, celery, cauliflower,
Vegetables give my body power.
Spinach, beans, broccoli too,
Veggies are great for me and you.

Corn, potatoes, an artichoke.
Veggies are yummy and that's no joke.
Onions, peppers pumpkins, peas,
May I have more veggies please?

Rainbow Fruit Bowl

Raspberry red, blueberry blue
Yellow lemons, bananas too
Tangerines, cantaloupes with orangey hue
Green grapes, kiwis and honey dew

Purple plums, brown figs and dates
Blackberries spilling all over the plates
Fabulous fresh fruit from far-off lands
My fruit bowl's a rainbow
Right here in my hands

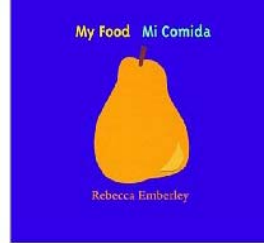
Fabulous fresh fruit from far-off lands
My fruit bowl's a rainbow
Right here in my hands



Consejos Para Padres: Hábitos Saludables

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Pintando con Manzanas

Que Necesita:

- Manzanas
- Cuchillo
- Pintura Roja
- Papel Blanco de Construcción

Que se Hace:

Déle a su niño una manzana. Hable con el sobre el color, el olor, el sabor y la textura de la manzana. Hable con su niño sobre la importancia de comer frutas. Dígale que también puede hacer arte con una manzana. Ayúdele a su niño a cortar un amanzana por mitad. Déle a su niño la mitad de una manzana y pintura roja. Deje que su niño ponga la manzana en la pintura y luego la ponga en el papel blanco de construcción. Dígale que ha creado un retrato de manzanas.

Un Paseo a el Mercado

Que Necesita:

- No se necesitan materiales

Que se Hace:

Lleve a su niño al mercado y muéstrelle diferentes frutas y verduras mientras hace sus compras. Hable con el sobre el color, la figura y la textura de las frutas y verduras. Identifique cada una como fruta o verdura. Déjele saber que necesitamos comer diferentes frutas y verduras diariamente para crecer sanos y fuertes.

CANCIONES

Las Frutas

En la merienda en vez de caramelos, en vez de chucherías hay que comer mas fruta!
 Haznos siempre mucho caso, porque es muy sana la fruta!
 Y para que no lo olvides nosotros te recordamos cantando esta canción.
 Soy una pera, una manzana, una banana y una fresa!
 Soy una piña, un aguacate, una naranja y un limón!
 ¡Yo solo quiero caramelos!
 ¡No, no comas caramelos!
 ¡Pues entonces chucherías!
 ¡No tampoco chucherías!
 Parta que no se te olvide y comas muchas frutas ahora volveremos a empezar.
 Soy una pera, una manzana, una banana y una fresa!
 Soy una piña, un aguacate, una naranja y un limón!

Las Verduras

Somos las verduras, tus amigas queremos ser
 Somos nutritivas, te cuidamos el cuerpo y la piel!!!
 Yo soy la espinaca, flaca, flaca, flaca
 Yo soy la lechuga uga, uga, uga
 Yo soy el pepino
 Yo la coliflor
 Yo la calabaza
 Y yo soy la col!!!
 Todos te ayudamos a la digestión.
 Ricas ensaladas con nosotras podrás hacer
 Siempre que nos uses, tú nos debes lavar muy bien!!!
 Te damos minerales, agua y vitaminas, si nos comes frescas será mucho mejor.
 Nunca, nos olvides!!!
 Pues nosotras tus amigas ya queremos ser comidas
 cada día como hoy!!!



Healthy Habits: My Healthy Food Choices

Playing to
Learn

OVERVIEW

Children will learn about healthy habits as they play three games in class that teach them about healthy food choices. The whole class will play a riddles game, then children will play a board game with their parents and finish playing memory with fruits and vegetables.

SKILLS

• DRDP – #5 SSD5 – Taking Turns • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #13 LLD1 – Comprehension of Meaning • DRDP – #14 LLD2 – Following Increasingly Complex Instructions • DRDP – #16 LLD4 – Language in Conversation • DRDP – #28 COG2 – Problem Solving • DRDP – #29 COG3 – Memory & Knowledge • DRDP – #42 HLTH2 – Healthy Lifestyle

MATERIALS & PREPARATION

Materials:

- Game board copies (1 per child)
- Game marker (2 per bag)
- Cut game card pieces and place each set in a Ziploc bag (1 per child)
- Fruits and vegetable toys that match the riddles
- Markers of various colors
- Template with fruit and vegetable riddles
- Fruit and vegetable memory cards.

Preparation:

- Print and cut memory cards
- Prepare take home activity set for each participant: Board Game
 - Print game board and directions.
 - Cut out game pieces and place them in bags.
 - Gather game markers

INTRODUCTION

- Introduce topic to students: Tell children that today's games will be about healthy food choices.
- Start by asking children to name their favorite food and talk about why it is nutritious or not.
- Encourage children to brainstorm different foods and decide whether they are healthy or unhealthy.
- Provide game instructions

ACTIVITY #1

Riddles:

- Tell children they will first play a game called fruit and vegetable riddles.
- The teams will be made up of a parent and a child.
- Each team will be given a template with fruit and vegetable riddles that they will have to complete.
- Let teams know they will have to go around the room to find the fruits and vegetables to complete the riddles.
- When they find the correct fruit or vegetable for each riddle they will need to write the answer on the paper using the marker that is by the fruit or vegetable.
- When all the teams have completed the riddles have them sit down and review the answers as a group.

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

- Their child's ability to listen, comprehend and respond.
- Their child's ability to think and problem solve.
- Their child's ability to be patient and wait for their turn to answer.

ACTIVITY #2

Healthy Habits Board Game:

- Now children will be playing a game board with their parents called healthy habits.
- Pass out a board game and Ziploc bag with game card pieces to each child.
- Have children take out game cards out of the bag and also the game markers. Each player will need their game marker.
- Players will put markers in the "start" space.
- The youngest player goes first.
- In turn, the player will draw a game card, give their answer and move the spaces given in the instructions of the game card.
- The winner is the player who makes it to finish first.

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

- Their child's ability to listen and respond appropriately.
- Their child's ability to take turns.
- Their child's ability to follow rules and instructions.

ACTIVITY #3

Fruit & Vegetable Memory Game:

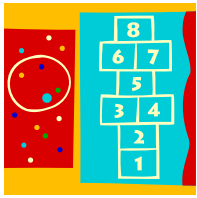
- Tell children and parents that they will now use the cards to exercise their memory skills!
- Instruct parents to place all 24 cards face down on the table.
- Children and parents will take turns finding matching fruits and vegetables by turning over two cards at a time.
- If a match is found, that player receives another turn. If a match is not found, play goes to the other player.
- The player with the most pairs of matching fruit and vegetables is the winner!
- Ask children to name the fruit or vegetable on each card as it is turned over. Parents can help if the child is struggling.

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

- Their child's ability to follow rules and instructions.
- Their child's ability to take turns.
- Their child's ability to remember and recall information.
- Their child's ability to compare and contract two objects.

TALK ABOUT IT

- Ask children if they liked playing the games?
- Ask them what is their favorite fruit or vegetable?
- Ask them to name some healthy foods that we talked about today?
- Remind parents that playing games is a good way to teach their children skills that will help them be successful when they go to Kindergarten.
- Give each child a sticker prior to leaving the classroom.



Healthy Habits: Game Pieces

Playing to
Learn

Put Playing Cards
Here

Ponga cartas de
juego aquí

Directions:

1. Put your marker on START.
2. In turn, draw a game card and follow instructions.
3. The first player who makes it to FINISH is the winner.

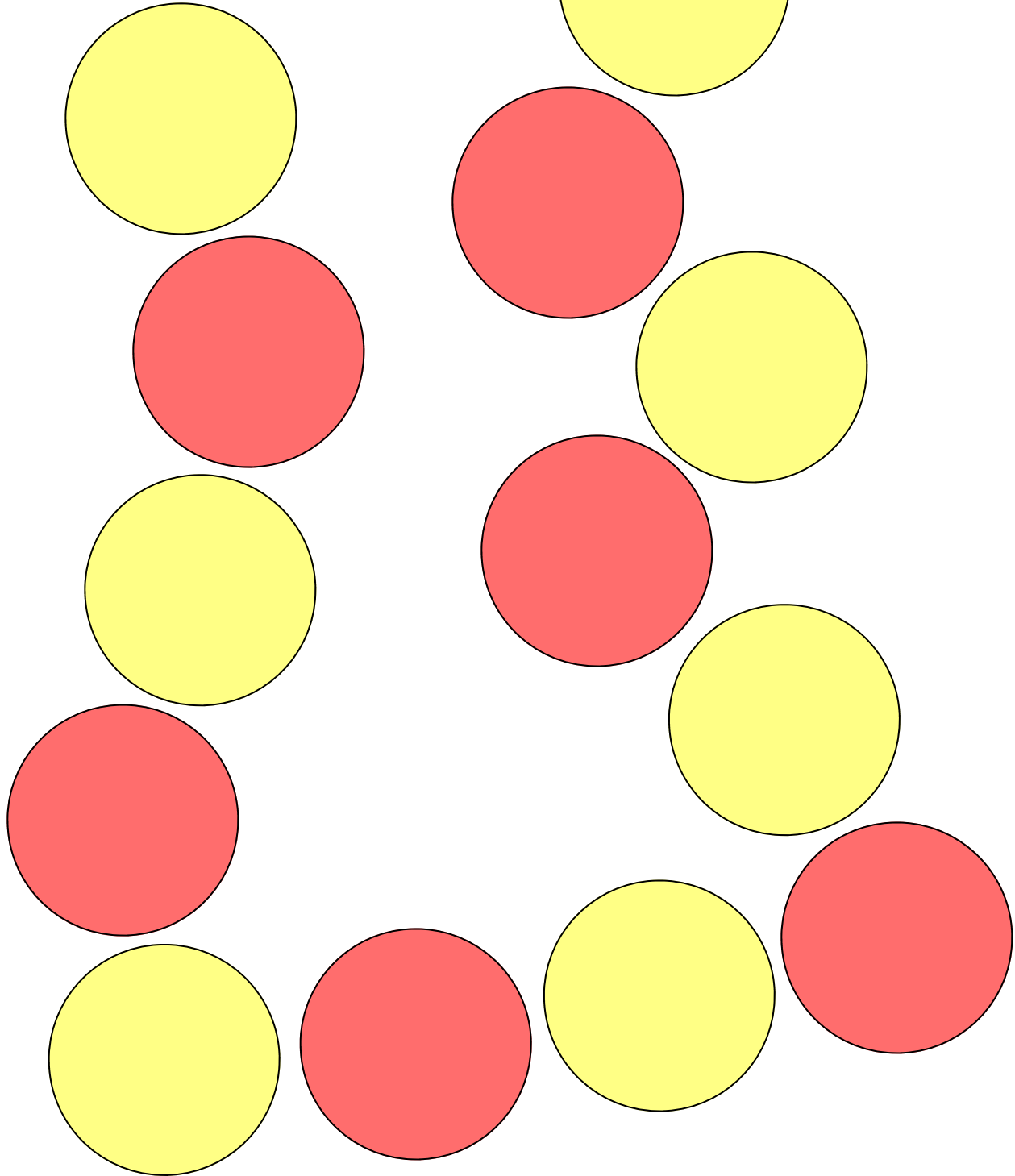
Direcciones:

1. Ponga su marca en COMENZAR.
2. En su turno, recoja su carta de juego y siga las instrucciones.
3. El primer jugador que llegue a la FINAL es el ganador.

Healthy Habits

Start/
Comenz

Finish/
Final





Healthy Habits: Game Pieces

Are fruits healthy?
Yes or No

If you answer "yes"
move 2 spaces.

If you answer "no"
lose a turn.

Should you brush
your teeth 1 time a
day?

Yes or No

If you answer "yes"
move back 2 spaces.

If you answer "no"
move forward 3

Are vegetables healthy?
Yes or No

If you answer "yes"
move forward 2
spaces.

If you answer "no"
move back 1 space.

Are candies healthy
for your teeth?
Yes or No

If you answer "yes"
move back 2 spaces.

If you answer "no"
move forward 2 spaces.

Should you eat 1
vegetable a week?
Yes or No

If you answer "yes"
move back 1 space.

If you answer "no"
move forward 2 spaces.

Is exercise healthy?
Yes or No

If you answer "yes"
move forward 2 spaces.

If you answer "no"
move back 1 space.



Healthy Habits: Game Pieces

Should you wash your hands before you eat?
Yes or No

If you answer "yes"
move forward 2 spaces.

If you answer "no"
lose a turn.

Is milk healthy for you?
Yes or No

If you answer "yes"
move forward 1 space.

If you answer "no"
move back 2 spaces.

When you sneeze on your hands should you always wash them?
Yes or No

If you answer "yes"
move forward 1 space.

If you answer "no"
move back 1 space.

Is soda healthy for you?
Yes or No

If you answer "yes"
move back 2 spaces.

If you answer "no"
move forward 2 spaces.

Is taking a bath a healthy habit?
Yes or No

If you answer "yes"
move forward 1 space.

If you answer "no"
lose a turn.

Is it healthy to eat a lot of junk food?
Yes or No

If you answer "yes"
move back 2 spaces.

If you answer "no"
move forward 3 space.



Healthy Habits: Game Pieces

¿Son saludables las
frutas?
Si o No

Si contesta "si"
muévase 2 espacios.

Si contesta "no"
pierde un turno.

¿Deberías de lavarte los
dientes 1 vez por día?
Si o No

Si contesta "si" muévase
para atrás 2 espacios.

Si contesta "no"
muévase para adelante
3 espacios.

¿Son saludables los
vegetales?
Si o No

Si contesta "si" muévase
para adelante 2
espacios.

Si contesta "no"
muévase para atrás 1
espacio.

¿Son saludables los
dulces para tus dientes?
Si o No

Si contesta "si" muévase
para atrás 2 espacios.

Si contesta "no"
muévase para adelante
2 espacios.

¿Deberías de comer 1
vegetal por semana?
Si o No

Si contesta "si" muévase
para atrás 1 espacio.

Si contesta "no"
muévase para adelante
2 espacios.

¿Es saludable el
ejercicio?
Si o No

Si contesta "si" muévase
para adelante 2
espacios.

Si contesta "no"
muévase para atrás 1
espacio.



Healthy Habits: Game Pieces

¿Deberías de lavarte las
manos antes de comer?
Si o No

Si contesta "si"
muévase 2 espacios.

Si contesta "no"
pierde un turno.

¿Es saludable la leche?
Si o No

Si contesta "si" muévase
para adelante 1 espacio.

Si contesta "no"
muévase para atrás 2
espacios.

¿Cuándo estornudas en
tus manos te las lavas?
Si o No

Si contesta "si" muévase
para adelante 1 espacio.

Si contesta "no"
muévase para atrás 1
espacio.

¿Es saludable la soda
para ti?
Si o No

Si contesta "si" muévase
para atrás 2 espacios.

Si contesta "no"
muévase para adelante
2 espacios.

¿Es un hábito saludable
bañarse?
Si o No

Si contesta "si" muévase
para adelante 1 espacio.

Si contesta "no"
pierde un turno.

¿Es saludable comer
mucha comida chatarra?
Si o No

Si contesta "si" muévase
para atrás 2 espacios.

Si contesta "no"
muévase para adelante
3 espacios.



Healthy Habits: Riddles Game

Playing to Learn

Answers Fruit and Vegetable Riddles

1. You use them in sauce or you eat them, as they are, red, ripe and wonderful. What am I? (Tomatoes)
2. I am green or red. I am spicy and hot. I am in the vegetable group. What am I? (Peppers)
3. I am a round fruit with a peel. I am also a color. I have a lot of vitamin C for your body, and you can also drink me anytime. What am I? (Orange)
4. I am green. I look like a tree. I am a vegetable. What am I? (Broccoli)
5. I am orange. My top is green. I am a vegetable. What am I? (Carrots)
6. I am a fruit that comes in many colors. I grow on trees and I am also a tasty juice. Sometimes you find half a worm inside of me. What am I? (Apple)
7. What is the only vegetable that will make you cry? (Onion)
8. I am a beautiful red color with green top and grow in the summer. I taste good in smoothies, on cereal, and all by my self. I am sweet and shaped like a heart. What am I? (Strawberry)
9. I come in different colors, like green and red. Before I became raisins, I was a bunch of these. What am I? (Grapes)
10. I am a fruit that is very spiky on the outside and yellow, soft and juicy on the inside. I have "APPLE" in my name, but I am not an apple! What am I? (Pineapple)
11. I am a yellow fruit with three of the letter "A" in my name. I have a lot of potassium to help your muscles work better. I am hard on the outside and soft on the inside. What am I? (Banana)

Respuestas Adivinanzas de Frutas y Verduras

1. Los usas en salsa o los comes, mientras están, rojos, maduros y maravillosos. ¿Que soy? (Tomates)
2. Yo soy verde o rojo. Yo soy enchiloso y caliente. Yo estoy en el grupo de los vegetales. ¿Que soy? (Pimiento)
3. Yo soy una fruta redonda que se pela. Yo soy un color. Tengo mucha vitamina C para tu cuerpo, y tú también me puedes tomarme en cualquier tiempo. ¿Que soy? (Naranja)
4. Yo soy verde. Parezco un árbol. Yo soy un vegetal? ¿Que soy? (Brócoli)
5. Yo soy anaranjada. De arriba soy verde. Yo soy un vegetal. ¿Que soy? (Zanahoria)
6. Yo soy una fruta de muchos colores. Yo crezco en árboles y también soy un sabroso jugo. Enveses encuentras un gusano dentro de mí. ¿Que soy? (Manzana)
7. Cual es el único vegetal que te hace llorar? (Cebolla)
8. Soy roja y de arriba soy verde. Me puedes usar en licuados, en cereal, y también me puedes comer sola. Soy dulce y mi figura es como un corazón. ¿Que soy? (Fresa)
9. Vengo de distintos colores, como verde y rojo. Antes de ser pasa, yo era muchas de estas. ¿Que soy? (Uvas)
10. Yo soy una fruta amarilla, tengo picos por afuera y por dentro soy suave y jugosa. ¿Que soy? (Piña)
11. Yo soy una fruta amarilla. Tengo mucho patosio mara ayudar a tus músculos que trabajen mejor. Yo soy dura por fuera y suave por dentro. ¿Que soy? (Plátano)

Fruit & Vegetable Riddles

1. You use them in sauce or you eat them, as they are, red, ripe and wonderful. What am I?

2. I am green or red. I am spicy and hot. I am in the vegetable group. What am I?

3. I am a round fruit with a peel. I am also a color. I have a lot of vitamin C for your body, and you can also drink me anytime. What am I?

4. I am green. I look like a tree. I am a vegetable. What am I?

5. I am orange. My top is green. I am a vegetable. What am I?

6. I am a fruit that comes in many colors. I grow on trees and I am also a tasty juice. Sometimes you find half a worm inside of me. What am I?

7. What is the only vegetable that will make you cry?

8. I am a beautiful red color with green top and grow in the summer. I taste good in smoothies, on cereal, and all by my self. I am sweet and shaped like a heart. What am I?

9. I come in different colors, like green and red. Before I became raisins, I was a bunch of these. What am I?

10. I am a fruit that is very spiky on the outside and yellow, soft and juicy on the inside. I have "APPLE" in my name, but I am not an apple! What am I?

11. I am a yellow fruit with three of the letter "A" in my name. I have a lot of potassium to help your muscles work better. I am hard on the outside and soft on the inside. What am I?

Adivinanzas de Frutas y Verduras

1. Los usas en salsa o los comes, mientras están, rojos, maduros y maravillosos. ¿Que soy?

2. Yo soy verde o rojo. Yo soy enchiloso y caliente. Yo estoy en el grupo de los vegetales. ¿Que soy?

3. Yo soy una fruta redonda que se pela. Yo soy un color. Tengo mucha vitamina C para tu cuerpo, y tú también me puedes tomarme en cualquier tiempo. ¿Que soy?

4. Yo soy verde. Parezco un árbol. Yo soy un vegetal? ¿Que soy?

5. Yo soy anaranjada. De arriba soy verde. Yo soy un vegetal. ¿Que soy?

6. Yo soy una fruta de muchos colores. Yo crezco en árboles y también soy un sabroso jugo. Enveses encuentras un gusano dentro de mí. ¿Que soy?

7. Cual es el único vegetal que te hace llorar?

8. Soy roja y de arriba soy verde. Me puedes usar en licuados, en cereal, y también me puedes comer sola. Soy dulce y mi figura es como un corazón. ¿Que soy?

9. Vengo de distintos colores, como verde y rojo. Antes de ser pasa, yo era muchas de estas. ¿Que soy?

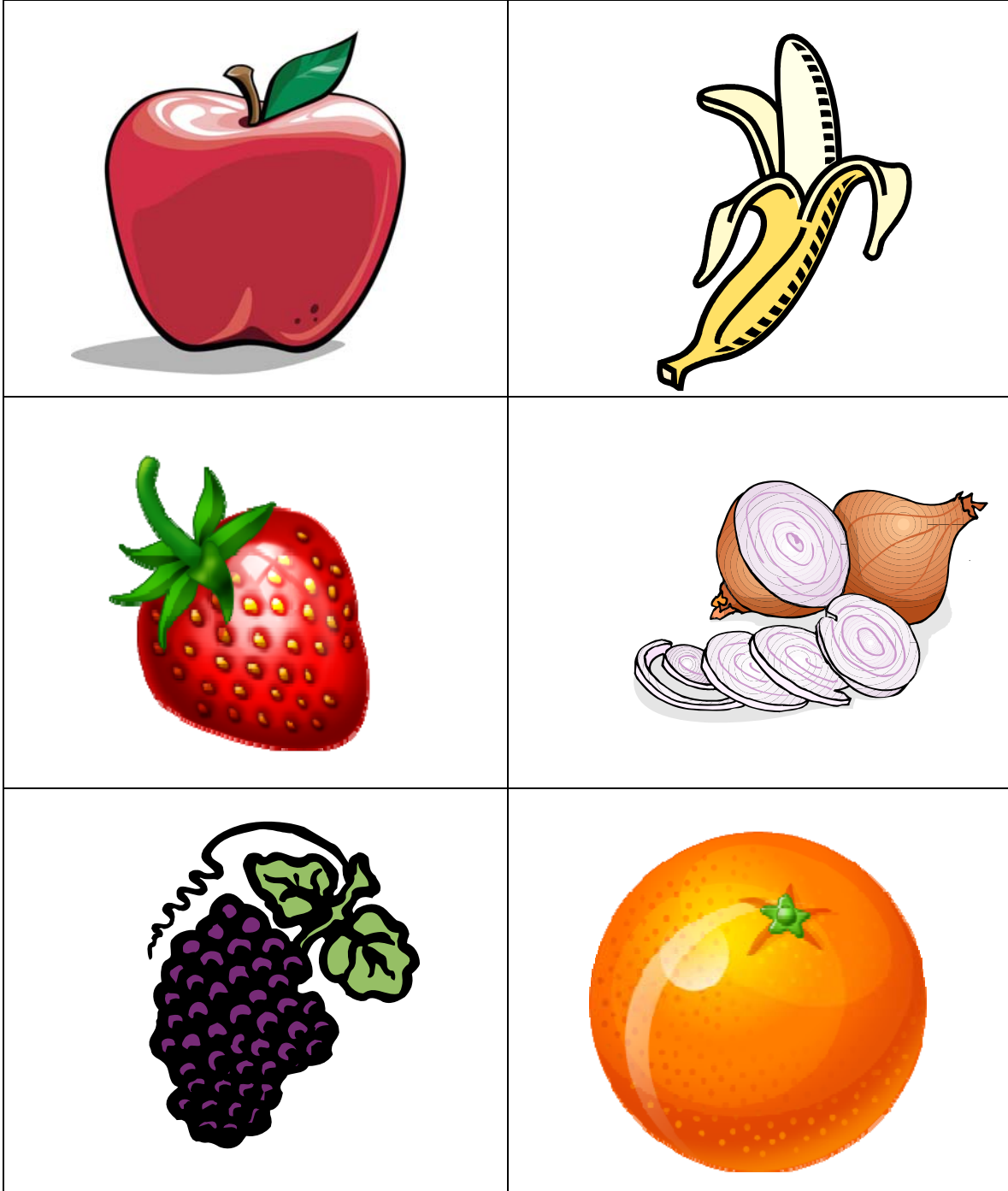
10. Yo soy una fruta amarilla, tengo picos por afuera y por dentro soy suave y jugosa. ¿Que soy?

11. Yo soy una fruta amarilla. Tengo mucho patosio mara ayudar a tus músculos que trabajen mejor. Yo soy dura por fuera y suave por dentro. ¿Que soy?



Healthy Habits:

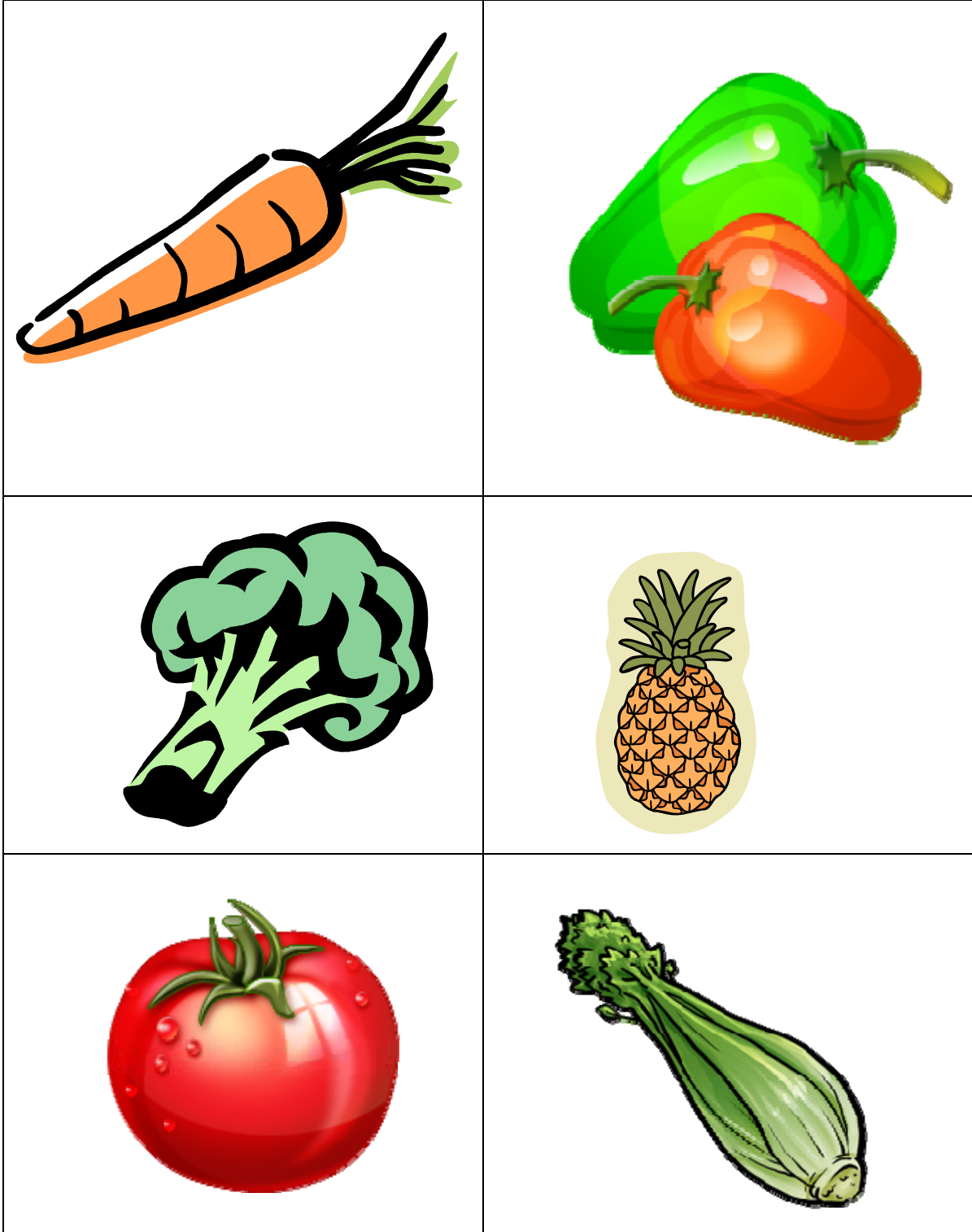
Playing to
Learn

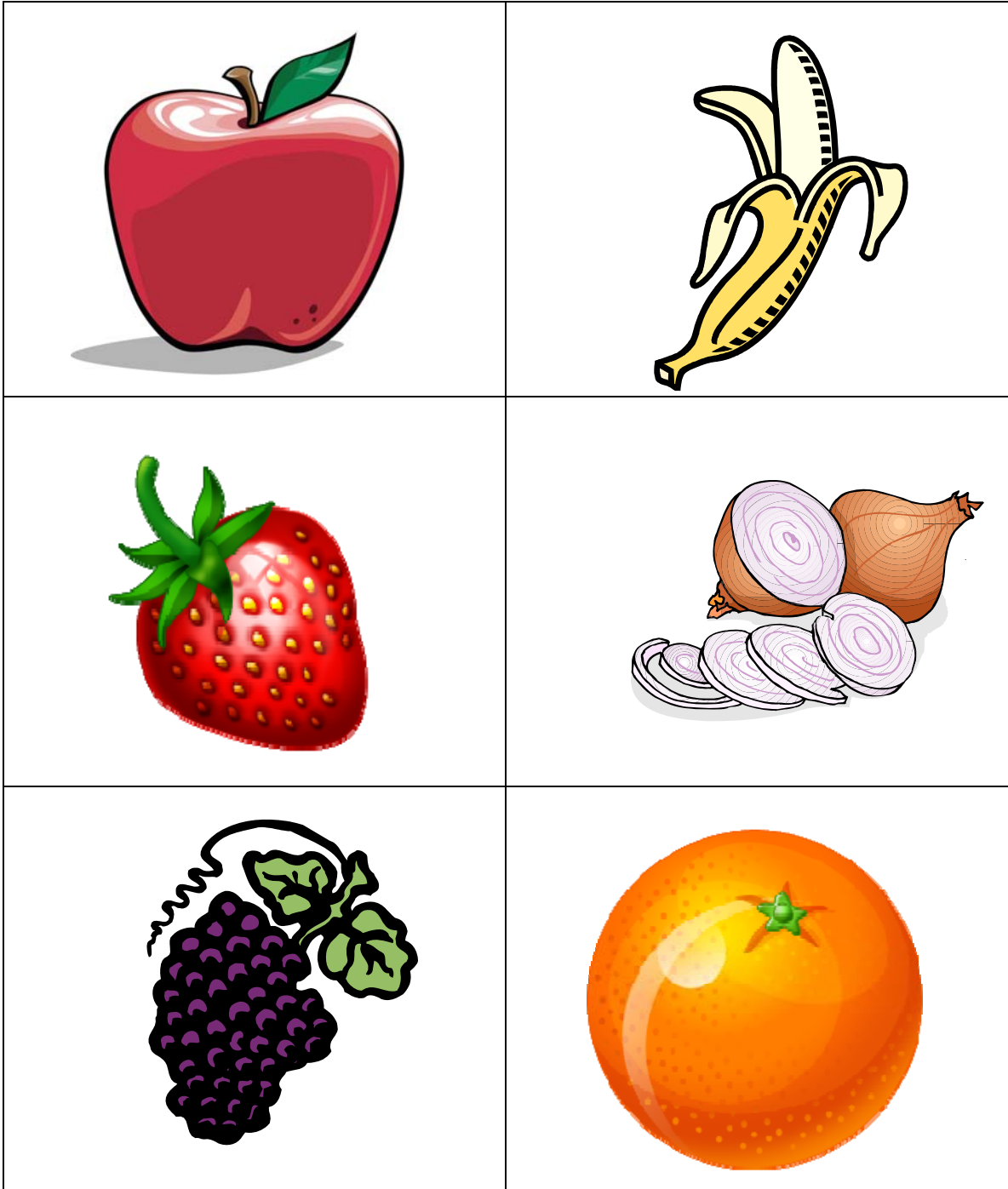




Healthy Habits:

Playing to
Learn

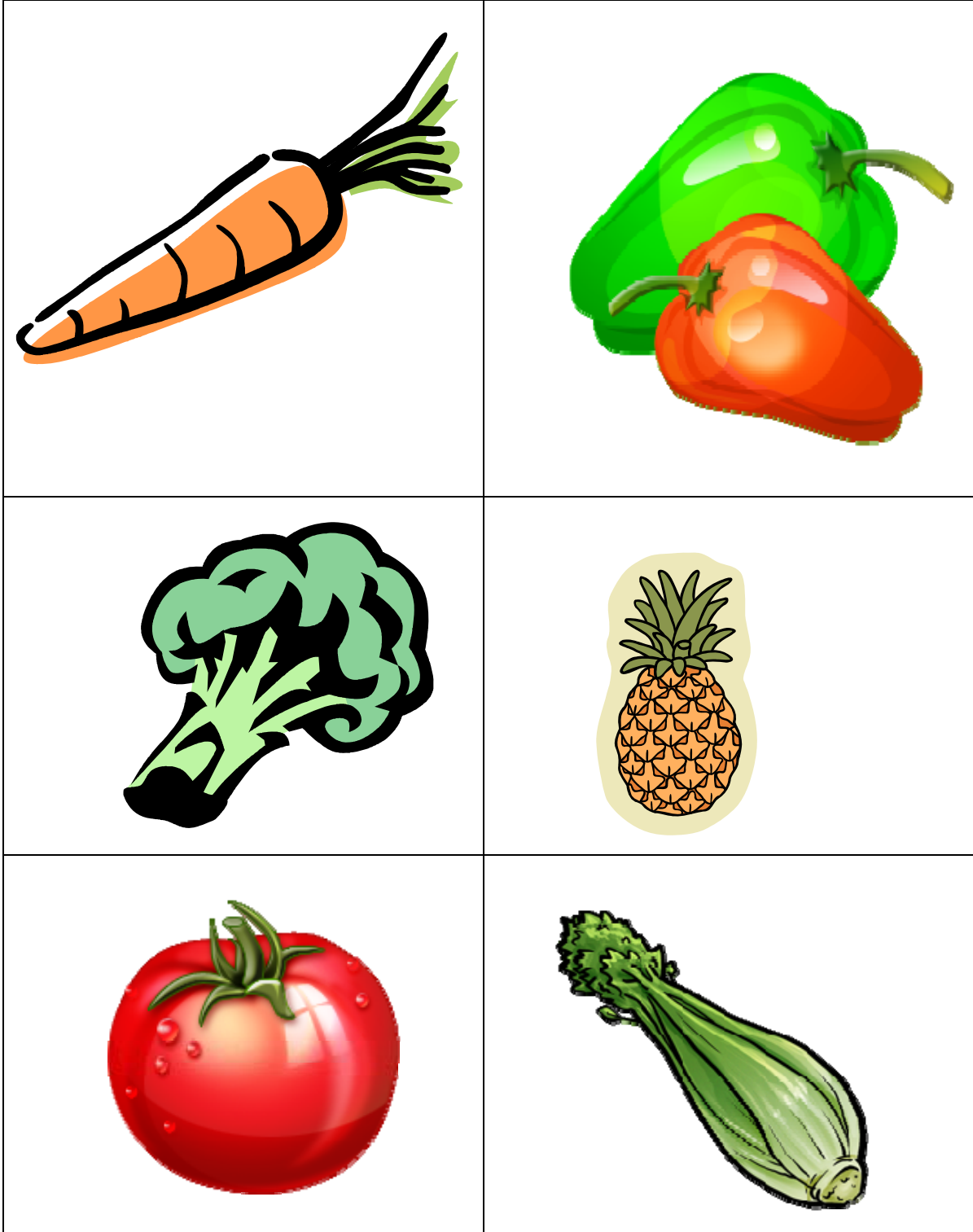






Healthy Habits:

Playing to
Learn





Healthy Habits: Fruits & Vegetables

Sesame Street
Fun!

OVERVIEW

In this activity children will learn about Healthy Habits and how important it is to eat fruits and vegetables daily to grow strong and be healthy. They will listen to a story, watch a Sesame Street video and do an activity.

SKILLS

- DRDP – #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 – Concepts about Print
- DRPD - #42 HLTH2 – Healthy Lifestyles
- DRDP - #27 COG1 – Cause & Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: Growing Vegetable Soup by: Lois Ehlert
- Spanish Book: A Sembrar Sopa de Verduras por: Lois Ehlert
- English Video/Sesame Street: Healthy Habits
- Spanish Video/Plaza Sésamo: Ricas Frutas
- Basket Template copied onto colored cardstock
- Fruit Template copied onto cardstock
- Paints: Red, Yellow, Purple, Orange,
- Foam sticker embellishments for basket
- Optional: Fruit Juice Powder
- Glue, Crayons, Scissors, Hole Puncher

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make Template for demonstration purposes.
- Cut Basket template and cut the handle off of the basket.
- Cut Fruit Templates into separate pieces.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Let children know that in today’s class they will be learning about Healthy Habits on how to eat healthy.
- Discuss fruits and vegetables. Find out how many types of fruits and vegetables children can name, and identify as either a fruit or vegetable.
- Explain to the children that they need to eat something from this group every day. Tell them that it’s recommended to eat 2-4 servings a day of fruits and 3 to 5 servings of vegetables.

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 – Brown Bun, Brown Bun
 - Spanish – Las Frutas
- [Show Sesame Street Clip:](#) Healthy Habits / Ricas Frutas

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 they will get to color a basket and fill it up with delicious fruits and vegetables.
- Pass materials to each child; basket template, fruits and vegetables template, glue.
- Direct children's attention to the paints that can be found on the table.
- As an added sensory experience, you may add fruit juice powder to each color of paint. Paint with fruit juice powder will dry with a nice shiny slightly gritty finish, and a fruity smell.
- Tell children to paint their fruit with the corresponding paint color, and set them aside to dry.
- Direct children to glue around the back of the basket, except along the basket's lip.
- Tell children to glue the basket onto the background paper. Remember that the basket's lip shouldn't be glued on. You need to be able to slip in your paper fruits inside the basket.
- Children can embellish their basket with foam stickers if time is needed to allow fruit to dry.
- Once the painted fruits are dry, slip them inside the basket
- When children are done, ask them to clean up their area.



* Variation: Children can use single fruit in a basket template and color, or use tissue squares to decorate the vegetables in the basket.

TALK ABOUT IT

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

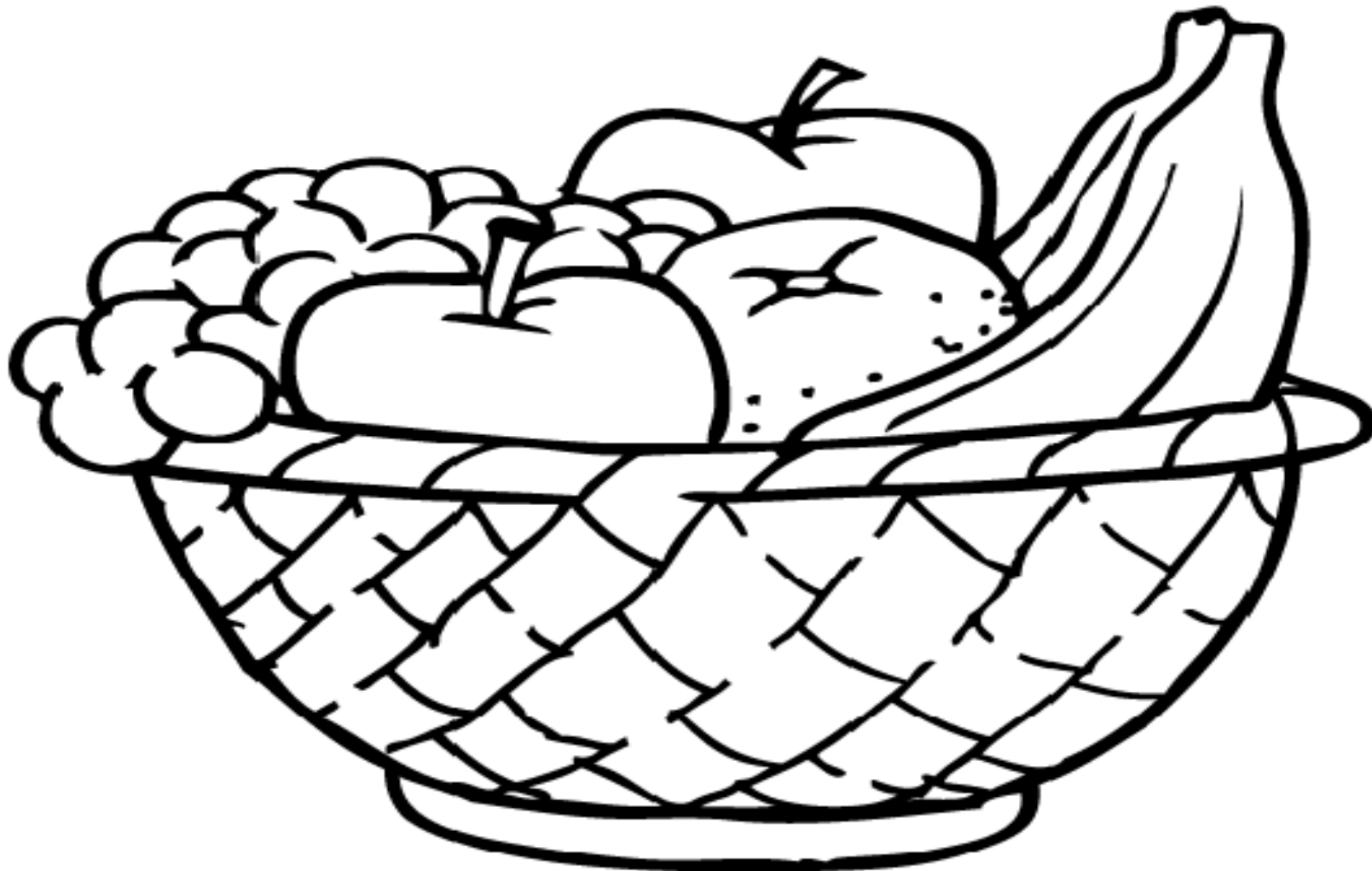
- Discuss what the children learned today regarding Fruits and Vegetables.
- Ask them what their favorite Fruits and Vegetables are?
- Tell them why it is important to eat your fruits and vegetables.
- Remind them they need to eat fruits and Vegetables every day. It is recommended to eat 2 to 4 servings a day of fruits and 3 to 5 servings of vegetables.

PARENT TIP SHEET

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

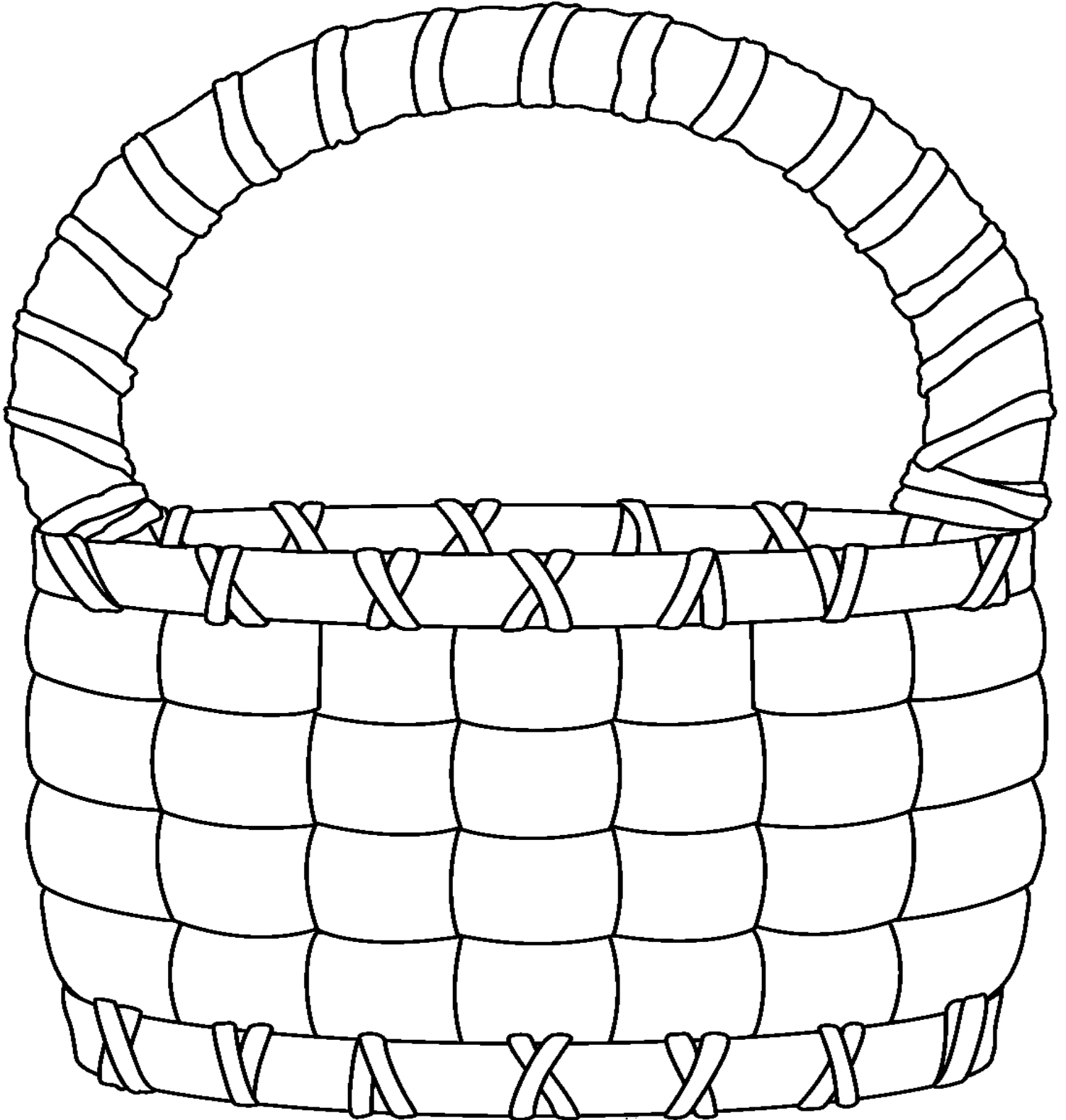


Sesame Street
Fun!



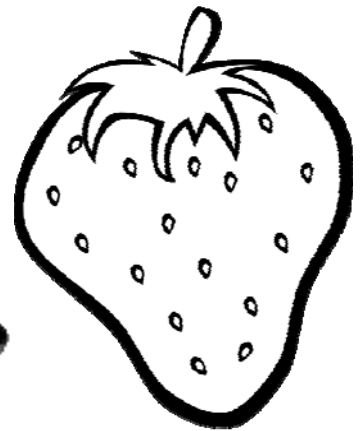
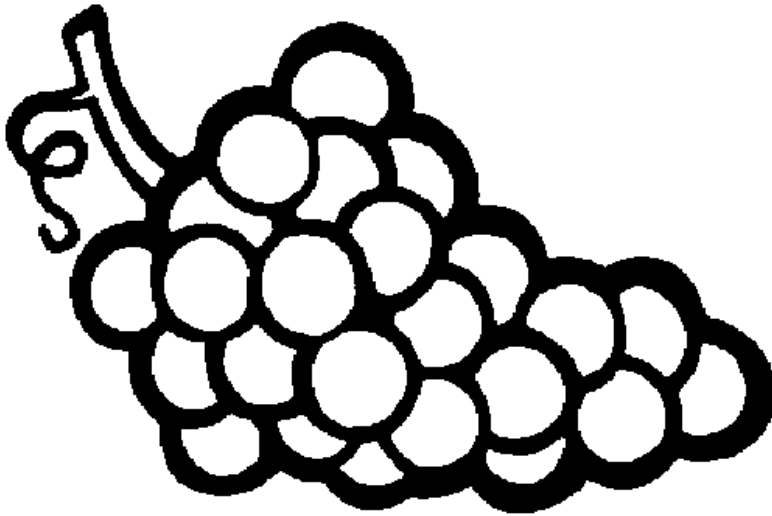
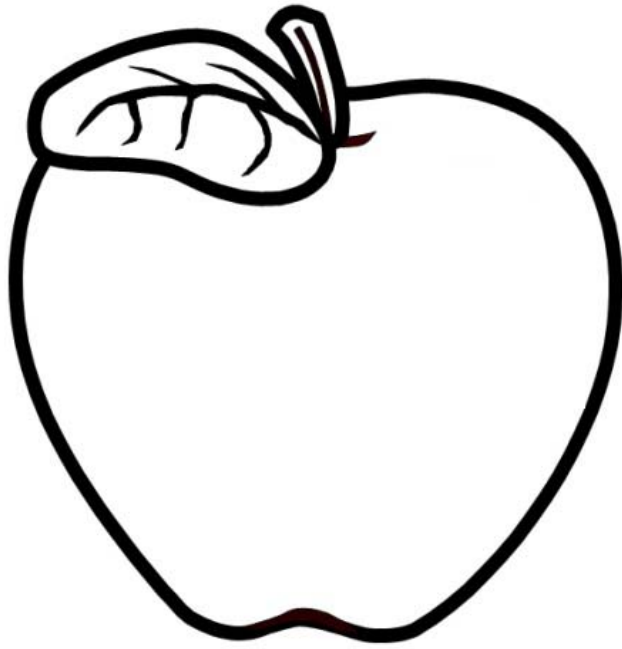


Sesame Street
Fun!





Sesame Street
Fun!

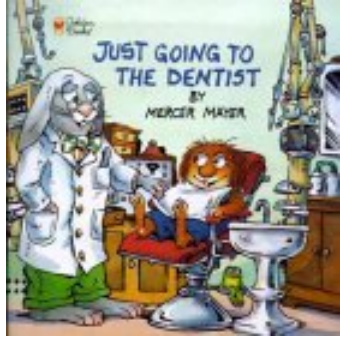
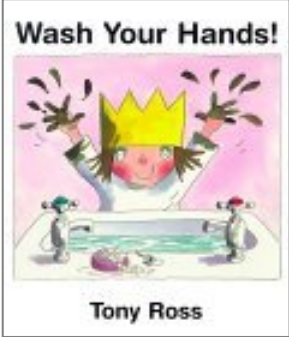
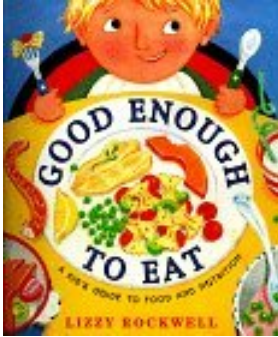




Parent Tip Sheet: Healthy Habits

Sesame Street Fun!

BOOKS



ACTIVITIES

Pack a Healthy Lunch

What You Need:

- Magazines
- Brown Lunch Bag
- Scissors

What You Do:

Give each child a brown lunch bag and magazines. Let them cut out the lunch they would like to have.

My Food Pyramid

What You Need:

- Magazines
- Scissors
- Glue
- Paper

What You Do:

Make a food pyramid. Cut out pictures of the different kinds of food. Let your children sort the pictures into the correct groups.

SONGS

Wash, Wash, Wash Your Hands

Wash, wash, wash your hands
 Wash them nice and clean
 Wash them on top,
 Wash them on bottom and fingers in between.
 Wash, wash, wash your hands
 Wash them nice and clean
 Wash them on top,
 Wash them on bottom and fingers in between.
 Washing Hands Song
 Tops and Bottoms, tops and bottoms,
 In between, in between,
 All around your hands, all around your hands,
 Makes them clean. Makes them clean
 All around, all around

Brown Bun, Brown Bun

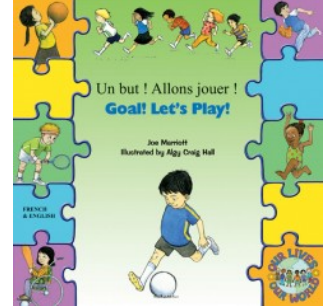
Brown bun, brown bun what do you see?
 I see a green pickle looking at me.
 Green pickle, green pickle what do you see?
 I see a red tomato looking at me.
 Red tomato, red tomato what do you see?
 I see some yellow cheese looking at me.
 Yellow cheese, yellow cheese what do you see?
 I see a brown patty looking at me.
 Brown patty, brown patty what do you see?
 I see brown bun looking at me.
 Brown bun, brown bun what do you see?
 I see a hungry child looking at me.
 Hungry child hungry child what do you see?
 I see a hamburger looking at me.
 Yummy, yummy, lets eat



Consejos Para Padres: Hábitos Saludables



LIBROS



ACTIVIDADES

Un Almuerzo Nutritivo

Que Necesita:

- Revistas
- Bolsas de Papel de Almuerzo
- Tijeras

Que se Hace:

Dale a cada niño una bolsa de papel y una revista. Deja que cada uno corte el almuerzo que quisiera tener y lo pegue en la bolsa de papel.

Mi Pirámide de Comida

Que Necesita:

- Revistas
- Tijeras
- Pegamento
- Papel

Que se Hace:

Haz la pirámide de la comida. Corta imagines de diferentes tipos de comida. Deja que los niños separen las imagines en el grupo correcto.

CANCIONES

Las Frutas

En la merienda en vez de caramelos, en vez de chucherías hay que comer mas fruta!
 Haznos siempre mucho caso, porque es muy sana la fruta!
 Y para que no lo olvides nosotros te recordamos cantando esta canción.
 Soy una pera, una manzana, una banana y una fresa!
 Soy una piña, un aguacate, una naranja y un limón!
 ¡Yo solo quiero caramelos!
 ¡No, no comas caramelos!
 ¡Pues entonces chucherías!
 ¡No tampoco chucherías!
 Parta que no se te olvide y comas muchas frutas ahora volveremos a empezar.
 Soy una pera, una manzana, una banana y una fresa!
 Soy una piña, un aguacate, una naranja y un limón!

Las Verduras

Somos las verduras, tus amigas queremos ser
 Somos nutritivas, te cuidamos el cuerpo y la piel!!!
 Yo soy la espinaca, flaca, flaca, flaca
 Yo soy la lechuga uga, uga, uga
 Yo soy el pepino
 Yo la coliflor
 Yo la calabaza
 Y yo soy la col!!!
 Todos te ayudamos a la digestión.
 Ricas ensaladas con nosotras podrás hacer
 Siempre que nos uses, tú nos debes lavar muy bien!!!
 Te damos minerales, agua y vitaminas, si nos comes frescas será mucho mejor.
 Nunca, nos olvides!!!
 Pues nosotras tus amigas ya queremos ser comidas
 cada día como hoy!!!



Healthy Habits: Fruit Puppet

Sing & Play

OVERVIEW

In this activity children will be learning about healthy habits by participating in a book reading, singing nursery rhymes, playing with toy foods, finger painting and pasting their four fruits on a popsicle stick to make fruit puppets.

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 - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: Fruits and Vegetables by: Gladys Rosa-Mendoza
- Spanish Book: Frutas y Vegetales por: Gladys Rosa- Mendoza
- Music: English Song: Apples and Bananas / Spanish Song: Pimpon es un Muñeco
- Pre cut templates of fruit on white card stock
- Popsicle sticks
- Wiggly Eyes
- Glue
- Tempera finger paints: purple, green, red, orange, and yellow
- Small paper plates

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.
- Talk to children and their parents about why it is important to have healthy habits. Explain to the children what healthy habits are; exercising, walking daily, eating healthy foods, like fruits and vegetables, drinking plenty of water, controlling portions of sweets and snacks, and junk food.
- 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

Book Reading:

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

Sing & Dance:

- Let children and parents know that we will be dancing and moving our bodies. Instruct both parents and children to follow along and to copy your movements as we sing the song together.
- Play Music:
 - English – Apples and Bananas
 - Spanish – Me Preparo

Hands on Activity:

- Let children and parents know that they will be making their own fruit puppets.
- Show a sample of the completed craft project.
- Pass out materials.
- Instruct children to glue and paste a popsicle stick on the back of each fruit first.
- Tell children that they can finger paint their fruits any color they like.
- Ask parents to assist their children by gluing the wiggly eyes onto their fruit puppets.
- 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.

**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"

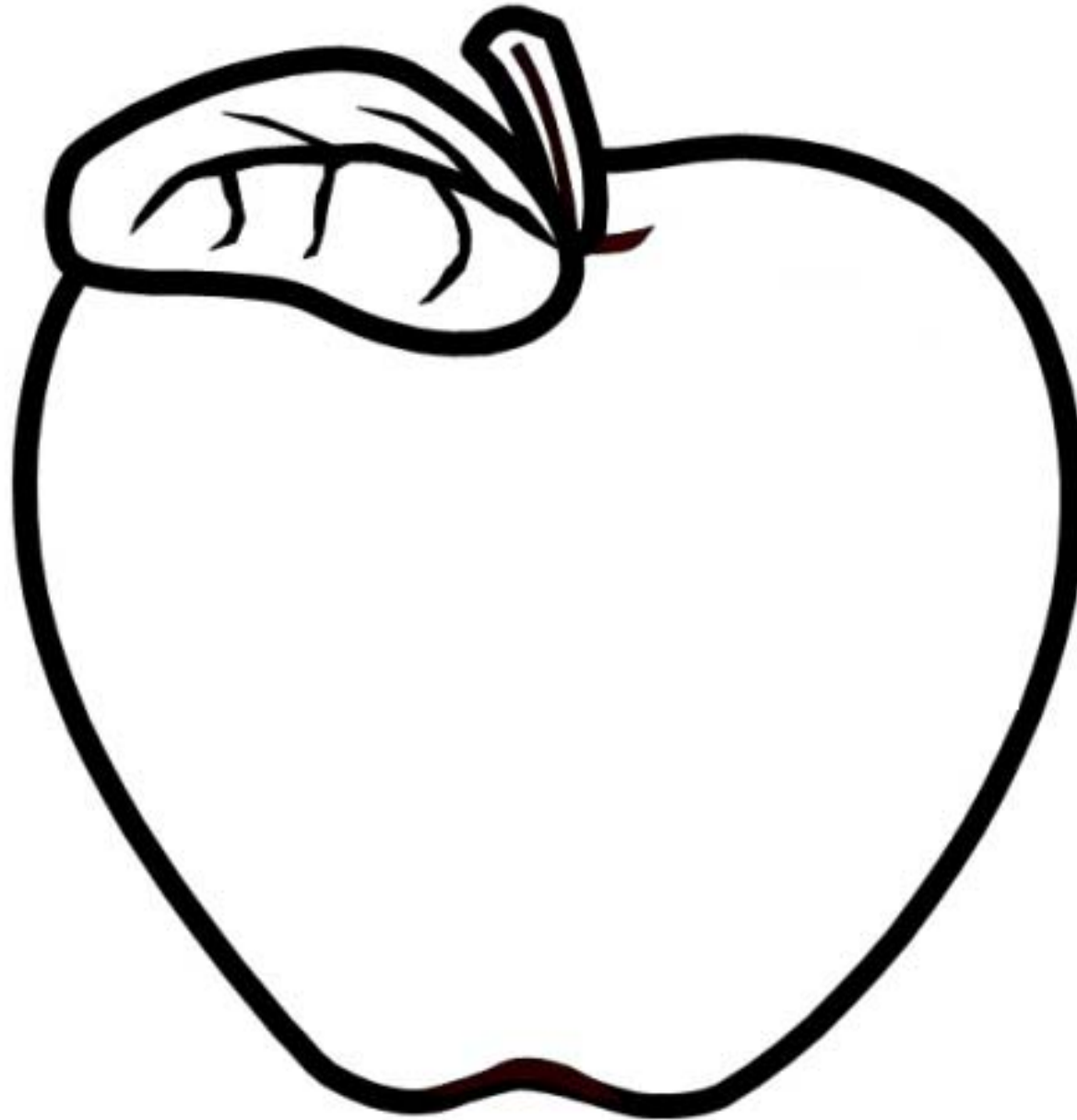
Ask children to go back to the rug or carpet to discuss the following:

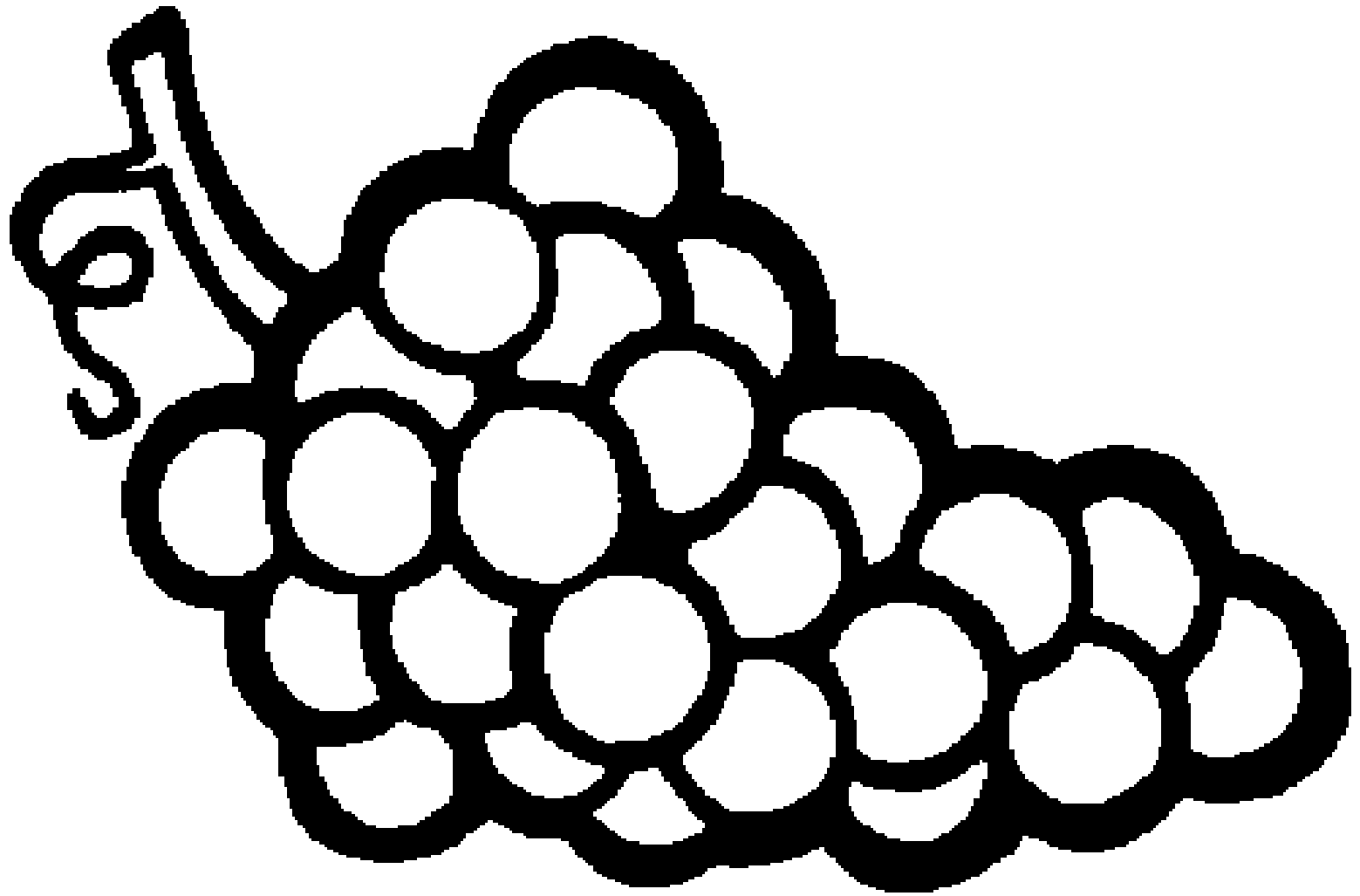
- Ask children to show their craft projects. As they show their fruit puppet, ask them to name the fruit and the color.
- Ask them to identify why it is important to eat this fruit (to make their bodies strong and healthy).
- Ask children to name some healthy habits.

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

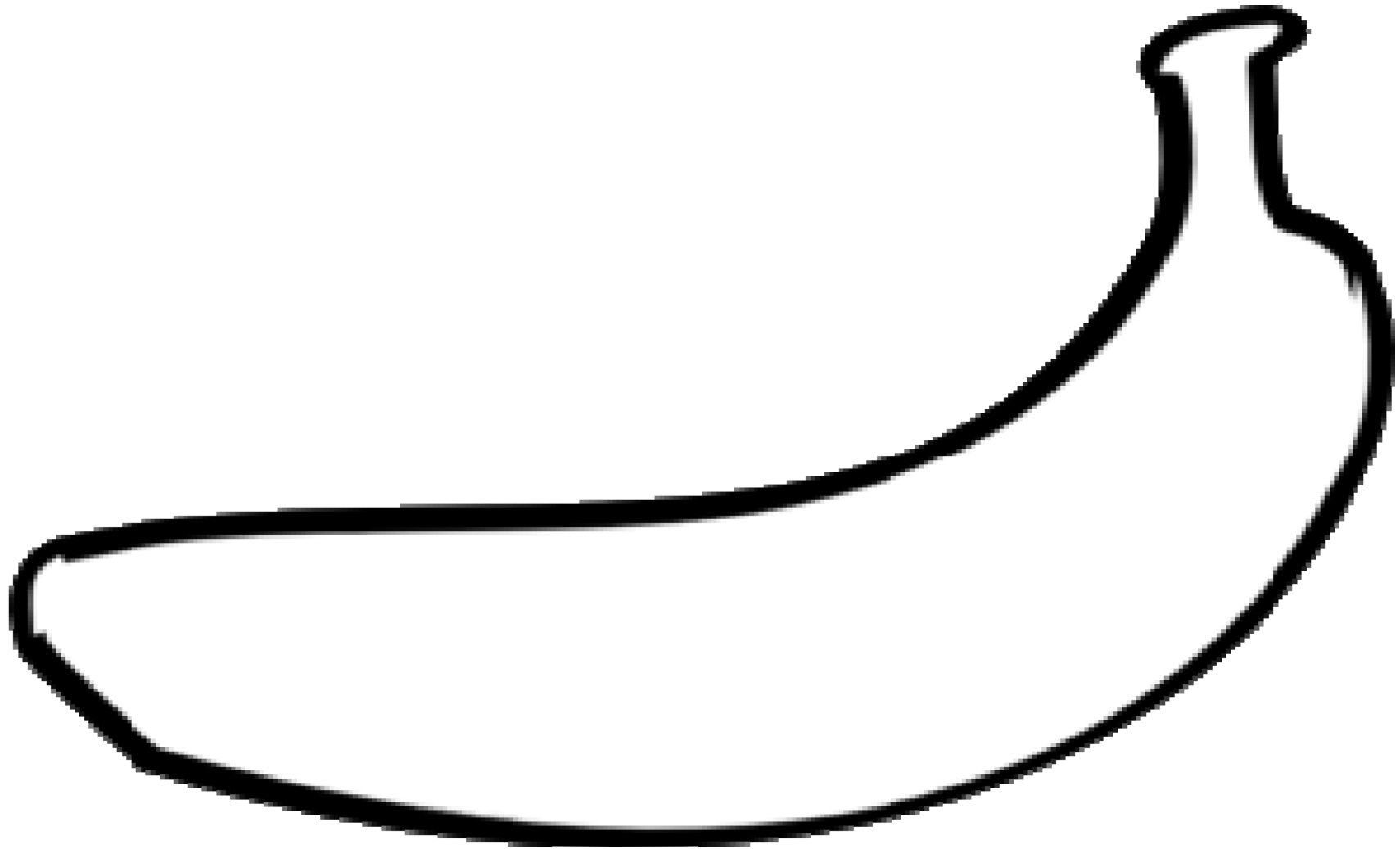
TALK ABOUT IT

PARENT TIP SHEET







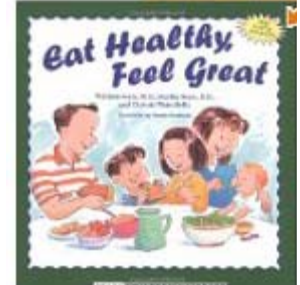
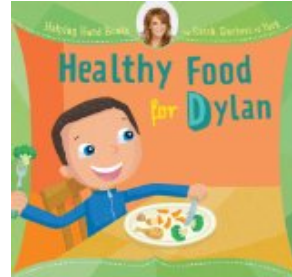
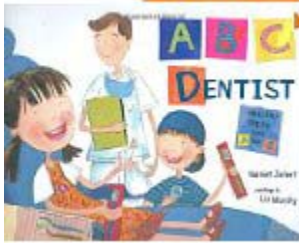




Parent Tip Sheet: Healthy Habits!

Sing & Play

BOOKS



ACTIVITIES

Bathtub Fun

What You Need:

- Bathrub w/water
- Sponges
- Squeeze bottles
- Water toys.

What You Do:

Toddlers love to play in water and this activity promotes good hygiene and healthy habits by having your child play in the bathtub with some water, sponges, and bottles. Dump and pour toys (cups and bowls). Play and supervise closely your child in this activity to prevent drowning.

Tasty Finger Foods

What You Need:

- Bananas
- Strawberries

What You Do:

Cut up safe and healthy finger foods (do not use foods that pose a danger of your child's choking) in small pieces and allow your child to feed himself. It is good practice to pick up small things and feel different textures of bananas, soft crackers, and strawberries.

SONGS

Peas Porridge Hot

Peas porridge hot, peas porridge cold
 Peas porridge in the pot 9 days old
 Some like it hot, some like it cold
 Some like it in the pot 9 days old.
 1, 2, 3, 4 & 5
 6, 7, 8, then the next number is 9.
 eas porridge hot, peas porridge cold
 Peas porridge in the pot 9 days old
 Some like it hot, some like it cold
 Some like it in the pot 9 days old.
 1, 2, 3, 4 & 5
 6, 7, 8, then the next number is 9.

Eat, then Exercise

Eat, and then exercise.
 Start this routine the moment to rise.
 Stretch to start your day.
 Stretch.
 Stretch the sleep away.
 Eat then exercise.
 Start this routine the moment you rise.
 When it's time for your day to start.
 Eat, and then exercise for a strong heart.
 Breakfast is your very first meal.
 It will effect how you feel.



Consejos Para Padres: Hábitos Saludables!

Canta y Juega

LIBROS



ACTIVIDADES

Diversión en la Tina

Que Necesita:

- Tina con agua
- Expongas, botes exprimidores y juguetes para el agua.

Que se Hace:

A los pequeñitos les gusta jugar con agua y esta actividad promueve buena higiene y hábitos saludables. Permita que su hijo juegue en la tina con poca agua, esponjas, botes exprimidores, y juguetes para el agua. Vacíe y ponga juguetes en el agua. Juegue y supervise su hijo en esta actividad para prevenir ahogarse.

Sabrosos Bocadillos

Que Necesita:

- Plátanos y Fresas
- Galletas suaves

Que se Hace:

Corte bocadillos saludables (No use bocadillos peligrosos que causen asfixia) los cortes de bocadillos siendo pedacitos pequeños su hijo podrá elegirlos mejor y sentir las diferentes texturas de los plátanos, fresas, y galletas.

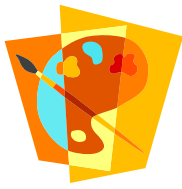
CANCIONES

Baño

Cuando tomo un baño quido limpio quido limpio
 Caundo tomo un baño lavo mis manos quido limpio quido limpio
 Cuando tomo un baño lavo mi cara quido limpio quido limpio
 Cuando tomo un baño lavo mis brazos quido limpio quido limpio
 Cuando tomo un baño lavo mis piernas quido limpio quido limpio

Me Preparo

Me preparo por el día.
 Tú tienes que prepararte también.
 ¿Cómo?
 ¡Como yo!
 Me lavo las manos
 Me lavo las manos
 Me preparo por el día
 Me lavo las manos
 Me cepillo los dientes
 Me cepillo los dientes
 Me preparo por el día
 Me cepillo los dientes
 Yo me visto, me visto
 Yo me visto, me visto
 Me preparo por el día
 Yo me visto, me visto
 Me pongo calcetines
 Me pongo calcetines
 Me preparo por el día
 Me pongo calcetines
 Me pongo mis zapatos
 Me pongo mis zapatos
 Me preparo por el día
 Me pongo mis zapatos



Healthy Habits: Healthy Teeth

Smart
Art

OVERVIEW

In this activity children will learn about healthy habits by participating in a read-aloud, singing and painting a ceramic piece that is related to the healthy habits 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 - #41 HLTH1 – Personal Care Routines
- DRPD - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Brushing Teeth by: Mari C. Schuh
- Spanish Book: Cepillarse Los Dientes por: Mari C. Schuh
- Bisque piece: Toothbrush Holder
- Bisque paints: purple, blue, yellow and orange
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

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

INTRODUCTION

- Introduce topic to students.
- Explain to the children what healthy habits are; exercising, walking daily, eating healthy foods, like fruits and vegetables, drinking plenty of water, controlling portions of sweets and snacks, and junk food.
- Tell children that the healthy habit we are going to focus on today is brushing our teeth!
- Ask children the following questions:
 - How many of you know how to brush your teeth? Ask children to use their finger to demonstrate how they should brush their teeth
 - What types of foods can you eat that will help keep your teeth shiny? Can you eat sugar, soda, candy, ice? Will it hurt your teeth?

ACTIVITY #1**Sing a Song:****English Song:** Brush Your Teeth

When you wake up in the morning
It's quarter to one and you want to have a little fun
You brush your teeth (X2)

When you wake up in the morning
It's quarter to two and you want to find something to do
You brush your teeth (X2)

When you wake up in the morning
It's quarter to three and your mind starts humming tweedle-dee-dee
You brush your teeth (X2)

When you wake up in the morning
It's quarter to four and you think you hear a knock on the door
You brush your teeth (X2)

When you wake up in the morning
It's quarter to five and you just can't wait to come alive
You brush your teeth (X2)

Spanish Song: A lavarse los Dientes

Cuando temprano en la mañana te levantas
y una bella sonrisa tú quieres mostrar
tú te lavas
los dientes, tu te lavas...

Cuando temprano en la mañana te levantas
y tienes buenos planes para jugar
tú te lavas
los dientes, tu te lavas...

Cuando temprano en la mañana te levantas
y una bella melodía te empezó a sonar
tú te lavas
los dientes, tu te lavas...

Cuando temprano en la mañana te levantas
y escuchas que la puerta alguien fue a golpear
tú te lavas
los dientes, tu te lavas...

Cuando temprano en la mañana te levantas
y quieres la vida disfrutar
tú te lavas
los dientes, tu te lavas...

Ahora si que bella sonrisa es limpia y fresca!

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**

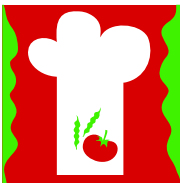
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint 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.



Healthy Habits: Happy Teeth

Snack Attack

OVERVIEW

Children will learn basic dental hygiene concepts and the importance of establishing good oral habits through an edible activity which closely resembles a mouth. This snack will also teach children about correct teeth cleaning and maintenance.

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 - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH1 – Personal Care Routines
- DRPD - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Dr. Rabbit Wants to Say by: Kelly Woods Lynch
- Spanish Book: El Doctor Conejo Quiere Decir (Translation Attached)
- Dental posters
- "Dr. Rabbit Wants to Say" storybook - printout (download below)
- Dr. Rabbit and Friends Collection of Songs CD (download below)
- Per Child:
 - 4 apple slices
 - 24 silvered almonds or mini marshmallows (if child is allergic)
 - peanut butter or cream cheese (if child is allergic to peanut butter)

***Disclaimer: Please ask parents before hand if child is allergic to either peanut butter or almonds. Substitute with either marshmallows or cream cheese.

PREPARATION:

- Place all food items onto the activity table(s).
- Make hand sanitizer available for children's use prior to preparing snack activity.
- Download Dr. Rabbit Wants to Say Print-out:
 - <http://www.colgate.com/BrightSmilesBrightFutures/v3/US/EN/activities/Dr-Rabbit-Wants-to-Say-Storybook.pdf>
- Download Dr. Rabbit Song:
 - <http://www.colgate.com/BrightSmilesBrightFutures/v3/US/EN/activities/Dr-Rabbit-and-Friends-Collection-of-Songs.zip>

INTRODUCTION

- Introduce topic to students: Tell children that they will be learning about Healthy Habits today.
- Tell children that today's class will focus on what dental hygiene is, the foods that children should eat and not eat that are good for teeth and how to keep a beautiful smile.
- Tell children the importance of a healthy smile and healthy teeth. Give examples of certain healthy habits such as: exercise, good eating, sleeping etc.
- Explain to the children that flossing teeth is just as important as brushing them because floss gets all of the things brushing misses.
- Show children a good tooth vs. a bad tooth and talk to them about the consequences of neglecting brushing their teeth.
- Ask children who knows how to brush their teeth and have them demonstrate how with their finger. If children do not know how, demonstrate for them.
- 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.
- Play Mr. Rabbit's song #11.
- Dance and sing with the children as the songs are playing.
- Tell the children that their teeth will get loose and fall even though they brush and take care of their teeth because their baby teeth need to fall in order for their adult teeth to sprout.
- Play song #10 on Mr. Rabbit's CD

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 Teeth time snack:

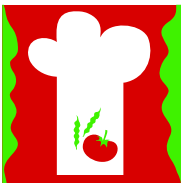
- Ask the children if anyone is allergic to nuts or peanut butter before introducing the snack ingredients. If not, pass out ingredients.
- As you pass out ingredients, play song #6 and repeat until snack is ready to be assembled.
- Quarter and core an apple, cut a wedge from the skin side of each quarter;
- spread peanut butter (or cream cheese) inside the two apple wedges.
- Then have the children press the slivered almonds (or marshmallows) on the peanut butter (or cream cheese) in place for teeth.



Tip: Baste the apples with orange juice to keep them from browning.

TALK ABOUT IT

- Discuss what the children learned today about healthy teeth.
- Have the children go over how they are to brush their teeth and why.
- Lastly, have the children repeat some food items that are not to be eaten in order to keep a healthy smile.



El Doctor Conejo Quiere Decir

Snack Attack

El doctor conejo quiere decir
¡Tu **sonrisa** se ve muy brillante hoy!

Tú puedes hacer que permanezca de la misma manera.
Cepilla tus dientes después de desayunar todos los días.

Cuando llegue la hora de **dormir**,
es hush, hush, hush.
¡Antes de dormir, asegúrate de cepillar tus **dientes**!

Cepilla tus dientes de **arriba** y **abajo**.
¡Es fácil y muy divertido de hacer!

Adentro, afuera, en todos lados.
Tu sonrisa brillara de aquí a aya.

Cepilla tu **lengua** antes de que termines.
Cosquillas, cosquillas. Diviértete.

El doctor conejo quiere decir
¡Comparte tu **sonrisa** brillante cada día!



Healthy Habits: Eating Healthy Foods

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 healthy eating habits. Children will have the opportunity to make a picture that depicts healthy eating options.

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 - #40 PD3 – Fine Motor Skills
- DRDP - #42 HLTH3 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Eating The Alphabet by: Lois Ehlert
- Spanish Book: Abecedario Nutritivo por: Yanitzia Canetti
- Give-away books
- Template with pictures of healthy foods and unhealthy foods
- Two poster size papers on the wall, one labeled healthy foods with a picture the other labeled unhealthy foods with a picture
- Tape/glue
- Small paper plates
- Small scissors

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place two poster size papers on the wall, one labeled healthy foods with a picture the other labeled unhealthy foods with a picture.
- Make copies of template with fruits and vegetables.

INTRODUCTION

- Introduce topic to students.
- Lead the class in a discussion about why it is important to eat healthy foods.
- Explain to the children that eating healthy foods will keep them healthy and make them strong.
- As a large group categorize healthy foods and unhealthy foods.
- Place small pictures of healthy and unhealthy foods in a bag, have students pull out the pictures and place them on the correct poster paper.

ACTIVITY #1

Book Reading:

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

ACTIVITY #2**My Healthy Plate of Food:**

- Each child will receive a paper plate, a template with fruits and vegetables, glue and a pair of scissors.
- The teacher will ask the children to cut out pictures of fruits and vegetables only. Encourage the children to cut out a variety of colors to make their plate colorful.
- Finally the children can glue what they have cut out on to their plate to create a colorful collage of fruits and vegetables.
- Tell children that these are foods we should eat daily to keep us strong and healthy.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.

TALK ABOUT IT

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

- Ask children what their favorite fruit and vegetable is?
- Remind them to eat healthy foods daily.

PARENT TIP SHEET

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

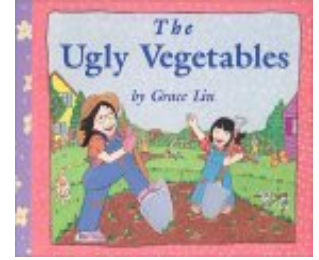
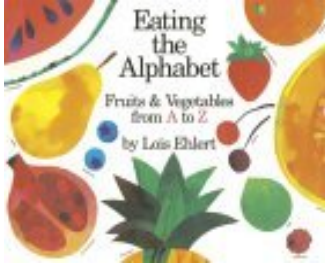




Parent Tip Sheet: Healthy Habits

Storytime

BOOKS



ACTIVITIES

Finger Paint Fruits & Vegetables

What You Need:

- Contact Paper
- Tissue Paper
- Yarn
- Glitter
- Finger Paint
- Sponge (For Sponge Paints)

What You Do:

Cut out the construction paper in the shape of a piece of fruit/vegetable and give your kids a cutout. Let them use all of the above materials to create their own unique fruit/vegetable.

Bubble Painted Fruit

What You Need:

- Bubbles
- Paper

What You Do:

Have your child cut out a fruit shape from paper. Then give your child(ren) bubbles colored several different colors (food coloring works but can stain clothes). Have them blow these bubbles onto their fruit cutouts. This creates really neat designs.

SONGS

Red is an Apple

Red is an apple
Yellow is the sun
Blue is the sky
And purple is a plum

Orange is an orange
Green is a tree
Black as the sky
I know my colors as you can see!

The Gardening Song

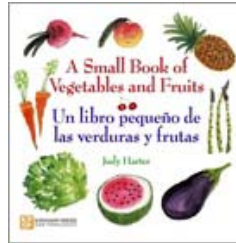
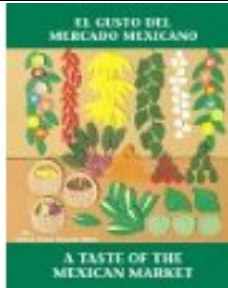
First you take a shovel, a rake, and a hoe
Plant a little garden, Plant seeds in a row
Water them and weed them through all the summer heat
And then you'll have some flowers or vegetables to eat.



Consejos Para Padres: Hábitos Saludables

Hora de Cuentos

LIBROS



ACTIVIDADES

Pintando Con Los Dedos

Que Necesita:

- Papel Constructivo
- Tela Artística
- Estambre
- Brillo
- Pintura
- Esponjas (para pinta)

Que se Hace:

Use el papel constructivo para hacer recortes de frutas y vegetales. Déle una fruta o vegetal a los niños para que ellos usen los materiales y decoren su fruta.

Pintando Con Burbujas

Que Necesita:

- Burbujas
- Papel
- Tijeras

Que se Hace:

Déle a su hijo/a una hoja con figura de fruta que pueda cortar. Después déle burbujas para que puedan pintar con ellas la fruta que ya cortaron. Puede usar colores que se usan para pintar comida pero esto mancha la ropa.

CANCIONES

Me Gusta La Fruta

Me Gusta la fruta 1,2,3,4,
, 5, 6, ¡Che!
Manzana, naranja, fresas y pera
Che, che che
Banana, sandía, uvas, limón
Che, che che
Me gusta fruta
1, 2, 3, Che
Me gusta fruta
4, 5, 6, (Grita tu fruta favorita)

Fresas Y Manzanas

Quiero comer, comer,
Fresas y manzanas,
Quiero comer, comer,
Fresas y manzanas

Cara camar, camar,
Fresas a manzanas
Cara camar, camar,
Fresas a manzanas

Querré quemar, quemar
Fresas e mencenes,
Quere quemar, quemar
Fresas e mencenes,

Kiri kimir, kimir,
Frisis i mincnis
Kiri kimir, kimir,