



# Transportation: Car & Wheel Painting Tracks



## OVERVIEW

In this activity children will learn about transportation/vehicles. Children will be able to use toy cars to paint car wheels tracks on construction paper, finger paint, and paste a car model template 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 - #33 MPD3 – Fine Motor

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: My Car by: Byron Barton
- Spanish Book: Mi Carro por: Byron Barton
- 12 toy cars
- 1 car template per child
- 11 x 17 construction paper
- Foam stickers (4 pieces per child)
- Glue
- Finger paints: black and three other Colors of your Choice
- Music: English: The Wheels on the Bus / Spanish: Las Llantas del Camión

### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Have all the materials ready.

## INTRODUCTION

- Introduce topic to Students
- Discuss the different types of transportation we can use: Bus, Car, Airplane, Bicycle
- Ask children to describe some of these modes of transportation by the sounds they make. Make some sounds of cars and ask children to do the same.
- Ask children what types of transportation they have ridden in.

## ACTIVITY #1

### Read Book

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

## ACTIVITY #2

### Sing and Dance

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

- English – Wheels on the Bus
- Spanish - Por las Montañas

**ACTIVITY #3**

Instruct the children that they will now be creating their very own "Car Tracks".

- Pass out materials or have them available to children.
- Instruct children to use the cars on the table to dip into the white paint. The children will then take the vehicle and push it back and forth onto their construction paper to make "tracks"
- Provide a pre cut car template and ask children to finger paint it and paste it on the construction paper.
- You may also provide additional stickers for the children to decorate their transportation project with if you so choose.
- When done with the project have children clean up and put things away. Sing the song: "Clean Up".

**TALK ABOUT IT**

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

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

**PARENT TIP SHEET**

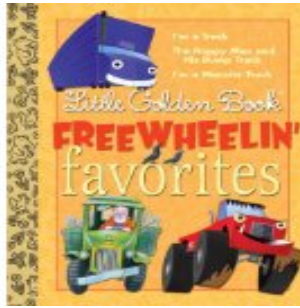
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about transportation by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Transportation!



## BOOKS



## ACTIVITIES

### Cardboard Box Car

#### What You Need:

- Large cardboard box
- Color pencils
- Open space

#### What You Do:

Let your child explore a large box. He'll probably be really happy to climb in and out and enjoy himself just sitting inside one. If you're feeling energetic you could push your toddler around it and pretend your child is driving a car. Beware though; you won't get away with just doing it once. You could let your toddler decorate the box by coloring painting or sticking things on it.

### Play with Cars

#### What You Need:

- Toy Cars
- Soft blocks or paper
- Road mat

#### What You Do:

Play and model to your child how to play with cars and how to make roads, bridges, towers, and buildings with blocks. After you and your child build something play with your toy cars around it. Make car noises and pretend your child is driving around visiting different places he likes to go. As you play with your child establish conversations about his toy car and talk about what real cars need in order to move around like your family car.

## SONGS

### A Sailor Went to Sea

A Sailor went to sea, sea, sea  
To see what he could see, see, see  
But all that he could see, see, see  
Was the bottom of the deep blue sea, sea, sea.

### The Wheels on the Bus

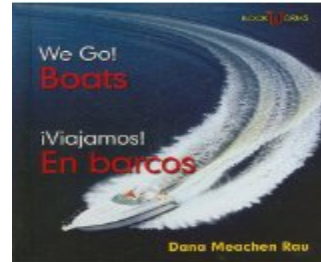
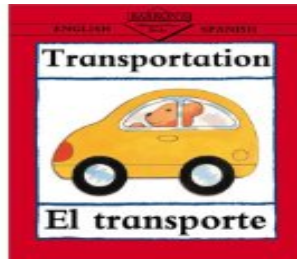
The wheels on the bus go round and round,  
round and round,  
round and round.  
The wheels on the bus go round and round,  
all through the town.  
The wipers on the bus go Swish, swish, swish;  
Swish, swish, swish;  
Swish, swish, swish.  
The wipers on the bus go Swish, swish, swish,  
all through the town.  
The horn on the bus goes Beep, beep, beep;  
Beep, beep, beep;  
Beep, beep, beep.  
The horn on the bus goes Beep, beep, beep,  
all through the town..  
The money on the bus goes,  
Clink, clink, clink;  
Clink, clink, clink;  
Clink, clink, clink. ( And it repeats)



# Consejos Para Padres: Transportación!

ARTE  
Explosivo

## LIBROS



## ACTIVIDADES

### Carro de Caja de Cartón

#### Que Necesita:

- Caja grande de carton
- Plumones de colores
- Suficiente espacio

#### Que se Hace:

Deje que su hijo explore una caja grande. Probablemente va a estar muy feliz en meterse y salirse. Si se siente con mucha energía puede empujar la caja y a su hijo adentro y pretender que su hijo esta conduciendo un carro. Posiblemente su hijo le pida que le empuje en varias ocasiones en vez de una. Permita que su hijo coloree y decore con pegatinas la caja de cartón.

### Jugar con Carritos

#### Que Necesita:

- Juguetes de Carritos
- Bloques de goma
- Carpeta de dibujos con caminos

#### Que se Hace:

Juegue y modele con su hijo a jugar con los carritos y a hacer; caminos, puentes, torres, y edificios con los bloques. Después de haber construido algo, juegue alrededor con su hijo y use los carritos. Haga sonidos y pretendan que están manejando y visitando los lugares favoritos que le gustan a su hijo. Durante el juego establezca conversación sobre el carrito que esta usando y compárelo con un carro real y platíquele a su hijo que usan los carros de verdad para moverse como el vehiculo de la familia.

## CANCIONES

### Por las Montañas

Por las montañas  
Estoy conduciendo un auto  
Estoy conduciendo un auto  
Estoy conduciendo un auto  
Estoy conduciendo un auto  
Por las montañas  
A través de los bosques  
Recorro el mundo  
Y los siete mares  
Estoy navegando en barco  
Estoy navegando en barco  
Estoy navegando en barco  
Estoy navegando en barco  
Por las montañas...

### Viajando en el Autobús

Viajando en el autobús, viajando en el autobús  
Todos nos divertimos viajando en el autobús  
Los vaqueros en el autobús van  
Yípica yei, Yípica yei, Yípica yei  
Los vaqueros en el autobús van Yípica yei  
A través de la ciudad  
Los magos en el autobús van  
Abracadabra, Abracadabra, Abracadabra  
Los magos en el autobús van Abracadabra  
A través de la ciudad  
Los buzos en el autobús van  
Bibibibi...



# Transportation: Traffic Signs

## Barney & Friends

### OVERVIEW

In this activity children will learn about different kinds of transportation. 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 - #35 HLTH1 – Safety

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Red Light, Green Light by: Anastasia Suen
- Spanish Book: Luz Roja, Luz Verde por: Anastasia Suen
- English Barney Clip: Sing and Dance with Barney
- Spanish Barney Clip: Canta y Juega con Barney
- Black construction paper for traffic sign background
- White circles
- Tissue paper: red, green, and yellow
- Glue
- Optional: car themed stickers

#### PREPARATION:

- Prepare a sample project for demonstration purposes.

### INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce Topic to Students: Tell children that there are a number of different ways that we can get around (bicycle, bus, cars, trains, planes).
- Ask children how they came to the center today. For those that came in a car, ask them if they had to stop at any stoplights? Do they remember the colors of the stoplights?
- Explain the activities that children will be doing during class;
  - Book Reading (show the actual book)
  - Sing a Song (name the title of the song to be sung/music to be played)
  - Hands-on activity (describe the activity we will be completing today)
  - Book Cuddling (explain to children and parents that lesson themed books will be made available to them to share while all children finish their hands-on activity)
  - Circle time (explain that we will conclude our class on the carpet in circle time)

### ACTIVITY #1

#### Book Reading:

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

### ACTIVITY #2

#### Sing Song/Watch Barney Clip:

- Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.
  - English – My Airplane
  - Spanish – El Semáforo
- **Show Barney & Friends clip:** Sing & Dance with Barney/ Canta y Juega con Barney

### ACTIVITY #3

#### Hands on Activity:

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

- Tell children that they will be making a traffic light.
- Instruct children to glue the three circles onto the black construction paper.
- Ask parents to assist children with the placement of the circles.
- Instruct children to use the tissue paper squares to color in their circles: Red on top, Yellow in the middle, and Green on the bottom,
- Children can finish their project by adding traffic themed stickers onto their artwork.
- 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 Transportation.

- Encourage parents to ask their children questions about circumstances that arise in the book to help deepen their child's understanding about the different types of transportation in our world.

### TALK ABOUT IT

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

- Ask children if they can remember what they learned about the different kinds of transportation they learned about today.
- Ask children to make the sounds of the different kinds of transportation identified.
- [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 transportation by reading, singing, and completing some of the suggested activities.

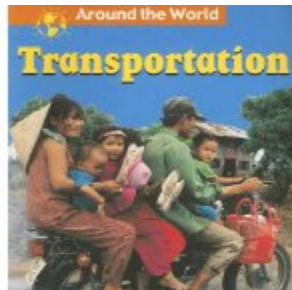
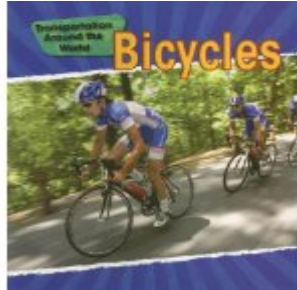
Three large, empty circles are arranged on the page. One is on the left side, one is in the top right, and one is in the bottom right. They are intended for drawing or coloring.



# Parent Tip Sheet: Transportation

## Barney & Friends

### BOOKS



### ACTIVITIES

#### Play Cars with Sand

##### What You Need:

- Sand
- Sand table
- Card board tubes,
- Wooden blocks
- Toy cars

##### What You Do:

Have fun with your child playing at the sand table using sand, cardboard tubes as tunnels, and wooden blocks as bridges and roads. As you play with your child talk to him about types of cars and describe the ones you are using to play.

#### License Plate Name

##### What You Need:

- Construction paper
- Popsicle sticks
- Crayons
- Color pencils
- Glue

##### What You Do:

Provide materials to your child and assist him on writing his name if he needs assistance. Have your child decorate his name by pasting on edges popsicle sticks. When your child finish his art work, make another one for yourself and have him help you on decorating yours as well. Ask your child to identify his name and on his own license plate and tell him that every vehicle has its own license plate number like a name to us as a method of identification.

### SONGS

#### My Airplane

If I had an airplane, (use hand as an airplane).  
Zum, zum, zum.  
I had fly to Mexico, (fly hand through the air)  
Wave my hand and off I'd go. (wave)  
If I have an airplane, (use hand as an airplane)  
Zum, zum, zum.

#### Twinkle Traffic Lights

Twinkle Twinkle Traffic Light  
Standing on the Corner Bright  
Green means GO, we all know  
Yellow means WAIT, even if you're late  
Red means STOP.....  
Twinkle Twinkle Traffic Light,  
Standing on the Corner bright.

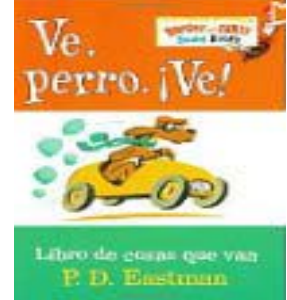




# Consejos Para Padres: La Transportación

## Barney Y Amigos

### LIBROS



### ACTIVIDADES

#### Jugar con Carritos en la Arena

##### Que Necesita:

- Meza con arena
- Tubos de cartón
- Bloques de Madera.

##### Que se Hace:

Diviértase con su hijo jugando en la meza con arena usando los tubos de cartón como túneles, y los bloques como puentes y caminos. Al jugar con su hijo hable con el sobre los tipos de carritos y describa los que están usando en el juego.

#### Mi Nombre en una Placa de Carros

##### Que Necesita:

- Papel de dibujo
- Palillos de paleta
- Resistol
- Crayones
- Pinceles de colores.

##### Que se Hace:

Provea los materiales a su hijo y asístale en escribir su nombre si necesita ayuda. Pídale a su hijo que decore, coloree, y empaste, su nombre en las orillas del papel con palillos de paleta. Cuando termine su hijo su arte, haga otro para usted y decórenlo. Pídale a su hijo que identifique su nombre y explique que las placas de vehículos son importantes para identificarles como nosotros nos identificamos por nuestros nombres.

### CANCIONES

#### En el Concha de Papá

En el coche de papá,  
Nos iremos a pasear.  
Con el pi, pi, pi, pi, pi,  
Con el pa, pa, pa, pa, pa.  
Vamos de paseo,  
¡Pi, pi, pi!  
En el coche feo,  
¡Pi, pi, pi!  
Pero no me importa  
¡Pi, pi, pi!  
Porque llevó torta  
¡Pi, pi, pi!

#### El Semáforo

Un aparato muy importante  
que si lo cuidas, te cuidara,  
tiene tres luces bien refulgentes,  
si las estudias comprenderás,  
La verde dice: mira y avanza,  
la amarilla, mucha atención,  
pero la roja es de peligro  
y significa: no pasaras.  
En el respecto todos ganamos,  
cumple las normas, itan simple son!  
Y si te dicen "cruza ya mismo",  
responde siempre "si tengo luz"  
"si tengo luz".



# Letter Awareness: Learning My Letters: R, S, T

# 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

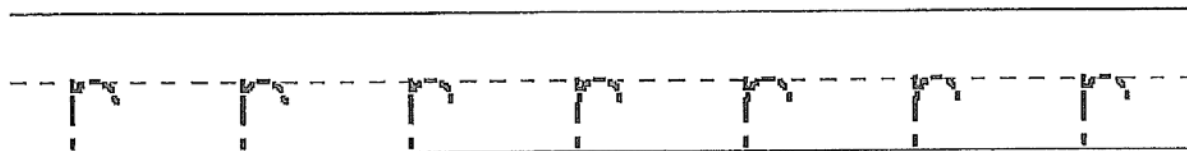
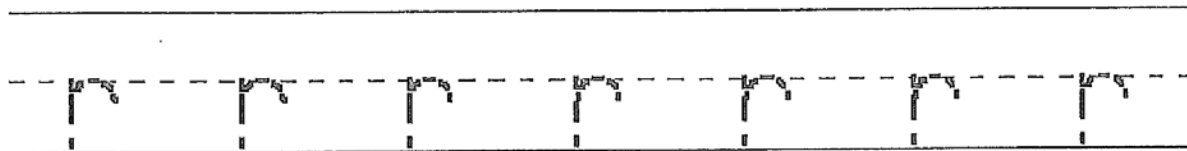
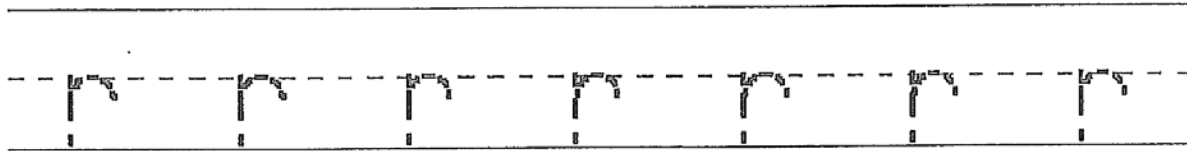
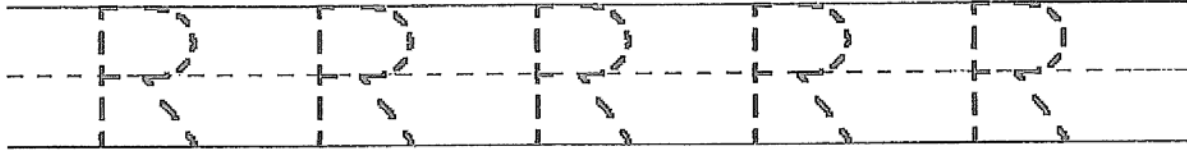
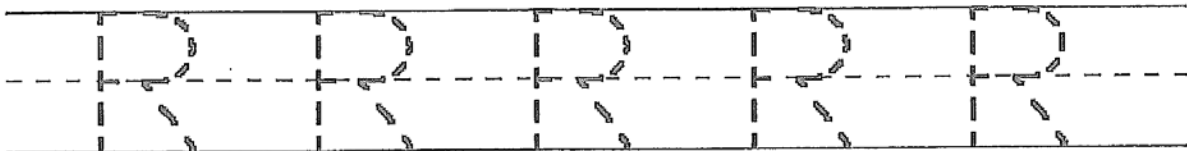
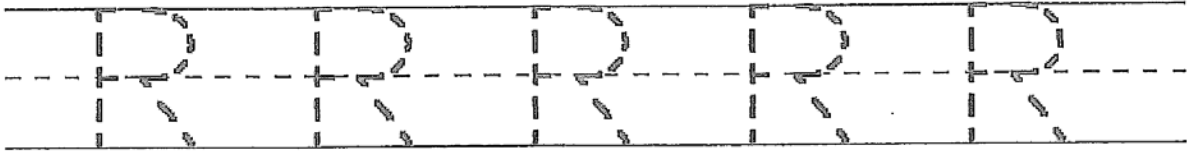
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters R,S,T

### 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

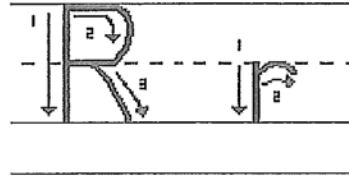
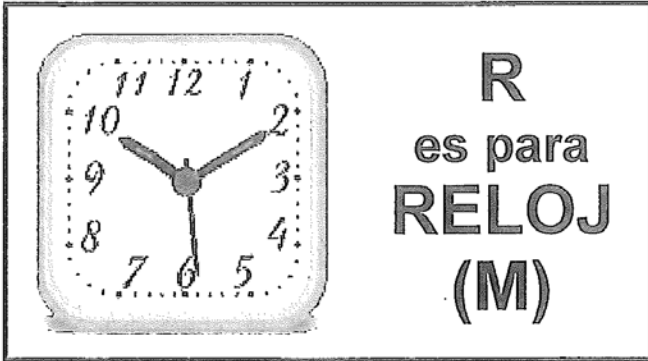
Tracing row 1: r r r r r

Tracing row 2: s s s s s

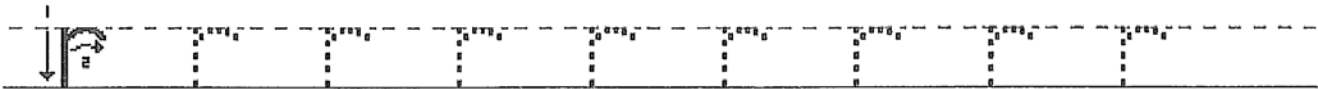
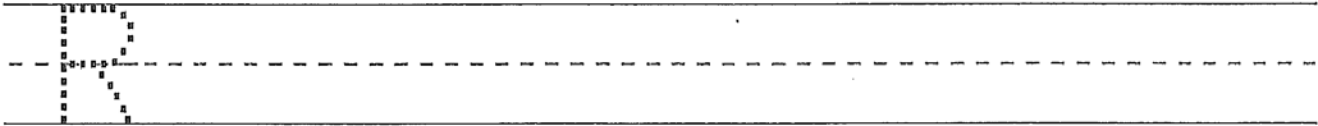
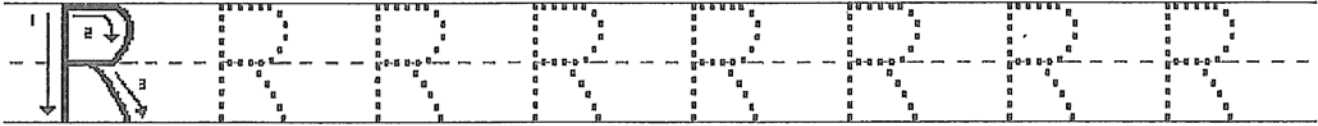
Tracing row 3: sorry sorry sorry

Blank handwriting lines for independent practice.

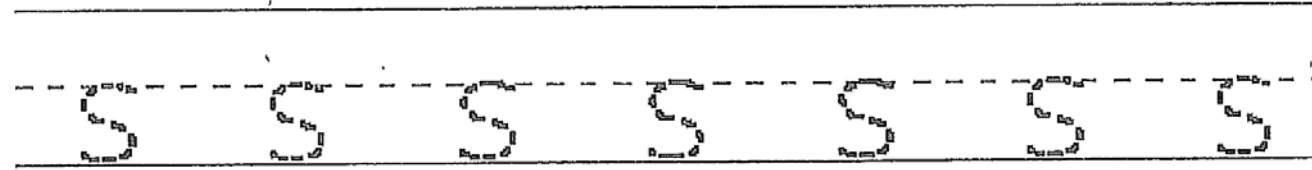
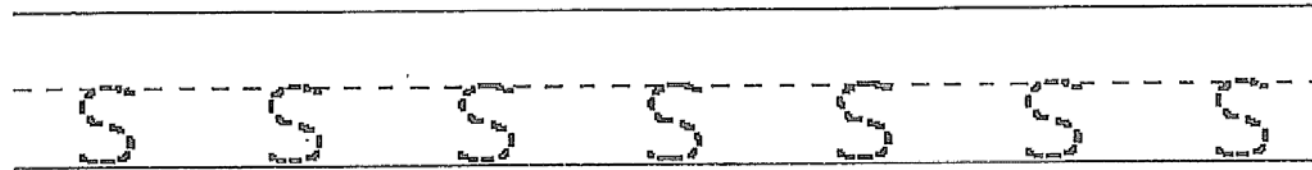
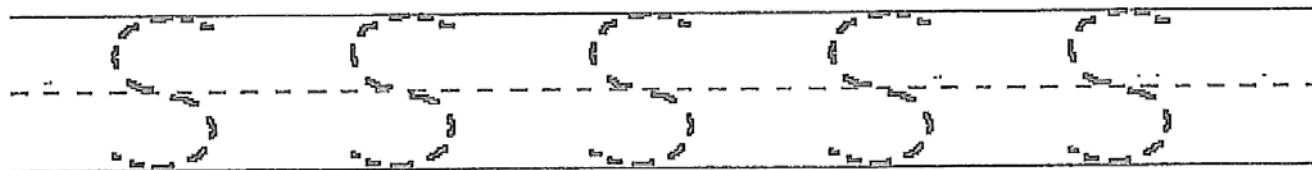
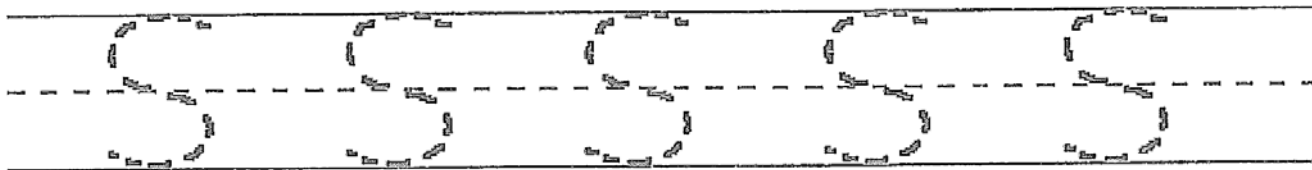
Me llamo: \_\_\_\_\_



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



Name \_\_\_\_\_



Instructions: trace and then copy letters or words

S S S S S S S S S S


S S S S S S S S S S

Sally is so sleepy!

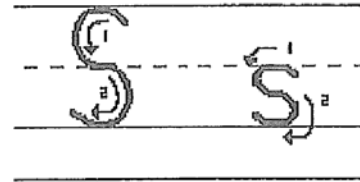
Blank handwriting lines for copying practice.



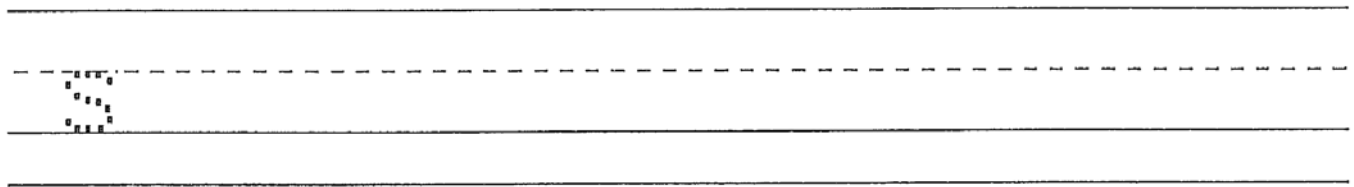
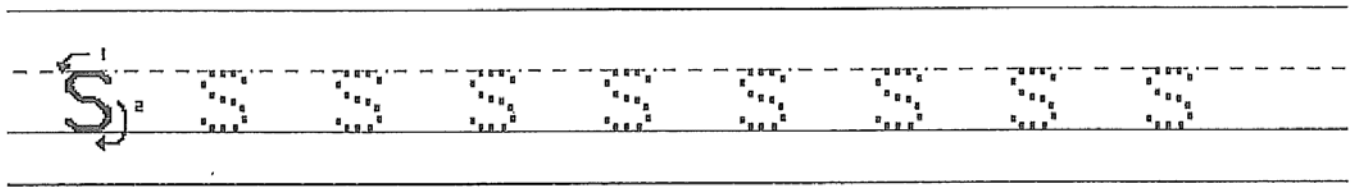
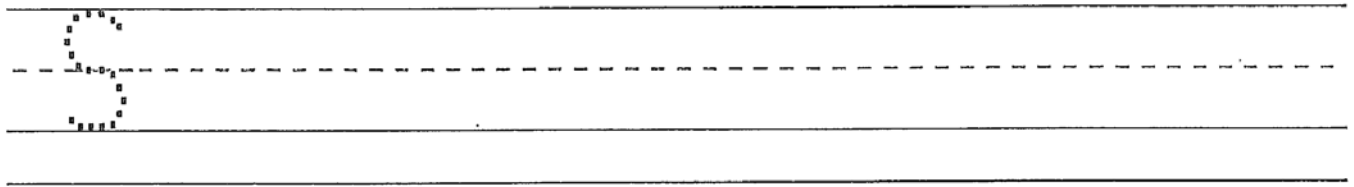
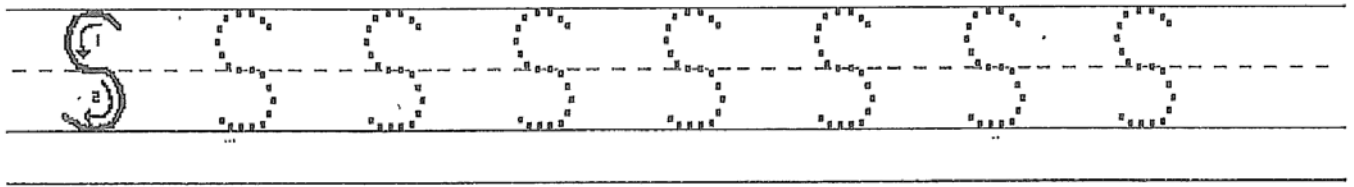
Me llamo: \_\_\_\_\_



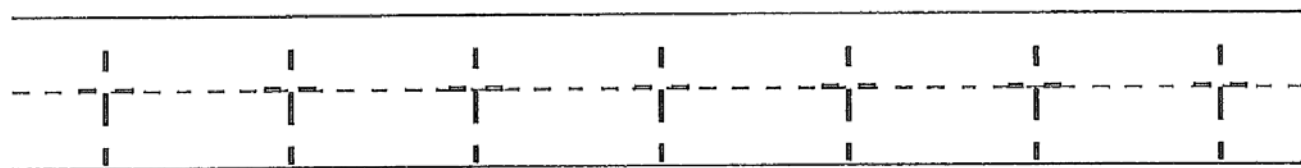
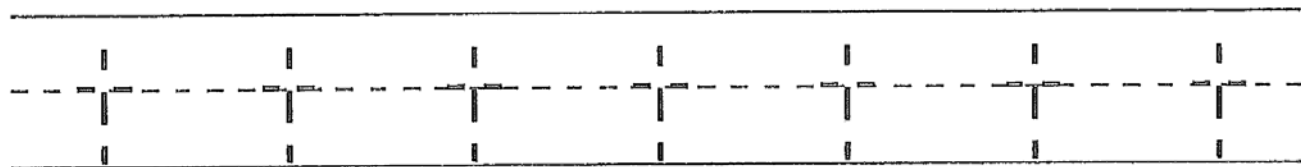
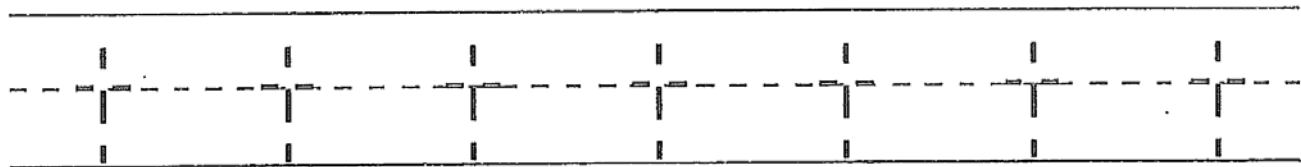
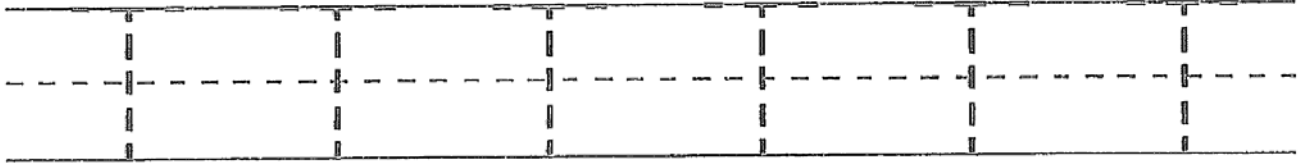
**S**  
es para  
**SIETE**



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



Name \_\_\_\_\_



Instructions: trace and then copy letters or words

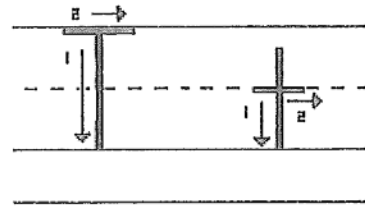
Tracing practice for the letter 'r'. The first row shows a dashed 'r' with numbered arrows indicating stroke order: 1 for the vertical stem and 2 for the curved part. The second row contains several dashed 'r's for tracing. The third row contains several solid 'r's for copying.

Tracing practice for the letter 's'. The first row shows a dashed 's' with numbered arrows indicating stroke order: 1 for the top curve and 2 for the bottom curve. The second row contains several dashed 's's for tracing. The third row contains several solid 's's for copying.

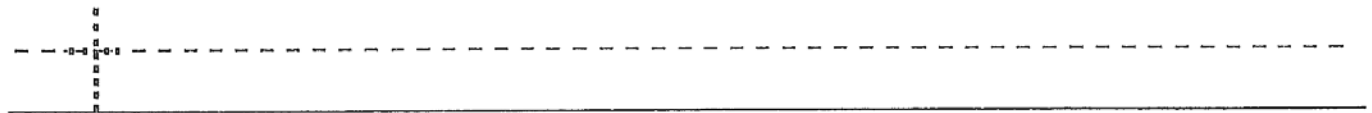
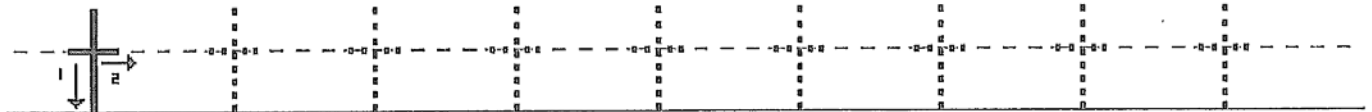
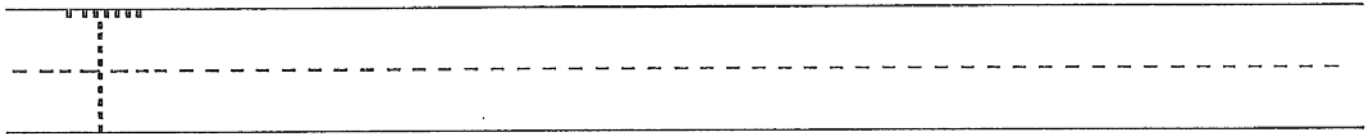
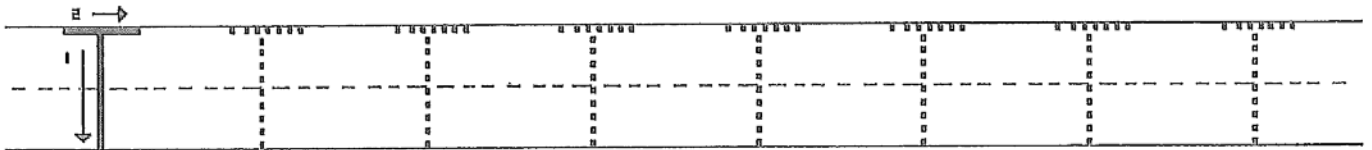
Tracing practice for the word 'fun for boys'. The first row shows the word in dashed letters with numbered arrows indicating stroke order for each letter. The second row contains several dashed 'fun for boys' for tracing. The third row contains several solid 'fun for boys' for copying.

Blank handwriting lines for independent practice. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

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.



# Social

## Understanding Individual Differences

Cuddle Crew 1  
0-6 months

**GOAL**

For the baby's unique temperament to be understood.

**EXPERIENCE**

This activity involves observing nine different temperament categories.

1. Observe the baby's behavior in each of these areas and put check marks under the degree to which the baby displays each. There are no right ways for a baby to be—just differences. By observing and noting naturally occurring individual differences in babies, caregivers can fine-tune their responses.

Characteristic	Low	Medium	High
Activity level			
Rhythmicity (regularity)			
Intensity			
Mood (fussy to positive)			
Adaptability			
Attention			
Distractibility			
Approach (withdrawing to sociable)			
Threshold of response			

**Source:** Carey & McDevitt, 1978.

Researchers Thomas, Chess, and Birch (1968) developed these categories to help caregivers achieve a realistic view of what to expect from children. Parents and caregivers shouldn't blame a child or themselves if a child has more difficult temperamental characteristics. Instead, they should adjust care-giving in accordance with the child's temperament.

2. Pick two of the previous characteristics and think about how you might use this knowledge to care for this child. For example, if the baby is low in adaptability, adults may need to explain what is coming next, allow more wind down time, transition the baby gradually, and so forth.

**MATERIALS**

None



## Social

### Entendiendo Diferencias Individuales

Grupo de Bebes 1  
0-6 meses

#### META

Para que el temperamento único del bebé sea comprendido.

#### EXPERIENCIA

Esta actividad implica observar nueve categorías diferentes de temperamento.

1. Observe la conducta del bebé en cada una de estas áreas y ponga marcas bajo el grado a que el bebé demuestra cada una. No hay maneras correctas para un bebé de ser—sólo diferencias. Observando y notando diferencias individuales que ocurren naturalmente en bebés, los cuidadores pueden ajustar sus respuestas.

Característica	Bajo	Mediano	Alto
Nivel de Actividad			
Ritmo (regulativo)			
Intensidad			
Humor (escrupuloso a positivo)			
Adaptabilidad			
Atención			
Distracción			
Acercarse (retirado a social)			
El umbral de respuesta			

Fuente: Carey & McDevitt, 1978.

Los investigadores Thomas, Chess, y Burch (1968) desarrollaron estas categorías para ayudar a cuidadores logran una vista práctica de qué esperar de niños. Los padres y los cuidadores no deben culpar a un niño ni a sí mismos si un niño tiene características temperamentales más difíciles. En vez de eso, ellos deben ajustar sus cuidados de acuerdo con el temperamento del niño.

2. Escoja dos de las características anteriores y piense de cómo usted quizás utilice este conocimiento para cuidar de este niño. Por ejemplo, si el bebé es bajo en la adaptabilidad, los adultos talvez necesiten explicar lo que viene próximo, permita más tiempo, haga la transición del bebé gradualmente, etcétera.

#### MATERIALES

Ninguno





## Social

### Developing Synchrony

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby and adult to feel “in tune.”

#### EXPERIENCE

Synchrony is experienced when parents (or other caregivers) and infants seem to be “in tune” with one another—when adult and infant actions and responses mesh. For example, this is demonstrated when good eye contact is established between a baby who is more than 3 months old and an adult. Or when the infant coos, the adult responds, and vice versa. The interactions are characterized by a conversational and harmonious quality.

1. To establish synchrony with a baby, try to learn her rhythm. When you are with her, watch her closely. If she talks, match her sound. If she makes a facial expression, do the same. Let yourself become completely involved in conversation with this incredible baby.
2. When she tires, give her a chance to look away and rest. She may not be done, and you might try again after a short while to recapture her attention. If not, respect her need to end the conversation.
3. In general, feel her energy and rhythm. Ask yourself: Do I feel a synchrony with this baby? When? Can I feel this baby’s rhythm? Is there something with my own moods that makes synchrony more likely at some times rather than others? Do I feel synchrony when I rock the baby? Feed her? Talk to her? Look at her? Can I tell when the baby is tired of interacting and wants to rest? If I don’t feel in synchrony with this baby, what might be the barrier? How can we achieve synchrony many times during the day?

#### MATERIALS

None



## Social

### Desarrollar Sincronía

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé y el adulto se sientan "afinados".

#### EXPERIENCIA

La sincronía es experimentada cuando padres (u otros cuidadores) y los niños parecen estar "afinados" con el uno al otro—cuando las acciones y respuestas del adulto y del infante son compatibles. Por ejemplo, esto es demostrado cuando buen contacto visual es establecido entre un bebé que tiene más de 3 meses y un adulto. O cuando el bebé hace sonidos con su boca, el adulto responde, y viceversa. Las interacciones son caracterizadas por una calidad coloquial y armoniosa.

1. Para establecer sincronía con un bebé, trate de aprender su ritmo. Cuando esté con el, mírelo de cercas. Si habla, usted imite el sonido. Si hace una expresión facial, haga lo mismo. Permita que usted sea parte de la conversación con este bebé increíble.
2. Cuando el bebé se canse, déle oportunidad de descansar. Tal vez no haya terminado, y tal vez usted trate de nuevo mas tarde para recuperar su atención. Si no, respete su necesidad de terminar la conversación.
3. En general, sienta la energía y el ritmo del bebé. Pregúntese: ¿Ciento sincronía con este bebé? ¿Cuando? ¿Puedo sentir el ritmo de este bebé? ¿Hay algo con mi propio humor que hace la sincronía suceder más probable algunas veces que otras? ¿Siento sincronía cuando mezo al bebé? ¿Cuando le doy de comer? ¿Le hablo? ¿Lo miro? ¿Puedo saber cuando el bebé esta cansado y quiere descansar? ¿Si no siento sincronía con este bebé, que puede ser la barrera? ¿Como podemos lograr sincronía muchas veces durante el día?

#### MATERIALES

Ninguno



## Social

### Imitating Facial Expressions

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to imitate adult facial expressions.

#### EXPERIENCE

1. When you have the baby's attention focused on your face, protrude your tongue v-e-r-y slowly toward the baby. Wait a long while for the baby to respond. You may be amazed when a little tongue begins to appear in response.
2. If you don't get a response, try again, and wait again. (Remember that even some alert babies won't want to play this game.) It may take several tries, but if the baby likes this game, the reward will be worth it.

**Variation:** You may also try this game by opening your mouth into a big O.

#### MATERIALS

None



## Social

### Imitar Expresiones Faciales

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé imite expresiones faciales de un adulto.

#### EXPERIENCIA

1. Cuando tenga la atención del bebé centrada en la cara de usted, saque la lengua muy lentamente hacia el bebé. Espere un largo rato para que el bebé responda. Tal vez usted se asombre cuando una lengua pequeña comienza a parecer en respuesta.
2. Si usted no consigue una respuesta, trate otra vez, y espera otra vez. (Recuerde que aún algunos bebés alertas no querrán jugar este juego). Puede tomar varios intentos, pero si al bebé le gusta este juego, la recompensa lo valdrá.

**Variación:** Usted también puede tratar este juego abriendo la boca en una grande O.

#### MATERIALES

Ninguno



## Social

### Looking in a Mirror

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to link her motions and expressions with images in the mirror, which builds awareness of self and cause–effect relationships.

#### EXPERIENCE

A mirror teaches social cause and effect because the baby can feel her own movements or expressions at the same time that she sees movement or expression. The rewards for her actions are immediate.

1. Sit the baby in front of a large mirror or hold one in front of her.
2. Draw her attention to the mirror and let her look at herself. Many babies don't need much encouragement in this game because the mirror has such strong drawing power. In fact, most babies love looking into a mirror and may even laugh and coo at the baby in the mirror.
3. Talk to her about what the two of you are seeing in the mirror (e.g., "See the baby? See Emma? What a nice baby").

#### MATERIALS

Large or small mirror (a hand mirror will work, but a large mirror is particularly effective)



## Social

### Mirar en un Espejo

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé conecte sus movimientos y expresiones con imágenes en el espejo, lo cual construye conciencia de relaciones de ser y causa-efecto.

#### EXPERIENCIA

Un espejo enseña causa y efecto sociales porque el bebé puede sentir sus propios movimientos o expresiones al mismo tiempo que ve movimiento o expresiones. Las recompensas para sus acciones son inmediatas.

1. Siente al bebé delante de un espejo grande o tenga uno delante de él.
2. Llame su atención al espejo y permita que se mire. Muchos bebés no necesitan mucho ánimo en este juego porque el espejo tiene tal poder para llamar la atención. De hecho, la mayoría de los bebés adoran mirarse en el espejo e incluso pueden reírse y hacer sonidos al bebé en el espejo.
3. Háblele sobre lo que los dos están mirando en el espejo (por ejemplo, "¿Miras el bebé? ¿Miras a Emma? Que buen bebé").

#### MATERIALES

Un espejo grande o pequeño (un espejo de mano trabaja, pero un espejo grande es especialmente efectivo)



## Social Laughing

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to experience the joy of laughter.

### EXPERIENCE

Babies laugh for different reasons. Laughter can be stimulated in a number of different ways in babies who are ready to laugh. Be sure to be sensitive to your baby's cues when she has had enough.

Here are some ideas. Most rely on the element of surprise, which can bring great joy and laughter to an infant. But things that are a little surprising are sometimes scary to some babies, so it is important to find the line between what's scary and what's surprisingly fun for each child.

Hold the baby on his chest and very gently swoop him toward another person he likes, or gently swoop him toward the mirror so he meets a familiar face (himself).

Walk your fingers around the baby's tummy saying, "All around the mulberry bush, the monkey chased the weasel." When you get to the part that says "Pop! goes the weasel," exaggerate your voice and bring your fingers under his chin. Jiggle your head or a toy.

### MATERIALS

None



## Social Reírse

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé tenga la experiencia de la alegría de la risa.

### EXPERIENCIA

Los bebés se ríen por razones diferentes. La risa puede ser estimulada en varias maneras diferentes en bebés que están listos para reírse. Está seguro ser sensible a las indicaciones de su bebé cuando ha tenido suficiente.

Aquí están algunas ideas. La mayoría depende del elemento de la sorpresa, que le puede traer gran alegría y risa a un niño. Pero las cosas que son un poco sorprendentes a veces son espantosas para algunos bebés, así que es importante encontrar la línea entre lo que es espantoso y lo que es sorprendentemente divertido para cada niño.

Abrase al bebé en el pecho y muy suavemente páselo a otra persona que quiere, o suavemente póngalo hacia el espejo así conoce una cara conocida (él mismo).

Camine sus dedos alrededor del estomago del bebé cantando una canción y al final hágale cosquillas debajo de su cuello. Mueva su cabeza o un juguete.

### MATERIALES

Ninguno





## Social

### First Games: Playing Peek-a-boo

Cuddle Crew 1  
0-6 months

#### GOAL

For the baby to be *introduced* to game playing, imitating, and object permanence.

#### EXPERIENCE

Make sure that you and the baby are in a comfortable position where you can see each other. Tell the baby which game you're going to be playing (e.g., Peek-a-boo, So Big, Mousie, Bumblebee). Go through the game once, doing the actions yourself; then do the actions with the baby, guiding him through the actions. Repeat the game several times so the baby becomes familiar with the actions. Peek-a-boo is a great first game:

Put the baby in your lap face up or in an infant seat. Make sure the baby can see you and that his head is slightly raised. Tell the baby what you are going to do ("Play Peek-a-boo?"). Then gently cover his eyes with the blanket, clean diaper, or your hands for a few seconds. Take away the cover or your hands, and say, "Peek-a-boo!" Repeat this several times. Reassure the baby and make sure this is a fun game for him.

#### Variations:

Cover your own face instead of the baby's.

Use a mirror and either cover the mirror or move the baby out of the reflection.

Play Peek-a-boo anywhere—such as at a doctor's office or in the grocery store line.

Encourage older siblings to play this with the baby.

#### MATERIALS

Words and actions for songs/poems such as "So Big," "Pat-a-Cake," "Mousie," or "Bumblebee"; clean diaper or lightweight blanket



## Social

Primeros juegos: Jugando Peek-a-boo

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé sea *introducido* a jugar juegos, imitar, y permanencia objetiva.

### EXPERIENCIA

Asegúrese de que usted y el bebé estén en una posición cómoda donde se pueden ver uno al otro. Dígale al bebé cuál juego van a jugar (por ejemplo, Peek-a-boo, etc). Juegue el juego una vez, haciendo las acciones usted mismo; entonces haga las acciones con el bebé, guiándolo por las acciones. Repita el juego varias veces para que el bebé se familiarice con las acciones. Peek-a-boo es un primer gran juego:

Ponga al bebé en sus piernas con la cara hacia arriba o en un asiento infantil. Asegúrese de que el bebé la puede ver y que su cabeza este un poco levantada. Dígale al bebé lo que usted hará ("Jugar Peek-a-boo?") Entonces cubra suavemente los ojos con la cobija, un pañal limpio, o las manos por unos pocos segundos. Quite la cobija o las manos, y diga, "Peek-a-boo!" Repita esto varias veces. Aliente al bebé y asegúrese de que esto sea un juego divertido para él.

#### **Variaciones:**

Cubra su propia cara en vez del bebé.

Use un espejo y cúbralo o mueva a bebé fuera de la reflexión.

Juegue Peek-a-boo donde sea- como en la oficina de doctor o en la línea del supermercado.

Anime a sus hijos más grandes a que jueguen esto con el bebé.

### MATERIALES

Palabras y acciones de canciones/poemas; un pañal limpio, o una cobija liviana



## Social Falling in Love

Cuddle Crew 1  
0-6 months

### GOAL

For the baby and adult to fall in love.

### EXPERIENCE

In their book *First Feelings*, Stanley and Nancy Greenspan (1989) proposed that the second stage in an infant's emotional development is falling in love. This is fostered in the infant when she feels love expressed toward her. Every infant needs someone who thinks she is the most wonderful person ever. Every parent or caregiver needs to "woo," or reach out to, his or her baby.

Watch the infant for signs that relationship building is taking place for her.

- Does the baby respond emotionally? When you look at her, do you feel a spark or liveliness?
- Is the baby starting to show a preference for you and familiar people?
- When you smile warmly at the baby, do you feel warmth, need, and interest?
- Does the baby focus on you when you interact?
- Do you feel a connection in talking to the baby?
- When you and the baby are interacting and the baby is distracted, is distraction easily overcome?

If your answer to some of the questions in the list above is "no," then perhaps you should spend more relaxed time focusing on wooing the baby by touching and making sounds, or involving only one sense (e.g., only touch). Some babies require a great deal of stimulation before giving a response; others respond quickly. It's important to find the level of stimulation each infant needs.

### MATERIALS

None



## Social Enamorándose

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé y adulto se enamoren.

### EXPERIENCIA

En su libro *Primeros Sentimientos*, Stanley y Nancy Greenspan(1989) dicen que la segunda etapa en el desarrollo emocional de un infante es enamorarse. Esto es fomentado en el infante cuando siente el amor expresado hacia el. Cada infante necesita alguien que piense que es la persona más maravillosa. Cada padre o cuidador necesitan "cortejar," o alcanzar a su bebé.

Mire al infante por señales que la construcción de la relación están sucediendo para el.

- ¿Responde el bebé emocionalmente? ¿Cuando usted lo mira, siente usted una chispa o la vivacidad?
- ¿Comienza el bebé a mostrar una preferencia para usted y para personas familiares?
- ¿Cuando usted sonrío al bebé, usted siente usted amor, la necesidad, y el interés?
- ¿Se centra el bebé en usted cuándo interactúa?
- ¿Siente una conexión cuando habla con el bebé?
- ¿Cuando usted y el bebé interactúan y el bebé es distraído, es superada fácilmente la distracción?

Si su respuesta a algunos de las preguntas en la lista de arriba es "no," entonces quizás debe pasar mas tiempo relajado enfocándose en cortejar al bebé tocándolo y haciendo sonidos, o implicando sólo un sentido (por ejemplo, sólo tocar). Algunos bebés requieren mucho estímulo antes de dar una respuesta; otros responden rápidamente. Es importante encontrar el nivel de estímulo que cada infante necesita.

### MATERIALES

Ninguno



## Social Holding out Arms

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to learn to reach out to another.

### EXPERIENCE

Teach the baby to reach out for you in several ways.

Before picking up the baby, wait a second. Give him time to reach out for you. Many babies do this on their own if you give them the opportunity.

Wear a bright scarf around your neck. Let the ends hang loose. When you reach down to pick up the baby, lean in closely so that the baby will reach out for the ends of the scarf. Let the baby play with the scarf before you pick him up. Soon he will reach out for you without the scarf.

### MATERIALS

Bright scarf



## Social

### Estirando los Brazos

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé aprenda a llamar su atención.

#### EXPERIENCIA

Enseñe al bebé a estirar sus brazos para llamar la atención de varias maneras.

Antes de levantar al bebé, espere un segundo. Déle tiempo de llamar su atención. Muchos bebés hacen esto solos si les dan la oportunidad.

Use una bufanda brillante alrededor del cuello. Permita que le cuelgue floja. Cuando se agache para abajo a levantar al bebé, inclínese de cerca para que el bebé alcance la bufanda. Permita que el bebé juegue con la bufanda antes que usted lo levante. Pronto el va a estirar sus brazos para llamar su atención sin la bufanda.

#### MATERIALES

Una bufanda brillante



# Introduction

## Cuddle Crew

### INTRODUCTION

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

### INFORMATION

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

### AREAS OF DEVELOPMENT

The areas of development we review are:

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

### WRAP-UP

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



# Introducción

## Grupo de Bebes

### INTRODUCCIÓN

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

### INFORMACIÓN

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

### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

### AL-FINAL

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





## Social Sharing Time

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn about give and take in sharing information and experiences.

### EXPERIENCE

Babies can learn so much just by hearing you talk about daily tasks. When you are going about your regular routines, show baby the tools you are using and tell her the names of the objects and what you are doing. For example, "See, Annie, this is cookie dough. We make it into little balls, bake it, and then we have cookies to eat." If you (or baby) aren't having a good day, walk around showing her many things in your home or classroom. It is amazing how many times this technique will turn a child's mood around. This experience helps the baby re-engage in the world around her.

As the child gets older, encourage her to reciprocate by showing you things. When she does show you something, talk about what she is showing you. This is a fabulous opportunity for language development.

### MATERIALS

Anything interesting that you or baby find or are working with



## Social

### Hora de Compartir

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé aprenda acerca de dar y quitar en compartir información y experiencias.

#### EXPERIENCIA

Los bebés pueden aprender tanto simplemente escuchándola hablar de tareas diarias. Cuando usted este haciendo sus rutinas regulares, enséñele al bebé las herramientas que usted utiliza y le dice los nombres de los objetos y lo que usted hace. Por ejemplo, "Vez, Annie, esto es masa de galleta. Lo hacemos en pelotas pequeñas, lo hornea, y entonces tenemos galletas para comer". Si usted (o el bebé) no tienen un día bueno, camine alrededor mostrándole todas las cosas en su casa o el salón. Es asombroso cuántas veces esta técnica girará el humor de un niño alrededor. Esta experiencia ayuda atraer al bebé de nuevo en el mundo alrededor de el.

Como el niño vaya creciendo, animelo a intercambiar mostrándole cosas. Cuando el le muestre a usted algo, hable de lo que le muestra. Esto es una fabulosa oportunidad para el desarrollo del lenguaje.

#### MATERIALES

Algo interesante que usted o el bebé hallen o trabajan con



## Social Expressing Feelings

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to express a full range of feelings.

### EXPERIENCE

By 7 months old, your infant will be expressing many emotions: disappointment, surprise, joy, anger, anticipation, fear, and boredom. It is important for him to be free to express all of these feelings. Doing so will make him a richer, healthier, and more energized person. You can help him to be aware of his feelings and can help him learn how to express them by labeling them when you see them. Here are some examples of phrases you can say that will help label the baby's feelings:

- "You are angry."
- "Are you afraid?"
- "That makes you really happy, doesn't it?"

It is important when working with children this age to notice their facial expressions. Look at baby's face more often to learn more about his more subtle emotions. Watch for all of the possible emotions your baby is expressing and take note of the situation that caused them and his reaction.

Talk with baby about his feelings and you will be laying the framework that he can draw from to label his own feelings.

### MATERIALS

None



## Social

### Expresando Sentimientos

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé exprese todo tipo de sentimientos.

#### EXPERIENCIA

A los 7 meses, su bebé expresará muchas emociones: desilusión, sorpresas, alegría, ira, anticipación, temor, y el aburrimiento. Es importante para él estar libre de expresar todos estos sentimientos. Al ser así lo hará una persona más rica, más saludable y una persona más activa. Usted lo puede ayudar a ser consciente de sus sentimientos y lo puede ayudar aprender cómo expresarlos cuando usted los vea. Aquí están algunos ejemplos de frases que usted puede decir que ayudarán a mostrar los sentimientos del bebé:

- "Estas enojado."
- "¿Tienes miedo?"
- "¿Eso te hace sentir muy feliz, que no?"

Es importante al trabajar con niños de esta edad de notar sus expresiones faciales. Mire la cara del bebé más a menudo para aprender más acerca de sus emociones más sutiles. Mire para todas las emociones posibles que su bebé expresa y tome nota de la situación que las causa y su reacción.

Hable con su bebé acerca de sus sentimientos para que el aprenda a identificarlos y demostrarlos.

#### MATERIALES

Ninguno



## Social

### Playing Back-and-Forth Games

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to have fun and to learn to play a variety of games.

#### EXPERIENCE

Any back-and-forth play between you and baby can become a game. You may pull a sock in tug-of-war, bounce her on your knee, approach her and say, "Boo," and so forth. It is important to know that baby is learning a great deal from these games—how to anticipate, how to hold someone's attention, how to keep her attention focused, and how to take turns. Try one of the following:

**So Big:** Ask your baby, "How big is Ellie?" Take her hands, raise them over her head, and say, "Ellie is so big." Work toward doing this game with a verbal cue, such as when you say, "How big is Ellie?" to get her to put her own hands in the air. Around 9 months, she may be able to lift her hands on your cue.

**Pat-a-Cake:** Take baby's hands and pat them to this rhyme:  
"Pat-a-cake, pat-a-cake, baker's man,  
Bake me a cake as fast as you can.  
Roll it, and toss it, and mark it with a \_\_\_\_  
(Fill in with baby's first initial, mark on tummy)  
And throw it in the oven for baby and me."

As with So Big, try to teach your baby to do Pat-a-Cake by responding to verbal cues, but be patient. It may take many repetitions of Pat-a-Cake before she claps on cue.

**Peek-a-boo:** Play Peek-a-boo by putting a blanket over your head and asking, "Where's [fill in with your name]?" Put a blanket over baby's head and ask, "Where's [fill in with baby's name]?" Encourage her to hide herself (or you) on the verbal cue of "Peek-a-boo."

#### MATERIALS

None



## Social Jugar Juegos

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé se divierta y aprenda a jugar una variedad de juegos.

### EXPERIENCIA

Cualquier interacción entre usted y su bebé pueden llegar a ser un juego. Pueden estirar un calcetín para ver quien lo jala mas fuerte, la puede botar en su rodilla, se le puede acercar y le dice, "Bu," etcétera. Es importante saber que el bebé aprende mucho de estos juegos—cómo anticipar, cómo tener la atención de alguien, cómo mantener su atención enfocada, y cómo turnarse. Trate uno de lo Siguiente:

**Que Grande:** ¿Pregunte a su bebé, "Que grande esta Ellie"? Tome sus manos, levántelas sobre su cabeza, y diga, "Ellie es tan grande". Trabaje haciendo este juego con una indicación verbal, como cuando dice, "Que grande es Ellie?" para conseguir que ponga sus propias manos en el aire. Alrededor de 9 meses, ella talvez podrá levantar las manos en su indicación.

**Palmas, Palmitas:** Tome las manos de su bebé y haga esta rima:

Palmas, palmitas,  
que viene papá,  
palmas palmitas  
que pronto vendrá.

Palmas, palmitas,  
que viene papá,  
palmas palmitas,  
que en casa ya está.

Así como en el juego de Que grande, trate de enseñar a su bebé a dar Palmaditas respondiendo a señas verbales, pero sea paciente. Talvez tome varias repeticiones de Palmaditas antes de que el bebé aplauda en la seña.

**Peekaboo:** Juegue Peekaboo poniendo una cobija pequeña sobre su cabeza y pregunte, "¿Donde esta mamá?" Ponga una cobija sobre la cabeza del bebé y diga, "¿Donde esta (diga el nombre del bebé)?" Anímelo a esconderse el solo o usted cuando usted dice "Peekaboo."

### MATERIALES

Ninguno



## Social

### Waving "Bye-Bye" and Saying "Hi"

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to learn the conventions for greeting and departures.

#### EXPERIENCE

**Bye-bye:** When you leave baby, wave good-bye and say, "Bye-bye." Next, when someone else is saying good-bye to her, wave baby's hand and say, "Bye-bye." Later, wave and say, "Bye-bye" and wait for her to do the same.

**Hi:** Say "Hi" to baby whenever you greet her. If she says "Hi" (and many babies seem to do this at a very young age), respond to her in kind. With your reinforcement, she will greet you more and more with a "Hi." Some infants even hold up one hand in a kind of salute when they say "Hi."

#### MATERIALS

None



## Social

Decir "Adiós" con la mano  
y decir "Hola"

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda las convenciones para saludar y despedirse.

### EXPERIENCIA

**Adios:** Cuando deje al bebé, diga adiós con la mano y diga, "adiós." Después, cuando alguien mas diga adiós a el, mueva las mano del bebe y diga, "adiós." Mas tarde, mueva su mano y diga, "adiós" y espere a que el haga lo mismo.

**Hola:** Diga "Hola" al bebé siempre que usted lo salude. Si el dice "Hola" (y muchos bebés parecen hacer esto en una edad muy joven), respóndale amablemente. Con su refuerzo, el le saludara mas y mas con un "Hola." Algunos bebés incluso detienen la mano arriba en una clase de saludo cuando dicen "Hola."

### MATERIALES

Ninguno





## Social Blowing a Kiss

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn to show affection by blowing a kiss.

### EXPERIENCE

1. When you leave the room, blow baby a kiss. For several days, do this each time you leave the room.
2. When you leave, ask her to blow you a kiss. Hold her hand by her mouth and turn her hand the way she would if she were doing it independently. Model blowing the kiss again for her each time.
3. After she learns to blow a kiss, ask her to blow kisses in response to your kisses.
4. Later, encourage her to blow you a kiss after a verbal cue.

### MATERIALS

None



## Social

### Soplar un Beso

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé aprenda a mostrar afecto soplando un beso.

#### EXPERIENCIA

1. Cuando usted se vaya del cuarto, sople un beso al bebé. Durante varios días, haga esto cada vez que se vaya del cuarto.
2. Cuando se vaya, pídale que le sople un beso. Detenga su mano junto a su boca y de vuelta a su mano igual que como el lo haría independientemente. Modele soplando un beso por el cada vez.
3. Después de que aprenda a soplar un beso, pídale que sople besos en respuesta a sus besos.
4. Mas tarde, animelo a soplarle un beso a usted después de una señal verbal.

#### MATERIALES

Ninguno



## Social

### Experiencing New Situations

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to develop positive feelings about new places, situations, and people.

#### EXPERIENCE

Many infants are leery of new people and situations at this age. You can help baby adjust by thinking of the experience from his point of view. Remember, you represent security to the baby. By staying with him for a while, you show him that you approve of people and situations and you give him time to get used to them. Allow extra "getting-used-to time" for new places and people, especially if you will be leaving him. Some babies have a small blanket or toy they like to take into new situations. Research shows that children explore more when they have a security item in a new situation. The blanket or toy stands in for you in your absence. When in a new place, walk around with baby and show him things on the wall and in the room. Introduce him to the people and objects in the room by talking about each thing or person as if it were an exciting discovery. With your positive, relaxed introduction, the baby will become interested and may lose the apprehensive feelings. The information may also help him engage.

#### MATERIALS

None



## Social

### Experimentando Nuevas Situaciones

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé desarrolle sentimientos positivos sobre nuevos lugares, situaciones, y personas.

#### EXPERIENCIA

Muchos niños son recelosos de nuevas personas y situaciones en esta edad. Puede ayudar al bebé acostumbrarse pensando en la experiencia de su punto de vista.

Recuerde, usted representa seguridad para el bebé. Quedándose con él un rato, le enseña que usted aprueba de personas y situaciones y le da tiempo de acostumbrarse a ellos. Permita tiempo extra para acostumbrarse a nuevos lugares y personas, especialmente si usted lo va a dejar.

Algunos bebés tienen una cobija pequeña o juguete que les gusta para llevar con ellos a nuevas situaciones. Las investigaciones demuestran que los niños exploran más cuando tienen un objeto de seguridad en una nueva situación. La cobija o juguete la representa a usted en su ausencia.

Cuando estén en un lugar nuevo, camine alrededor con el bebé y enséñele cosas en la pared y en el cuarto. Presente al bebé las personas y objetos en el cuarto hablándole sobre cada cosa o persona como si fuera un descubrimiento emocionante. Con su positiva, introducción relajada, el bebé estará interesado y perderá los sentimientos inquietos.

#### MATERIALES

Ninguno



## Social

### Exploring Body Parts

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to begin to identify parts of her body.

#### EXPERIENCE

A great way to introduce baby to her body is through massage. When you are massaging baby, label and describe each body part.

When looking in the mirror, touch and talk about what you are seeing. "Here's your nose. Here's Mommy's nose."

Baby will naturally explore you and other members of the family. As she does, tell her what she is exploring. "Hair. This is Abbey's hair. Where is Maria's hair?" When she is able to show you, share your excitement with her.

After you have played this game for a while, ask baby to find different parts of her body, such as her eyes, hand, and mouth. When baby is comfortable doing this, get out a puppet or picture and ask her to find body parts she knows on the puppet or picture.

A next level of learning is to connect pieces of clothing with the appropriate body part. Hold up a hat and say, "Here's your hat. Your hat goes on your head. Where's your head?" Do the same with other clothing items.

Many wonderful finger plays and songs involve body discovery. Examples include the finger plays Open; Shut Them or This Little Piggy Went to Market. An example of a song is "Head and Shoulders, Knees and Toes."

#### MATERIALS

Puppet, large pictures of people with distinct features



## Social

### Explorando las Partes del Cuerpo

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé comience a identificar partes de su cuerpo.

#### EXPERIENCIA

Una gran manera de presentar al bebé a su cuerpo es por masajes. Cuando le este dando un masaje al bebé, marque y describa cada parte del cuerpo.

Cundo se miren en el espejo, toque y hable sobre lo que ven. "Aquí esta tu nariz. Aquí esta la nariz de mamá."

Su bebé explorara naturalmente a usted y otros miembros de la familia. Cuando lo haga, dígame lo que esta explorando. "Pelo. Este es el pelo de María. ¿Donde esta el pelo de María?" Cuando su bebé pueda enseñarle, comparta su alegría con ella.

Después que haya jugado este juego por un rato, pregúntele al bebé que encuentre diferentes partes de su cuerpo, como sus ojos, mano, y boca. Cunado el bebé se sienta a gusto haciendo esto, saque un títere o un retrato y pídale que encuentre partes del cuerpo que ella sepa en el títere o el retrato.

El próximo nivel de aprendizaje es de conectar pedasos de ropa con la parte del cuerpo apropiada. Levante un sombrero y diga, "Aquí esta tu sombrero. Tu sombrero va en tu cabeza. ¿Dónde esta tu cabeza?" Haga lo mismo con otros artículos de ropa.

Muchos juegos maravillosos de dedos y canciones implican descubrimiento del cuerpo. Ejemplos incluyen, Este Cochinito Pequeño fue al Mercado. Un ejemplo de una canción es "Cabeza y Hombros, las Rodillas y los Dedos".

#### MATERIALES

Títere, un retrato grande de personas con características distintivas



## Social Pretending

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to begin pretend play.

### EXPERIENCE

By around age 1, most babies are engaging in first pretending, which is not quite real pretending but is actually imitating. By encouraging baby to imitate you now, you will be helping him toward real pretending, which will come soon.

At this point, the goal is for the baby to watch you and try to match your activities.

When talking on the telephone, offer the baby a few moments after you are finished (or use a play telephone). When you are dusting furniture, offer him a cloth. When stirring, give him a bowl and a spoon and show him your motion.

Think about all of the various activities you do and see if there is a way for baby to imitate some of your activities.

### MATERIALS

Materials used in household activities



## Social Pretender

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé comience a jugar juegos de pretender.

### EXPERIENCIA

Alrededor de 1 año, la mayoría de los bebés comienzan a pretender. Lo cual no es exactamente pretender si no imitar realmente. Animando a su bebé a imitarla ahora, usted lo ayudará a pretender verdaderamente, lo cual vendrá pronto.

En este momento, el objetivo es para que el bebé la mire a usted y trate de copiar sus actividades.

Cuando hable en el teléfono, ofrézcale al bebé algunos momentos después de que usted termine (o use un teléfono de juguete). Cuando este sacudiendo muebles, ofrézcale una tela para limpiar. Cuando este meneando ingredientes de comida, déle una casuela y una cuchara y enséñele como menear la cuchara.

Piense en todas las actividades que usted hace y mire si hay alguna manera de que el bebé imite algunas de sus actividades.

### MATERIALES

Materiales usados en el hogar para actividades





# Transportation: Here Comes our Plane!

## Family Storytime

### OVERVIEW

In this class children will learn about different forms of transportation, with a specific emphasis on trucks. 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 transportation 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 - #33 MPD3 – Fine Motor

### PRESCHOOL AGED SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Noisy Airplane Ride by: Mike Downs
- Spanish Book: Cars, Trucks and Planes/Carros, camiones y aviones por: Gladys Rosa-Mendoza
- Clothes pin (1 per child)
- Large popsicle/craft sticks (2 per child)
- Small popsicle/craft sticks (1 per child)
- Paint (at least 2 colors)
- Paint brushes
- Tacky glue
- Map
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place transportation themed library books in classroom for use during the family book sharing portion of the class.
- Prepare give-away books (English/Spanish) for distribution at the end of class.

### INTRODUCTION

- Ask parents and children to sit in a circle on the carpet.
- Introduce the topic of transportation to the families. Describe different forms of transportation such as bicycles, cars, airplanes and boats.
- Ask children what type of transportation they might use if they were going to the park or library? Ask what type of transportation they might use if they were to visit someone who lived far away?
- Pass a car toy around for children to examine. Talk about the parts of the vehicle that make it possible for the vehicle to move. For example, cars, trains, and buses need wheels while airplanes need wings.

### ACTIVITY #1

#### 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. You can make a copy of the song (which is attached) and distribute it to parents for take-home purposes.
  - Rev, Rev, Vroom, Vroom
  - El Avión

## 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. (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 #3

### Hands-on Art Activity:

- Tell families that they will need the following materials for their project:
  - Clothes Pin (1 per child)
  - Large Popsicle/Craft Sticks (2 per child)
  - Small Popsicle/Craft Sticks (1 per child)
- Ask parents to help their child(ren) choose two colors for their airplane.
- Direct children to paint the clothespin, and the small craft stick first.
- Ask children to then paint the two large craft sticks in the second color they choose.
- When the paint is dry, ask parents to assist their children in gluing the large craft sticks to the opening part of the clothespin, just below the hole. Then they are to glue the solitary small craft stick onto the bottom of the clothespin.



## ACTIVITY #4

### 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 Feelings.

## TALK ABOUT IT

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

- What is your favorite way to travel? Why?
- How are all the transportation vehicles alike? How are they different?
- Tell children it is very important for them to always sit on their car seats and use their seatbelts correctly when going somewhere in a vehicle.
- 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.



## Transportation: Song

## Family Storytime

### English Song

**I'm a little airplane, way up high,**

*Hold hand up to forehead to shade eyes looking into the sky and point with other hand*

**With my great big silver wings, watch me fly!**

*Hold arms out like wings and tilt them side to side*

**When the pilot tells me, I'll come down,**

*Hold hands over both ears like you're holding the radio headphones ( earmuffs) pilots wear*

**Swooping and gliding, to the ground.**

*Hold arms out like wings and spin in a circle, then kneel on the ground*

### Spanish Song

#### El Avión

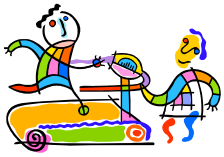
Había una vez un avión,  
que siempre quería volar.

Había una vez un avión,  
que siempre quería volar.

Y bajaba y subía,  
y bajaba y subía,  
y al cielo quería llegar.

Había una vez un avión,  
que siempre quería volar.  
Había una vez un avión,  
que siempre quería volar.

Y bajaba y subía,  
y bajaba y subía,  
y al cielo quería llegar.



# Transportation: Transportation Props

## Motor Movements

### OVERVIEW

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

### SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Jump ropes
- Street scene rugs
- Toy vehicles

#### 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 – The Wheels on the Bus
  - Spanish – Las Ruedas del Camión

**ACTIVITY #3**

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

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

**ACTIVITY #4**

*This activity can be done if time permits.*

**Gross Motor Activity**

- **Jump Rope Train**
  - Organize the children into a single file line.
  - Give the children two jump ropes to be held in a straight line on each side of their body.
  - Let the children know that together they make up an imaginary Jump Rope Train, and the child in the front is the train conductor who will be operating the train.
  - Let them know that the child in the back is the caboose.
  - Tell children that they will begin a journey around the classroom in their "train".
  - Make sure that every child gets to play both the conductor and the caboose.
  - Encourage children to make sounds like a train (chugga, chugga, choo, choo)

**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.

- **Red Light, Green Light**
  - Lay out street rugs and toy vehicles.
  - Ask children to identify a car they would like to drive and to take it to the rug.
  - Tell the children that when they hear the command "Green Light", that means they can race their cars all over the rug. When they hear the command "Red Light", that means they must freeze.

## ACTIVITY #6

### Cool Down:

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

## TALK ABOUT IT

### Have children to sit down in the carpet to discuss the following:

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



# Transportation: Music & Movement Songs

## Motor Movements

### ENGLISH

#### The Wheels on the Bus

The wheels on the bus go round and round, round and round,  
round and round.

The wheels on the bus go round and round,  
all through the town.

The wipers on the bus go Swish, swish, swish; wish, swish, swish;  
Swish, swish, swish.

The wipers on the bus go Swish, swish, swish, all through the town.

The horn on the bus goes Beep, beep, beep; beep, beep, beep;  
Beep, beep, beep.

The horn on the bus goes Beep, beep, beep, all through the town..

The money on the bus goes, Clink, clink, clink; clink, clink, clink;  
Clink, clink, clink. ( And it repeats)

### SPANISH

#### Las Ruedas del Camión

Las ruedas del camión  
van dando vueltas,  
dando vueltas,  
dando vueltas.

Las ruedas del camión  
van dando vueltas  
por la ciudad.

El chofer en el camión dice

"pasen para atrás"

"pasen para atrás"

"pasen para atrás"

El chofer en el camión dice

"pasen para atrás"

por la ciudad.



# Transportation: Is that a Train I Hear???

## My 5 Senses

### OVERVIEW

In this activity children will learn about transportation 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 - #21 COG2 – Problem Solving
- DRDP I&T - #23 COG4 – Memory

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Terrific Trains by: Tony Mitton and Ant Parker
- Spanish Book: Trenes por: Heinemann
- Transportation sound puzzle
- Transportation pictures
- Toys: cars, train, air plane, bus, ship, helicopter, etc.
- Car fresheners
- Taste: car and train fruit flavored snacks
- Search and Find worksheet

#### PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
  - **Hearing:** Transportation sound puzzle
  - **Sight:** Transportation pictures
  - **Touch:** Transportation toys
  - **Taste:** Car and train fruit flavored snacks
  - **Smell:** Watermelon car scent

### 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: Transportation
- Tell the children that today they will learn about modes of transportation through their five senses.
- Explain to children what transportation means.
- Show children a picture of a train and ask them to name the picture. Tell them that trains are a way of transportation for people when they need to travel far away. Tell them that trains also transport many things around the world.
- Ask them if they have traveled on a train? Ask them to help you say, "choo-choo".

### ACTIVITY #1

10 Minutes

#### Book Reading:

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

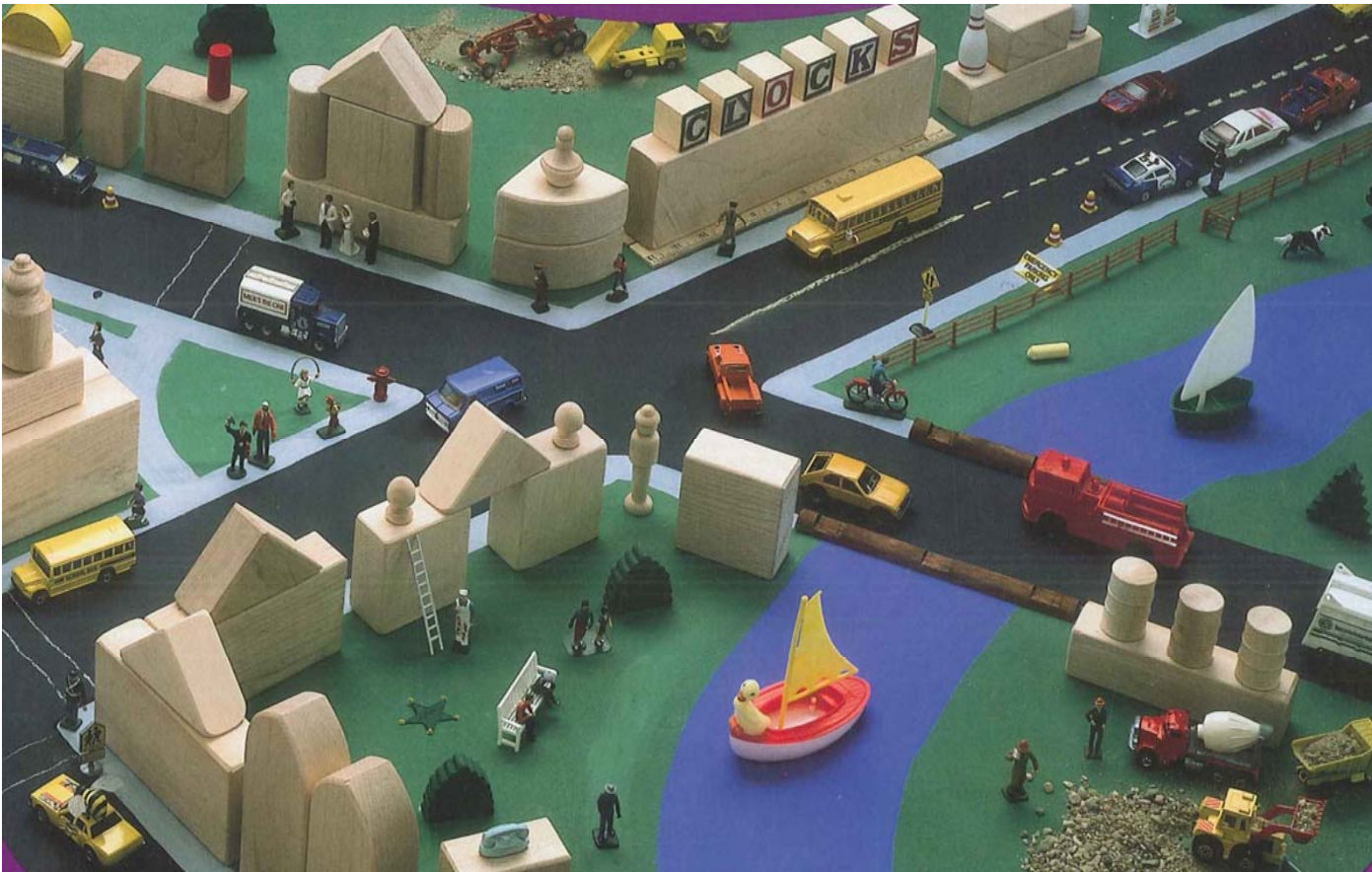


<p><b>ACTIVITY #2</b></p> <p>5 Minutes</p>	<p><b>Sing and Dance:</b>  Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.</p> <ul style="list-style-type: none"> <li>• English – Down by the Station</li> <li>• Spanish - Había una vez un Avión</li> </ul>
<p><b>ACTIVITY #3</b></p> <p>15 Minutes</p>	<p><b>Sensory Stations:</b>  Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> <li>○ <b>Hearing station:</b> Children will play with a transportation sound puzzle</li> <li>○ <b>Sight station:</b> Children will look at transportation pictures and name the picture to their parents.</li> <li>○ <b>Touch station:</b> Children will get to play with transportation toys.</li> <li>○ <b>Taste station:</b> Children will get to taste car and train fruit flavored snacks.</li> <li>○ <b>Smell station:</b> Children will smell car fresheners in different varieties, including “new car” scent.</li> </ul>
<p><b>ACTIVITY #4</b></p> <p>5 Minutes</p>	<p><b>Search and Find:</b></p> <ul style="list-style-type: none"> <li>• Invite children to complete the Eye Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations.</li> <li>• 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.</li> </ul>
<p><b>TALK ABOUT IT</b></p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> <li>• Ask children if they can remember the 5 senses that they used today.</li> <li>• Ask children what are some of the things they see and hear when they go out for a bike ride.</li> <li>• Ask them what kind of things they touch when they are riding in their car?</li> </ul>
<p><b>PARENT TIP SHEET</b></p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about different forms of transportation by reading, singing, and completing some of the suggested activities.</p>



## Eye Spy

# My 5 Senses



## Eye Spy

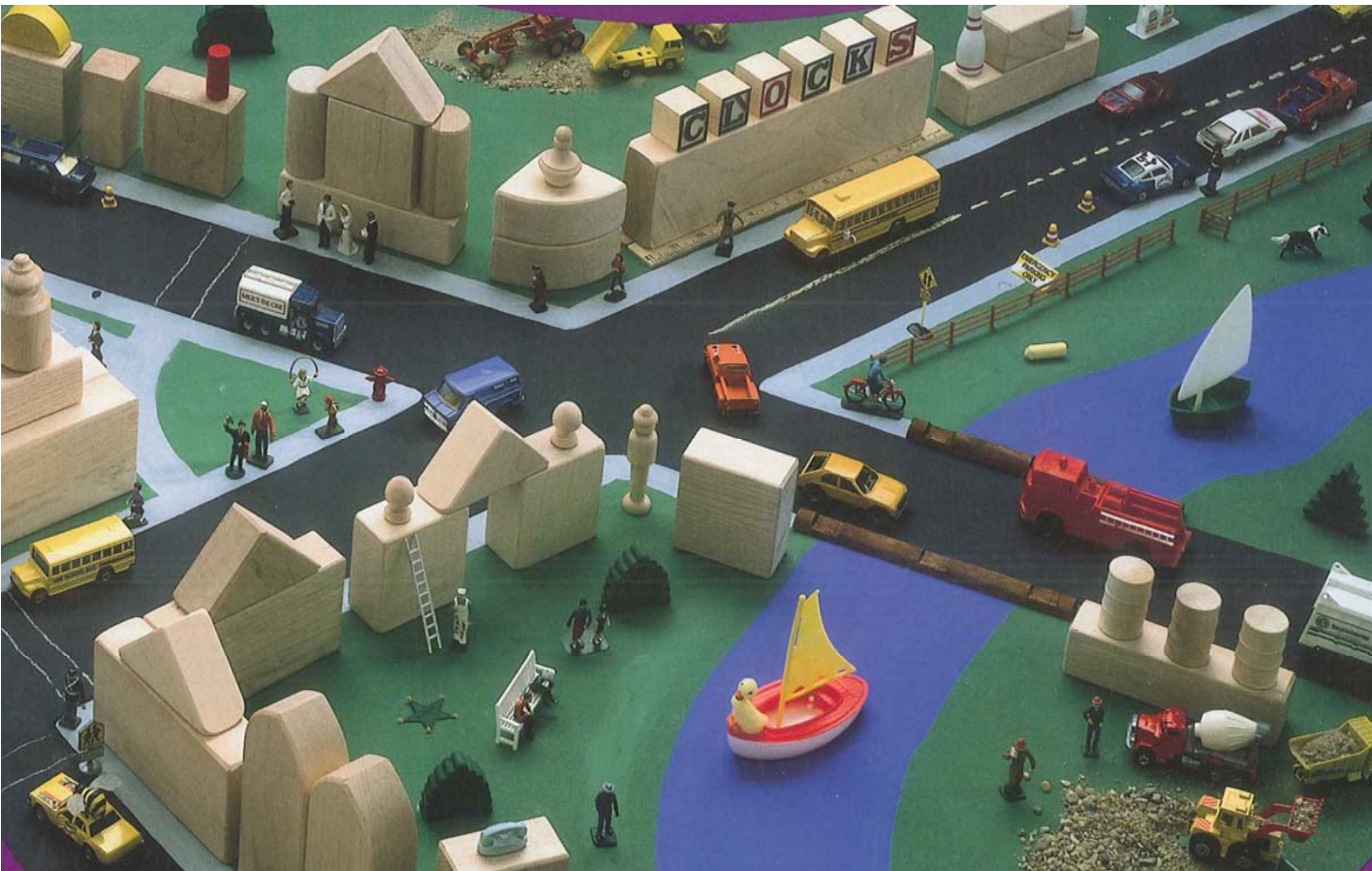
Find each item on the list and circle it in the picture

- School Bus
- Bicycle
- Sail Boat
- Ladder
- Dump Truck
- Star
- Fire Truck
- Letter "K"
- Police Car



## Veo Veo

# Mis 5 Sentidos



### Ojo Espía

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

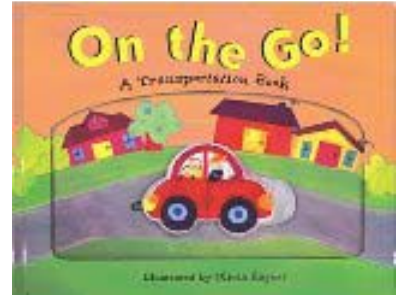
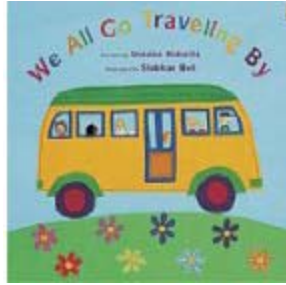
- Autobús Escolar
- Bicicleta
- Velero
- Escalera
- Volquete
- Estrella
- Camión de Bomberos
- La Letra "K"
- Coche de Policía



# Parent Tip Sheet: Transportation

# My 5 Senses

## BOOKS



## ACTIVITIES

### Can Fly, Can't Fly

#### What You Need:

- No materials needed

#### What You Do:

Have your child "fly" around the room as you name things that can fly and things that can't fly, such as planes, butterflies, birds, boats, houses, and dogs. Whenever your child hears the name of something that can't fly, have him slow down and gently "land" on the ground. Continue as long as you wish.

### Boat Mural

#### What You Need:

- White Construction Paper
- Blue Finger Paint
- Boat Shape Cut Outs
- Glue
- Crayons or Markers

#### What You Do:

Invite your child to finger-paint blue ocean waves on a large piece of paper. Allow the paint to dry. Give your child boat shapes cut from different colors of construction paper to decorate with crayons or markers. Then hang the wave mural on a wall and help your child glue their decorated boats.

## SONGS

### Down by the Station

Down by the station,  
Early in the morning,  
See the little puffer bellies,  
All in a row.

See the station master,  
Turn the little handle,  
Puff, puff, toot, toot,  
Off we go!

### I'm a Little Airplane (Tune: I'm a little Teapot)

I'm a little airplane, way up high,  
(Hold hand up to forehead to shade eyes looking into the sky and point with other hand)

With my great big silver wings, watch me fly!  
(Hold arms out like wings and tilt them side to side)

When the pilot tells me, I'll come down,  
(Hold hands over both ears like you're holding the radio headphones ( earmuffs) pilots wear)

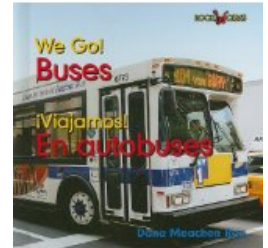
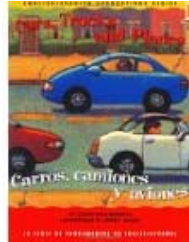
Swooping and gliding, to the ground.  
(Hold arms out like wings and spin in a circle, then kneel on the ground)



## Consejos Para Padres: La Transportación

# Mis 5 Sentidos

### LIBROS



### ACTIVIDADES

#### Puede Volar, No Puede Volar

##### Que Necesita:

- No se necesita materiales

##### Que se Hace:

Haga que su niño "vuela" alrededor del cuarto mientras usted nombra cosas que pueden y no pueden volar, como aviones, mariposas, pájaros, barcos, casas, y perros. Cuando su niño escuche el nombre de algo que no pueda volar hágalo que pare y aterrice en el suelo.

#### Un Mural de Barcos

##### Que Necesita:

- Papel Blanco de Construcción
- Pintura Azul
- Barcos cortados de papel
- Pegamento
- Crayolas o Marcadores

##### Que se Hace:

Invite a su niño a pintar holas del océano con sus dedos en papel. Deje que la pintura se seque. Déle a su niño barcos cortados de diferentes colores para que los decore con crayolas o marcadores. Luego cuelgue el mural y ayude a su niño a pegar los barcos.

### CANCIONES

#### El Barquito

Un barquito de cáscara de nuez,  
adornado con velas de papel,  
se hizo hoy a la mar para lejos llevar  
gotitas doradas de miel.

Un mosquito sin miedo va en él  
muy seguro de ser buen timonel.

Y subiendo y bajando las olas  
el barquito ya se fue.

Navegar sin temor  
en el mar es lo mejor,  
no hay razón de ponerse a temblar.

Y si viene negra tempestad  
reír y remar y cantar.

Navegar sin temor  
en el mar es lo mejor.

Y si el cielo está muy azul,  
el barquito va contento por los mares lejanos del Sur.

#### Había una vez un Avión

Había una vez un avión,  
que siempre quería volar.  
Había una vez un avión,  
que siempre quería volar.

Y subía y bajaba,  
y subía y bajaba,  
y al cielo quería llegar.

Y subía y bajaba,  
y subía y bajaba,  
y al cielo quería llegar.  
Y subía y bajaba,  
y subía y bajaba,  
y al cielo quería llegar.

Y subía y bajaba,  
y subía y bajaba,  
y al cielo quería llegar.





# Transportation: Transportation Memory

Playing to  
Learn

## OVERVIEW

Children will learn about transportation as they play two games. They will play, red light, green light and transportation memory with their parents.

## SKILLS

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

## MATERIALS & PREPARATION

### Materials:

- Game card pieces: 36 (18 pairs)
- Red light sign
- Green light sign
- Copies of the wheels on the bus song

### Preparation:

- Prepare take home activity set for each participant
  - Cut game card pieces and place each set in a Ziploc bag. (1 per child)
- Cut a red circle and green circle out of poster board and attach them to sticks.

## INTRODUCTION

- Introduce topic to students: Tell children that today's games will be about transportation.
- Ask children to say the word transportation with you. Let them know this is a very long and difficult word to say.
- Explain to children that transportation is something we use to get from one place to another. Show them pictures of different means of transportation.
- Have the children name the pictures with you.

## ACTIVITY #1

### Red Light, Green Light:

- Tell children that first we will play red light, green light.
- Show children a green and red circle.
- Explain to children that green means "go" and red means "stop".
- Tell them they will all stand at one end of the room and when you show them the green circle they can walk. But when the red circle is flashed then they must stop. (Start slow and go faster when they get used to it!)
- If a child continues to walk after the red circle is flashed, that child returns to the start.
- The winner of the game is the last child standing.

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

- Their child's ability to control gross motor skills.
- Their child's ability to follow simple instructions.
- Their child's ability to interact with a group of peers.

## Sing a Song

**The Wheels on the Bus**

The wheels on the bus go round and round  
 Round and round, round and round  
 The wheels on the bus go round and round  
 All through the town.  
 (Roll hands over each other)

The wipers on the bus go "Swish, swish, swish,  
 Swish, swish, swish, swish, swish"  
 The wipers on the bus go "Swish, swish, swish"  
 All through the town.  
 (Put arms together in front of you and 'swish' like windshield wipers)

The door on the bus goes open and shut  
 Open and shut, open and shut  
 The door on the bus goes open and shut  
 All through the town.  
 (Cover eyes with hands on 'shut' and uncover them on 'open')

The horn on the bus goes "Beep, beep, beep  
 Beep, beep, beep, beep, beep, beep"  
 The horn on the bus goes "Beep, beep, beep"  
 All through the town.  
 (Pretend to honk horn)

The gas on the bus goes "Glug, glug, glug  
 Glug, glug, glug, glug, glug, glug"  
 The gas on the bus goes "Glug, glug, glug"  
 All through the town.  
 (Pretend to fill tank using pointer finger as gas nozzle)

The money on the bus goes "Clink, clink, clink,  
 Clink, clink, clink, clink, clink, clink"  
 The money on the bus goes "Clink, clink, clink"  
 All through the town.  
 (Pretend to put money in cash box on bus)

The baby on the bus says, "Wah, wah, wah!  
 Wah, wah, wah, wah, wah, wah!"  
 The baby on the bus says, "Wah, wah, wah!"  
 All through the town.  
 (Fisted hands in front of eyes and rub them like baby crying)

The people on the bus say, "Shh, shh, shh,  
 Shh, shh, shh, shh, shh, shh"  
 The people on the bus say, "Shh, shh, shh"  
 All through the town.  
 (Put pointer finger to mouth to 'shhh')

The mommy on the bus says, "I love you,  
 I love you, I love you"  
 The daddy on the bus says, "I love you, too"  
 All through the town.  
 (Point to self on 'I', right hand over heart on 'love', and point to other on 'you')



### El Barquito Chiquitito

Había una vez un barquito chiquitito,  
Había una vez un barquito chiquitito,  
que no sabía, que no podía, que no podía navegar,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
y aquel barquito y aquel barquito  
y aquel barquito navegó.

y si esta historia, parece corta,  
volveremos, volveremos, a empezar,

Había una vez un barquito chiquitito,  
Había una vez un barquito chiquitito,  
que no sabía, que no podía, que no podía navegar,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
y aquel barquito y aquel barquito  
y aquel barquito navegó.

y si esta historia, parece corta,  
volveremos, volveremos, a empezar,

Había una vez un barquito chiquitito,  
Había una vez un barquito chiquitito,  
que no sabía, que no podía, que no podía navegar,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
y aquel barquito y aquel barquito  
y aquel barquito navegó.

Explain to parents that singing songs like this one, helps strengthen the following skills:

- Their child's ability to recognize familiar objects.
- Their child's ability to follow along with simple rhythm and patterns.
- Their child's ability to cooperate with group of peers.

### ACTIVITY #3

#### Transportation Memory:

- Now let children and parent know they will play a transportation memory game.
- Pass out a zip loc bag for each player and ask them to take the cards out of the bag.
- Have parents mix up the picture cards and lay them all face down on the table.
- Tell them that the younger player goes first.
- The first player will turn any two cards at a time, and check to see if the cards match.
- If there is a match, the player may keep the pair and go again.
- If the cards do not match, the player must put the cards back in their original location.
- Play passes to the next player, who must look for a match.
- Play continues until the cards are gone.
- The winner of the game is the player with the most matched pairs.

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

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

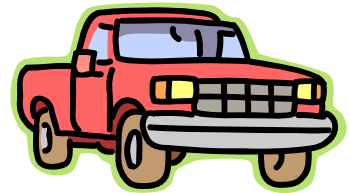
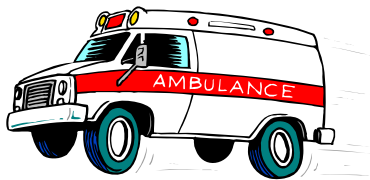
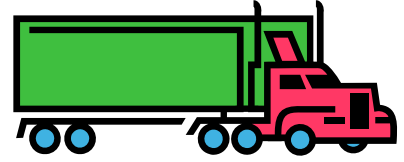
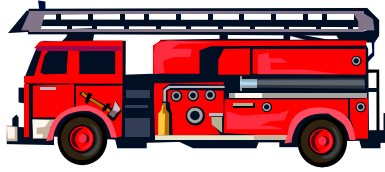
## TALK ABOUT IT

- Ask children if they liked the game they played.
- Ask children what ways of transportation have they used to get to places?
- Ask them what transportation means they like most.
- 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.











# Transportation: School Bus

Sesame Street  
Fun!

## OVERVIEW

In this activity children will learn about transportation. They will learn that school buses are a way of transportation for children. They will listen to a story about school buses, watch a video and create their own school bus.

## 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 – #21 LLD9 – Letter and Word Knowledge

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: The Bus for Us by: Suzanne Bloom
- Spanish Book: Nuestro Autobús por: Suzanne Bloom
- English Video/Sesame Street: Transportation
- Spanish Video/Plaza Sésamo: Como se puede ir de aquí para allá
- Bus Template
- Glue
- Crayons
- Construction paper
- Letter Foam Stickers

### PREPARATION:

- Make Template for demonstration purposes.
- Cut Bus Template

## 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 transportation as they listen to a story, watch a video and make a craft activity.
- Ask children if they have seen a school bus before? Ask them what color is it? Have they ever taken a ride on a school bus?
- Tell them that a school bus is a way of transportation and today they will create their own school bus.

## 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 – The Bus
  - Spanish – El Coche
- [Show Sesame Street Clip: Transportation / Como se puede ir de aquí para allá](#)

### 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 make a school bus scene.
- Pass materials to each child; school bus template, construction paper, glue, letter foam stickers and crayons.
- Let them know they will need to color their school bus yellow and draw a picture of themselves and if they want they can also draw a picture of their friend. They will draw the picture in the white rectangle area.
- When they are done with the picture they will glue the school bus onto a construction paper.
- Then they will glue the foam letters that spell out "SCHOOL"/ "ESCUELA" to complete their school bus.
- When children are done, ask them to clean up their area.



### TALK ABOUT IT

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

- Ask the children to tell you about the picture they drew on the school bus?
- Ask the children if they have or if they will ride a school bus to go to school?

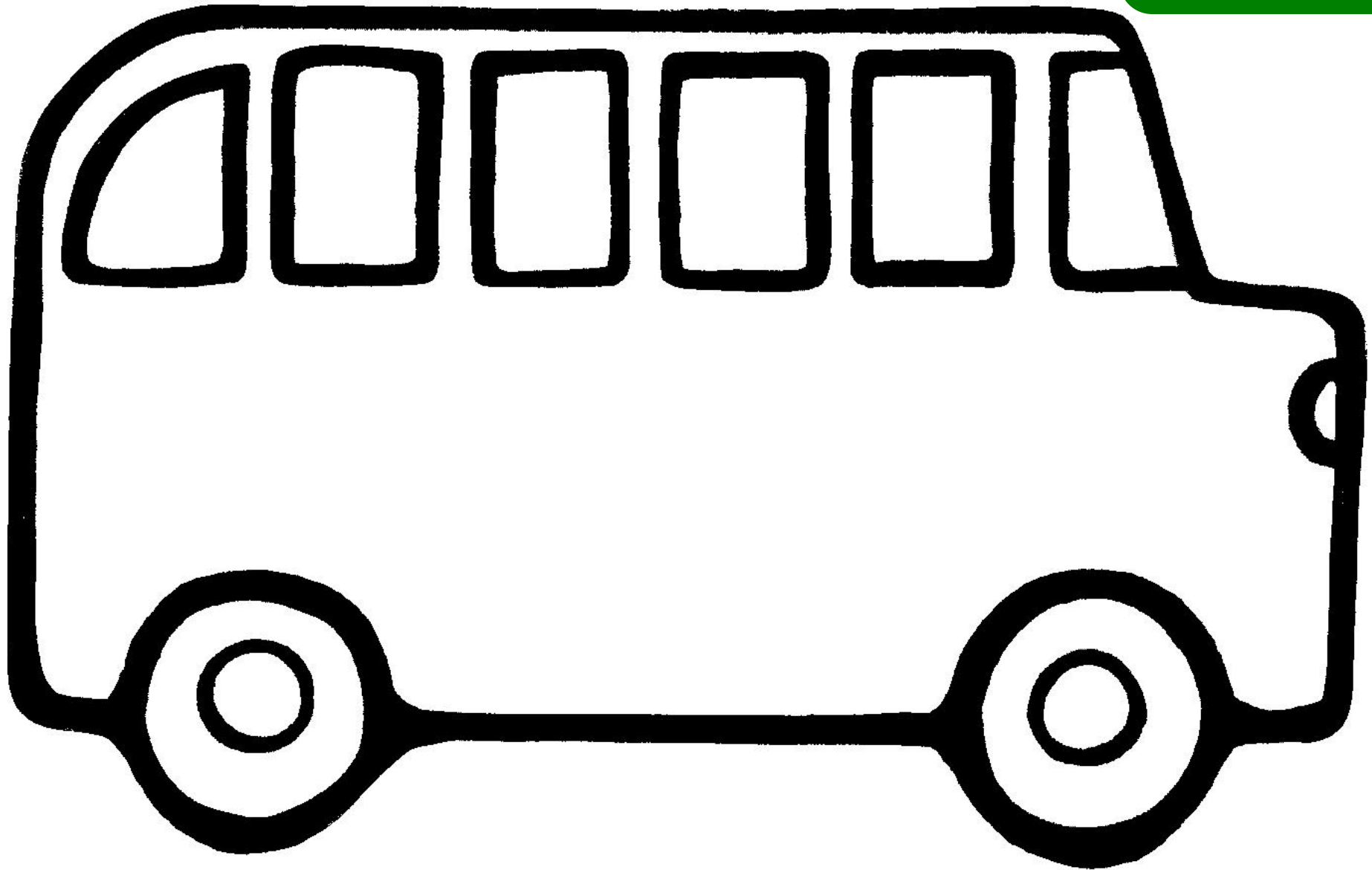
### PARENT TIP SHEET

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





Sesame Street  
Fun!

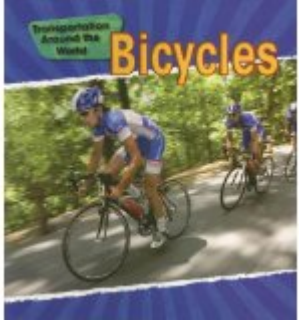
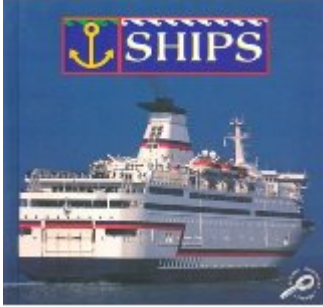
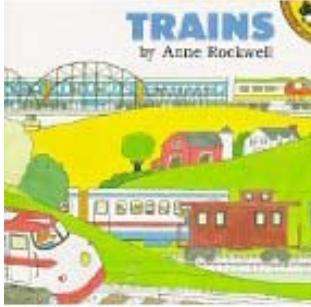




# Parent Tip Sheet: Transportation

## Sesame Street Fun!

### BOOKS



### ACTIVITIES

#### Egg Carton School Bus

- What You Need:**
- Lid (TOP) of an egg carton
  - Yellow paint
  - Black construction paper (for wheels)
  - Black marker
  - Small cutouts of people from magazines or hand drawn
  - Scissors

#### What You Do:

Cut the lid off an egg carton. Paint the lid yellow. While the paint is drying, cut 2 circles out of black construction paper and have the children cut small images of people from magazines or let them draw their own. Once the paint is dry, glue on the wheels. If the carton has holes glue the people into the holes. If yours doesn't have holes, just glue the people onto the bus. You can draw "windows" around them with a black marker.

#### Airplane Picture

- What You Need:**
- Airplane Cut Out
  - Glue
  - Blue Construction Paper
  - Cotton

#### What You Do:

Give your child a small airplane shape cut from any color of paper to decorate as desired. Have him glue his airplane onto a piece of blue paper. To complete his picture, let him glue wisps of cotton on his paper for clouds.

### SONGS

#### The Bus

There is a painted bus,  
With twenty painted seats,  
It carries painted people  
Along the painted streets.  
They pull the painted bell,  
The painted driver stops,  
And they all get out together  
At the little painted shops.

#### Airplanes

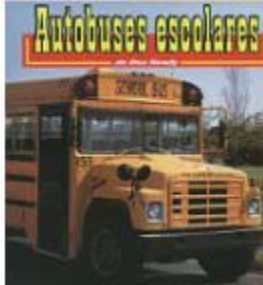
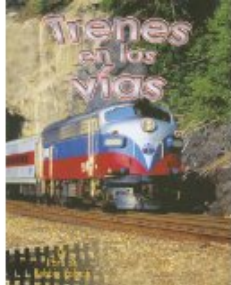
Oh, look, see our airplanes  
*(look up)*  
Away up in the sky  
*(point)*  
Watch us gliding through the air  
*(fly around the room)*  
This is how we fly.



# Consejos Para Padres: La Transportación



## LIBROS



## ACTIVIDADES

### Auto Bus Escolar

#### Que Necesita:

- Tapadera de arriba de una cartera de huevos
- Pintura Amarilla
- Papel de Construcción Negro (para ruedas)
- Marcador Negro
- Retratos de personas de una revista o puede dibujar
- Tijeras

#### Que se Hace:

Corte la tapadera de una cartera de huevos y píntela amarilla. Mientras la pintura se seca, corte dos círculos de papel de construcción negro y deje que sus niños recorten personas de revistas o las dibujen. Cuando se haya secado la pintura, pegue las ruedas. Si el cartón tiene agujeros pegue las personas en los agujeros. Si el cartón no tiene agujeros, solo pegue las personas en el autobús. Puede dibujar ventanas alrededor con un marcador.

### Retrato de una Avión

#### Que Necesita:

- Un avión cortado de papel
- Pegamento
- Papel de Construcción Azul
- Algodón

#### Que se Hace:

Déle a su niño un avión cortado de papel de cualquier color para que decore a su gusto. Dígale a su niño que pegue su avión a un papel azul. Para completar su retrato deje que su niño pegue algodón en su papel para que represente nubes.

## CANCIONES

### El Barquito Chiquitito

Había una vez un barquito chiquitito,  
que no sabía, que no podía, que no podía  
navegar,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
pasaron un, dos, tres,  
cuatro, cinco, seis semanas,  
y aquel barquito y aquel barquito  
y aquel barquito navegó.  
Y si esta historia, parece corta,  
volveremos, volveremos, a empezar,  
había una vez un barquito chiquitito  
que no sabía, que no podía, que no podía,  
navegar.....

### El Coche

Sube y damos una vuelta  
Sube y damos una vuelta  
Sube y damos una vuelta  
!Cómo nos gusta viajar!  
El motor del coche hace BRR , BRR  
El motor del coche hace BRR ,BRR  
La puerta del coche hace CLIC , CLA  
La puerta del coche hace CLIC ,CLA  
El motor del coche hace BRR, BRR



# Transportation: Sailing Away

## Sing & Play

### OVERVIEW

In this activity children will be learning about transportation by participating in a book reading, singing nursery rhymes, playing with toy cars, and creating a sailboat of their own!

### 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 - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Transportation by: Barron’s Company
- Spanish Book: El Transporte por: La Compañía Barron’s
- Music: English Song: “Row, Row Your Boat” Spanish Song: “Las Ruedas del Camion”
- Pre cut boat and sails
- Popsicle sticks
- White construction paper
- Glue
- Blue tempera finger paint

#### PREPARATION:

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

### INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Introduce the transportation topic to children and their parents and discuss the different types of vehicles people use to transport: people, food, water, goods, and materials.
- Explain the activities that children will be doing during class;
  - Book reading (show the actual book)
  - Sing and dance (name the title of the song to be sung/music to be played)
  - Hands-on art activity (describe the activity we will be completing today for take-home)
  - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their art project)
  - Circle time (explain that we will conclude our class on the carpet in circle time)

### ACTIVITY #1

#### Book Reading:

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

### ACTIVITY #2

#### Sing & Dance:

- 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 – Row, Row Your Boat
  - Spanish – Las Ruedas del Camion

### ACTIVITY #3

#### Hands-on Activity:

- Let children and parents know that they will be making their own sail boat.
- Show a sample of the completed craft project.
- Pass out materials.
- Instruct children to use the blue finger paint to make sea water on the bottom of their construction paper.
- Ask parents to assist their children in pasting the sail boat pieces (boat template, sails, and popsicle stick) onto the paper
- When children are done with their project, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.



### ACTIVITY #4

#### Free Play (Share, play and Socialize):

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

### TALK ABOUT IT

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

- Ask children to name some of the transportation vehicles that were mentioned during class?
- Ask children to show off their project and describe it to the class.

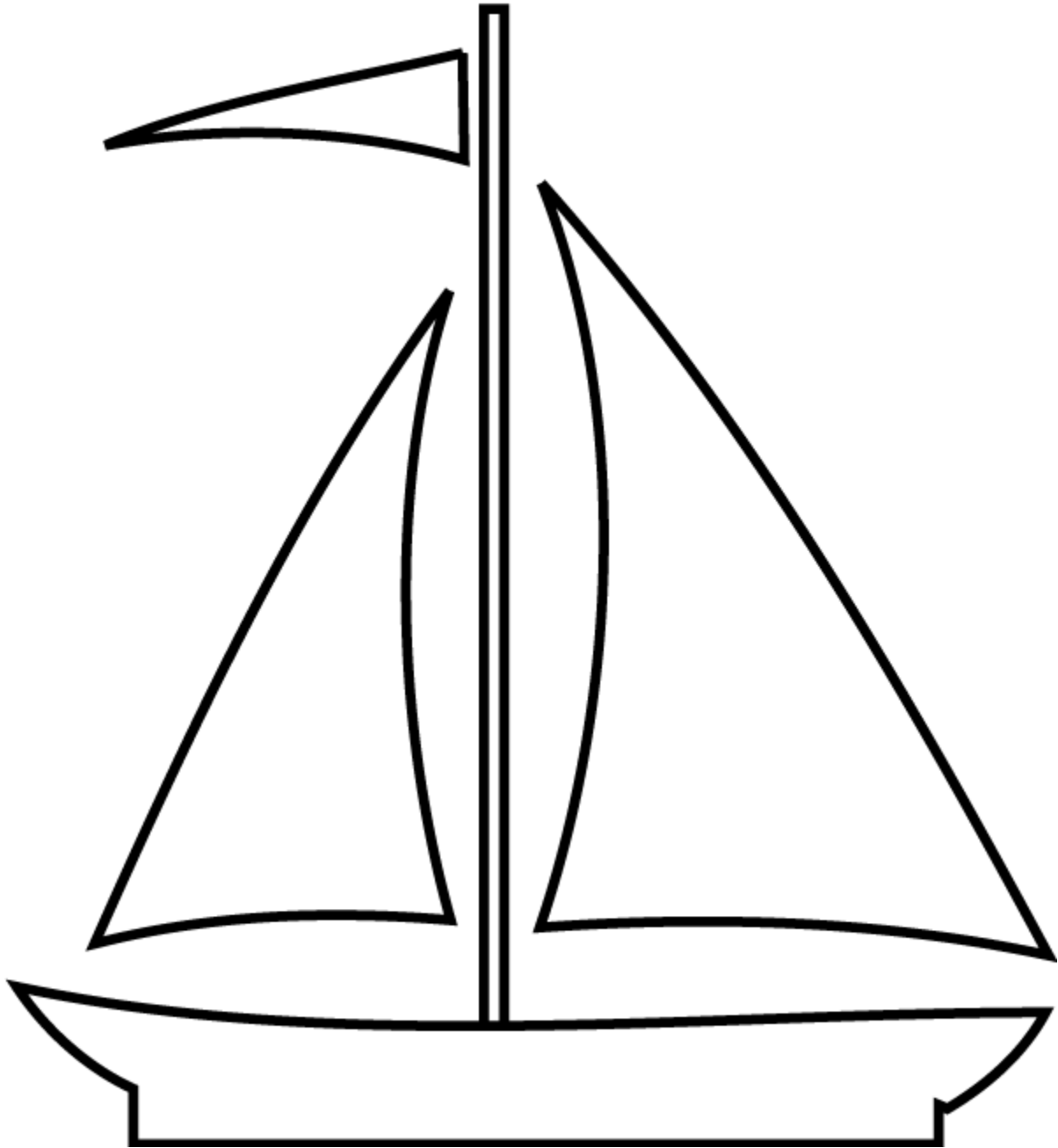
### PARENT TIP SHEET

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



# Transportation: Sailboat Template

Sing  
& Play

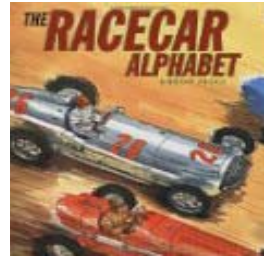
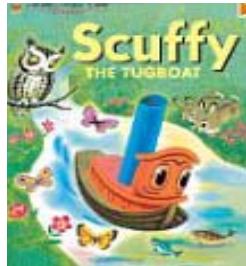




# Parent Tip Sheet: Transportation

## Sing & Play

### BOOKS



### ACTIVITIES

#### Transportation Collage

##### What You Need:

- Magazines of vehicles
- Crayons or color pencils
- Glue, scissors
- Construction paper

##### What You Do:

Provide a magazine with pictures of different types of vehicles and have your child cut them out (help your child on cutting and using scissors if help needed). Once your child finish cutting some vehicle pictures, have him paste the vehicle pictures on the construction paper and mention what type or the name of vehicle. You could take it further and label each vehicle by writing down its name.

#### My Favorite Car

##### What You Need:

- Construction paper
- Crayons
- Finger paint

##### What You Do:

Provide a sheet of construction paper and crayons draw a model vehicle as desired then ask you child to draw his favorite vehicle too. After your child draws his vehicle provide some finger paints of different colors and encourage your child to paint with his fingers the body of vehicle. This is a great activity for your child to freely to practice his creativity skills. When your child is done with his creation asks him to tell you what he draw, the name of his vehicle and what colors did your child used?

### SONGS

#### The Wheels on the Bus

The wheels on the bus go round and round,  
round and round, round and round.  
The wheels on the bus go round and round,  
all through the town.  
The wipers on the bus go Swish, swish, swish;  
Swish, swish, swish; Swish, swish, swish.  
The wipers on the bus go Swish, swish, swish,  
all through the town.  
The horn on the bus goes Beep, beep, beep;  
Beep, beep, beep; Beep, beep, beep.  
The horn on the bus goes Beep, beep, beep,  
all through the town..  
The money on the bus goes,  
Clink, clink, clink; Clink, clink, clink;  
Clink, clink, clink. ( And it repeats)

#### I've Been Working on the Railroad

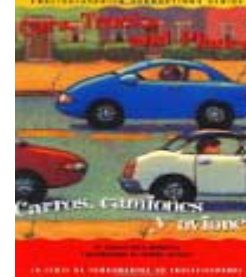
I've been working on the railroad,  
All the live long day.  
I've been working on the railroad,  
Just to pass the time away.  
Don't you hear the whistle blowing?  
Rise up so early in the morn.  
Don't you hear the captain shouting  
"Dinah, blow your horn?"  
Dinah, won't you blow,  
Dinah, won't you blow,  
Dinah, won't you blow your horn?  
Dinah, won't you blow,  
Dinah, won't you blow,  
Dinah, won't you blow your horn?  
( Continues with more phrases)



# Consejos Para Padres: La Transportación

## Canta y Juega

### LIBROS



### ACTIVIDADES

#### Colage de Vehículos

##### Que Necesita:

- Revista con fotos de vehículos
- Crayones o plumones de color
- Pegamento o Tijeras
- Papel de dibujar

##### Que se Hace:

Provee una revista con fotos de vehículos diferentes para que su hijo las recorte. (Ayude a su hijo a usar las tijeras y recortar papel si lo necesita). Cuando su hijo termine en recortar algunas de las fotos, pídale que empaste las fotos de vehículos en el papel de dibujo y mencione los nombres de los vehículos y escriba sus nombres.

#### Mi Carrito Favorito

##### Que Necesita:

- Papel de Dibujar
- Crayones y plumones de colores
- Pinturas de textura

##### Que se Hace:

Provee una hoja de colorear y crayones, dibuje un carrito al gusto y pídale a su hijo que también el dibuje su carrito favorito. Después de haber dibujado provea pintura de textura para que su hijo lo pinte usando diferentes colores. Motive a su hijo a que pinte con los dedos su carrito. Esta es una actividad para practicar destrezas de creatividad. Cuando su hijo termine de crear su diseño, pregúntele: ¿que dibujo, como se llama, y como lo hizo?

### CANCIONES

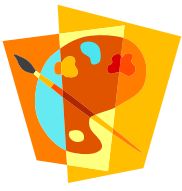
#### Las Ruedas del Camión

Las ruedas del camión  
van dando vueltas,  
dando vueltas,  
dando vueltas.  
Las ruedas del camión  
van dando vueltas  
por la ciudad.  
El chofer en el camión dice  
"pasen para atrás"  
"pasen para atrás"  
"pasen para atrás"  
El chofer en el camión dice  
"pasen para atrás"  
por la ciudad.  
(Continua)

#### Había Una Vez Un Barco Chiquito

Había una vez un barco chiquito  
Había una vez un chiquito barco  
Había una vez un chiquito barco  
Tan chiquito, tan chiquito que no podía navegar  
Pasaron una dos tres cuatro cinco seis siete semanas  
Pasaron una dos tres cuatro cinco seis siete semanas  
Pasaron una dos tres cuatro cinco seis siete semanas  
Y los lideres y los lideres empezaron a escasear  
Y si la historia no les parece larga  
Y si la larga no les parece historia  
Y si la historia no les parece larga  
Volveremos, volveremos a empezar.





# Transportation: Vroom, Vroom

Smart  
Art

## OVERVIEW

In this activity children will learn about the different types of transportation by participating in a read-aloud, singing and painting a ceramic piece that is related to the transportation 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 - #29 COG3 - Memory and Knowledge

## MATERIALS & PREPARATION

### MATERIALS:

- English book: Cars, trucks and planes by: Gladys Rosa Mendoza
- Spanish Book: Carros, Camiones y Aviones por: Gladys Rosa Mendoza
- Bisque piece: Car
- Bisque paints: blue, black, pink and yellow
- 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.
- Ask children if they know what transportation means? (It means to go from one place to another).
- Ask children what types of things we use to get from one place to another (school, grocery store, park, visit relatives):
  - Bike, Car, Bus, Airplane, Boat, Train and Walk
- Ask children the following questions:
  - What sounds does a car make, plane make, train make?
  - What is their favorite kind of transportation?

## ACTIVITY #1

### Sing a Song:

**English Song:** I've Been Working on the Railroad

I've been working on the railroad,  
All the live long day.  
I've been working on the railroad,  
Just to pass the time away.  
Don't you hear the whistle blowing?  
Rise up so early in the morn.  
Don't you hear the captain shouting  
"Dinah, blow your horn?"  
Dinah, won't you blow,  
Dinah, won't you blow,

Dinah, won't you blow your horn?  
Dinah, won't you blow,  
Dinah, won't you blow,  
Dinah, won't you blow your horn?  
( Continues with more phrases)

**Spanish Song: Las Ruedas del Camión**

Las ruedas del camión  
van dando vueltas,  
dando vueltas,  
dando vueltas.  
Las ruedas del camión  
van dando vueltas  
por la ciudad.  
El chofer en el camión dice  
"pasen para atrás"  
"pasen para atrás"  
"pasen para atrás"  
El chofer en el camión dice  
"pasen para atrás"  
por la ciudad.  
(Continua)

**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**

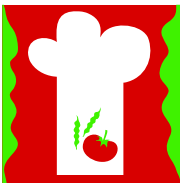
**Free Play (Share, Play and Socialize):**

- 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.



# Transportation: Sailboat Sandwiches

## Snack Attack

### OVERVIEW

Children will learn about the various modes of transportation, but in particular various kinds of boats, such as sailboats, motorboats, tugboats, tankers, barges, rowboats, and canoes by creating an edible treat that closely resembles a boat.

### 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 - #30 COG4 – Curiosity and Initiative
- DRDP - #41 HLTH1 – Personal Care Routines
- DRPD - #42 HLTH2 – Healthy Lifestyles

### MATERIALS & PREPARATION

#### MATERIALS:

- English book: "Ships: A pop-up book" by: Robert Crowther
- Spanish book: "En Barco" por: Cassie Mayer
- Boat sounds CD
- Different pictures of boats
- Per Child:
  - 1 crescent dinner roll
  - 2 tablespoons of tuna or chicken salad
  - 2 cheese rectangles
  - 2 romaine lettuce leaves
  - 2 toothpicks
  - 1 paper plate
  - 1 napkin

\*\*\*Disclaimer: Please ask parents before hand if child is allergic to tuna. Substitute tuna with ham.

#### PREPARATION:

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

### INTRODUCTION

- Introduce topic to students: Tell children that they will be learning about transportation today.
- Tell children about various modes of transportation.
- Tell children that today's class will be focusing solely on boats. Explain the different types of boats. E.g.: sailboats, tug boats, row boats, and drag boats etc.
- Tell the children interesting facts about boats such as: boats are used for work and play; locations as to where you may find boats at E.g.: sea, etc. and different the boat sizes.
- Show pictures of different boats and have the children tell you the different kind they have seen. Name different types of boats and their functions.
- Tell children how boats move; boats are either moved by motors, oars or sails and how they need to stay in one place: out of water, an anchor is dropped and on shore they are tied to a dock and how they float. Show them pictures.
- 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.

### Row, Row, Row your boat

Row, row, row your boat,  
Gently down the stream.  
Merrily, merrily, merrily, merrily,  
Life is but a dream

#### *Alternative Verses*

Row, row, row your boat,  
Gently down the stream.  
If you see an alligator,  
Don't forget to scream.

Row, row, row your boat,  
Gently down the stream.  
Throw your teacher overboard  
And listen to her scream

- Play boat CD so children can hear the different noises boats make. Have children mimic the sounds

### Buen viaje

Con la mitad de un periódico  
hice un barco de papel,  
que en la fuente de mi casa  
va navegando muy bien.  
Mi hermana con su abrigo  
sopla que te sopla sobre él  
¡ muy buen viaje ! ¡ muy buen viaje !  
barquito de papel.

### 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

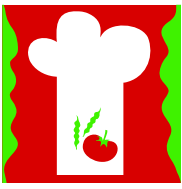
**Snack:** Instruct children how to put together their sailboat snack:

- Slice the tops off the rolls and hollow them out.
- Fill the rolls with the tuna/chicken salad (or substitute) filling.
- Slice the cheese into rectangles about 1/8 thick.
- Cut the rectangles on the diagonal to make triangles.
- Add lettuce before inserting toothpick.
- Insert a toothpick into each triangle to make little sails.



### TALK ABOUT IT

- Discuss what the children learned today about boats.
- Have the children repeat the letter that starts with the word boat, "B" and repeat phonetically the letter.

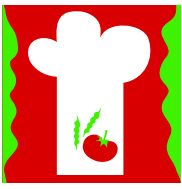


**Transportation:**  
**Boat Pictures**

Snack Attack



**Sail Boat**

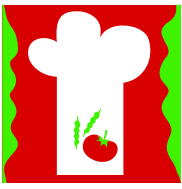


## Transportation: Boat Pictures

Snack Attack



**Speed Boat**

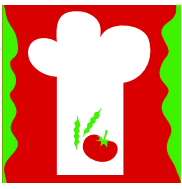


**Transportation:**  
**Boat Pictures**

Snack Attack



**Fishing Boat**



## Transportation: Boat Pictures

## Snack Attack



**Life Boat**





# Transportation: Taxi

## Story Time

### OVERVIEW

Story Time classes focus on engaging children in a literacy experience. Children will participate in an interactive read-aloud followed by a corresponding hands-on activity meant to bring the written word to life, deepening the early learning experience. As a group, children and teacher will have a discussion about the different forms of transportation. Children will have the opportunity to make a vehicle art activity to take home.

### SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #29 COG3 – Memory and Knowledge
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #42 HLTH3 – Healthy Lifestyles

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: We all Go Traveling By by: Sheena Roberts
- Spanish Book: Todos pasamos viajando por (Translation Attached)
- Give-away books
- Yellow paint
- Black foam for wheels (2 per child)
- Paintbrushes
- Mirror boards for windows (1 per child)
- Glue
- Scissors
- Markers

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Set materials on table.
- Make copies of taxi template.

### INTRODUCTION

- Introduce topic to students.
- Lead children in a discussion about the different forms of transportation.
- Ask children what they know about transportation vehicles and to name some of them.
- Ask children where they have seen a taxi (neighborhood, downtown, airport, train station, bus station, in a book).
- Ask them what color is a taxi?
- Explain to children that there are many ways to get from place to place, focusing on public transportation.

### ACTIVITY #1

#### Book Reading:

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

**ACTIVITY #2****Book Reading:**

- Have children paint the taxi yellow and allow it to dry.
- While the taxi is drying, have children cut out windows out of the mirror boards for the taxi.
- Have children cut two wheels for the taxi out of the black foam.
- Once the taxi is dry have children glue the windows and wheels.
- Ask children to name their taxi and write the name on the taxi.
- 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:

- Discuss what the children learned today regarding public transportation.
- Ask children where they would like to go in a taxi.

**PARENT TIP SHEET**

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



## Book Translation: Todos pasamos viajando por

Story Time

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,

Un camión de escuela amarillo que va beep – beep – beep.

Y todos pasamos viajando por-adiós, y todos vamos viajando por.

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,

Un camión de escuela amarillo que va beep – beep – beep.

Una camioneta de color rojo brillante – retumbando- retumbando.

y todos pasamos viajando por – adiós, y todos vamos viajando por.

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,

Un tren azul largo que hace chuff- chuff – chuff.

Una camioneta de color rojo brillante – retumbando- retumbando.

Un camión de escuela amarillo que va beep – beep – beep.

y todos pasamos viajando por – adiós, y todos vamos viajando por

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,

Una bicicleta delgada de color rosa que va haciendo ring- ring.

Un tren azul largo va chuff – chuff- chuff.

Una camioneta de color rojo brillante – retumbando- retumbando.

Un camión de escuela amarillo que va beep – beep – beep.

y todos pasamos viajando por- adiós, y todos vamos viajando por

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,

Un bote pequeño de color verde que va haciendo chug-a-lug-a-lug.

Una bicicleta delgada de color rosa que va haciendo ring-ring.

Un tren azul largo va chuff – chuff- chuff.

Una camioneta de color rojo brillante – retumbando- retumbando.

Un camión de escuela amarillo que va beep – beep – beep.

y todos pasamos viajando por – adiós, y todos vamos viajando por.

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,  
Un avión grande de color blanco que va neeee-oww.  
Un bote pequeño de color verde que va haciendo chug – a lug – a – lug.  
Una bicicleta delgada de color rosa que hace ring –ring.

Un tren azul largo va chuff – chuff- chuff.  
Una camioneta de color rojo brillante – retumbando- retumbando.  
Un camión de escuela amarillo que va beep – beep – beep.

y todos pasamos viajando por – adiós, y todos vamos viajando por.

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,  
Un carro naranja que va rápido y hace room – room.  
Un avión grande de color blanco que hace neeeee- oww.  
Un bote pequeño de color verde que va haciendo chug-a – lug – lug.  
Una bicicleta delgada de color rosa que haciendo ring- ring.

Un tren azul largo va chuff – chuff- chuff.  
Una camioneta de color rojo brillante – retumbando- retumbando.  
Un camión de escuela amarillo que va beep – beep – beep.

y todos pasamos viajando por– adiós, y todos vamos viajando por.

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,  
Dos zapatos rojos que van tap – tap- tap.  
Un carro naranja que va rápido y hace room – room.  
Un avión grande de color blanco que va neeee-oww.  
Un bote pequeño de color verde que va haciendo chug-a-lug-a-lug.  
Una bicicleta delgada de color rosa que va ring– ring –ring.

Un tren azul largo va chuff – chuff- chuff.  
Una camioneta de color rojo brillante – retumbando- retumbando.  
Un camión de escuela amarillo que va beep – beep – beep.

y todos pasamos viajando por – adiós, y todos vamos viajando por.

Yo espío con mi pequeño ojo, tu puedes oír con tu pequeño oído,

Un sonido de las campanas muy fuerte que hace ding-a-ling-a-ling.

Y todos nosotros comenzamos otro día de escuela, **HOORAY!**

Y todos nosotros comenzamos otro día de escuela!





# Parent Tip Sheet: Transportation

## Storytime

### BOOKS



### ACTIVITIES

#### Painting Roads

##### What You Need:

- Plastic toy vehicles
- Paper
- Paint

##### What You Do:

Children will use the plastic vehicles to paint on the paper. Have them make lines, go in circles, and compare the vehicle tracks to see the difference. Use different colors for each track and talk about the colors being used. Talk about what each vehicle is used for and compare the sizes.

#### Vehicle Collage

##### What You Need:

- Old magazines
- Paper
- Glue/ Scissors

##### What You Do:

Encourage your child to look for different vehicles in the magazines. Talk about what the different vehicles are used for. Your child will cut the vehicles in the magazines and he/she will glue them on to the construction paper to make a collage. Assist your child with cutting if they need help. Remind your child to use small drops of glue. Discuss the different colored vehicles he/she found.

### SONGS

#### I'm a Little Airplane

Sung to the tune of: "I'm a little tea pot"

I'm a little airplane, way up high,  
(Hold hand up to forehead to shade eyes looking into the sky and point with other hand)

With my great big silver wings, watch me fly!  
(Hold arms out like wings and tilt them side to side)

When the pilot tells me, I'll come down,  
(Hold hands over both ears like you're holding the radio headphones ( earmuffs) pilots wear)

Swooping and gliding, to the ground.  
(Hold arms out like wings and spin in a circle, then kneel on the ground)

#### Down by the Station

Down by the station,  
Early in the morning,  
See the little pufferbellies,  
All in a row.

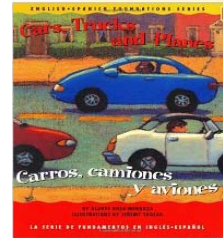
See the station master,  
Turn the little handle,  
Puff, puff, toot, toot,  
Off we go!



# Consejos Para Padres: La Transportación

## Hora de Cuentos

### LIBROS



### ACTIVIDADES

#### Pintando Calles

##### Que Necesita:

- Carritos de plástico
- Pintura de diferentes colores
- Papel constructivo

##### Que se Hace:

Con los carritos su hijo/a pintara líneas y círculos en su papel. Hable sobre el uso diferente de cada vehiculo. Hable sobre los colores diferentes que se están usando

#### Fotos De Carros

##### Que Necesita:

- Revistas que ya no se usan
- Papel constructivo
- Tijeras/ Pegamento

##### Que se Hace:

Su hijo/a buscara diferente vehículos en las revistas. Después cortara los vehículos y los pegara en el papel. Recuérdele a hijo/a que use gotas pequeñas de pegamento. Hable sobre el tamaño y los colores de los vehículos.

### CANCIONES

#### Las Ruedas Del Camión

Las ruedas del camión van dando vueltas, dando vueltas, dando vueltas,  
Las ruedas del camión van dando vueltas por la ciudad.

El chofer en el camión dice pasen para atrás,  
pasen para atrás, pasen para atrás,  
....., por la ciudad.

La gente en el camión salta y salta, salta y salta,  
salta y salta,  
....., por la ciudad.

El bebé en el camión hace "ña, ña, ña," "ña, ña,  
ña," "ña, ña, ña,"

....., por la ciudad.

La mamá en el camión hace, "shhhh, shhh,  
shhhh",

....., por la ciudad

#### El Semáforo

Un aparato muy importante  
Que si lo cuidas, te cuidara,  
Tiene tres luces bien refulgentes,  
Si las estudias comprenderás,  
La verde dice: mira y avanza,  
La amarilla, mucha atención,  
Pero la roja es de peligro  
Y significa: no pasaras.  
En el respecto todos ganamos,  
Cumple las normas, itan simple son!  
Y si te dicen "cruza ya mismo",  
Responde siempre "si tengo luz"  
"si tengo luz".