



Fall: Textured Leaves

ART Explosion

OVERVIEW

In this activity children will learn about the fall season. Children will be able to finger paint on a giant leaf and sponge paint on paper to practice their fine motor skills and feel the different textures of materials.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Mouse’s First Fall by: Lauren Thompson
- Spanish Book: El Otoño por: Sian Smith
- Song: Falling Leaves
- Assorted sponge paint stencil leaves
- White or light brown construction paper with a pre-made maple leaf
- Tempera paint: orange, green, brown, and yellow
- Orange yarn
- Texture leaves
- Glue
- Scissors
- Paper plates

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Tell children that during the fall season leaves change color and fall of the trees.
- Ask children what color leaves do we usually see? Show children pictures of different colored leaves (green, red, yellow and brown).

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 – Autumn Leaves are Falling
- Spanish - Otoño

ACTIVITY #3

Instruct the children that they will now be making a “Fall Adventure Scene”.

- Instruct children to finger paint the giant maple leaf with the brown paint.
- Children can paste yarn on their project and textured leaves as well if they wish.
- Provide children sponge paint stencil leaves and show the children how to paint using their finger to cover the stencil with paint instead of dipping the stencil in paint. This will help their project dry faster.
- When children are done with their project, ask them to clean up their area while you sing the “Clean Up” Song.

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 to describe the number and color of leaves they have on their masterpiece.
- Ask them about the book and what they remember about Mouse's First Fall.

PARENT TIP SHEET

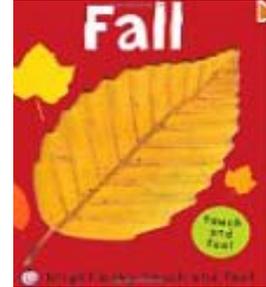
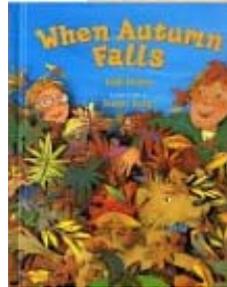
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about fall season by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Fall



BOOKS



ACTIVITIES

Crown of the Fall

What You Need:

- Scissors, glue, hole puncher
- Brown construction paper
- Tree branch sticks, tree leaves, dried flowers
- Yarn

What You Do:

Take a nature walks nearby trees and enjoy viewing the different colors of tree leafs and collect some sticks, dried flowers, and tree leafs. Cut out a wide strip lines piece of construction paper in to make your child's crown. Have your child paste the collected items and when he is done decorating make a hole on both endings tide it with yarn and put it on his head so he can wear a nice crown of natural items from the fall season.

Pasting Leaves

What You Need:

- Glue
- White construction paper
- Different types of texture tree leaves

What You Do:

Take a nature walk and collect leafs of different shapes, colors, patterns, and sizes. Have your sort and pasted leafs from the biggest to the smallest and talk to him about the texture of each one. Also make comparison of the difference of colors, and sizes.

SONGS

Autumn Leaves are Falling

Autumn leaves are a-falling;
Red and yellow and brown;
Autumn leaves are a-falling,
See them fluttering down.
Tra, la, la, la, la, la, la,
Tra, la, la, la, la, la,
Autumn leaves are a-falling,
See them fluttering down. Autumn leaves from
the treetops
Flutter down to the ground,
When the wind blows his trumpet,
See them whirling around.
Tra, la, la, la, la, la, la,
Tra, la, la, la, la, la,
When the wind blows his trumpet,
See them whirling around.

Autumn Breeze

When the Summer shuts her eyes,
Naughty Autumn Breeze
Steals away the pretty leaves
From all the forest's trees.

Then they stand so bare and cold
In the frosty air,
Till old Winter comes along
And finds them shivering there.

Kind old Winter pities them,
When the cold winds blow,
So he wraps them snug and warm
In cloaks of fluffy snow.



Consejos Para Padres: El Otoño

ARTE Explosivo

LIBROS



ACTIVIDADES

Corona Otoñal

Que Necesita:

- Tijeras
- Papel de construcción café
- Goma de pegar
- Palitos de ramas de árbol
- Hojas de árbol
- Flores secas
- Perforador de papel
- Hilo de estambre

Que se Hace:

Salga con su hijo a dar un paseo a un lugar cercano donde se encuentren árboles que estén soltando hojas. Recoja hojas pequeñas, palitos de ramas, y flores secas. Corte el papel con suficiente espacio para su hijo pueda empastar lo colectado. Cuando termine de decorar su corona, hágale un agujero, pónganle hilo, y amárreselo. Ya terminando la corona de objetos de temporada del otoño su hijo podrá ponérsela y lucirla.

Empastar Hojas

Que Necesita:

- Goma de pegar
- Papel de construcción
- Hojas de árbol de diferentes texturas en tamaños y colores

Que se Hace:

Salga a caminar con su hijo y colecte hojas de diferentes texturas como en tamaño y color. Seleccione las hojas de las más grandes a las más pequeñas. Pídale a su hijo que las empaste y Hagan comparaciones hablando sobre las texturas y colores de cada hoja.

CANCIONES

Otoño

Están llenas las calles de hojas
amarillas, verdes y rojas.
Es la estación de la lluvia,
que acaricia con dulzura.
Es el tiempo de castañas,
manzanas y calabazas.
Es la estación de los bosques
cuando cambian sus colores.
Es el tiempo de decir adiós al verano con mucho
entusiasmo.
Es la estación de viento,
que acaricia mi rostro a la entrada del colegio.

El Otoño te Trae

El otoño ya esta aquí
Sopla el viento en las montañas
En los árboles y plantas...
Las hojas se balancean
El otoño te trae un afán
El otoño trae frutos secos
Castañas, avellanas,
bellotas, manzanas...
Las hojas se caen en el suelo
Y yo las cojo y las suelto.



Fall: Fall Wreath

Barney & Friends

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Busy Little Squirrel by: Nancy Tafuri
- Spanish Book: La Pequeña Ardilla Ocupada (Translation attached)
- English Barney Clip: Harvesting Pumpkins
- Spanish Barney Clip: La Cosecha de Calabazas
- Paper plates
- Floral leaves of assorted fall colors
- Optional: ribbon, glitter and sticker backed gems
- Glue

INTRODUCTION

PREPARATION:

- Prepare a sample project for demonstration purposes.

- Show opening Barney & Friends clip
- Introduce topic to Students: Explain to children that fall is one of 4 seasons we have throughout the year.
- Ask children to describe how the weather changes during fall? What type of clothes do you have to wear?
- Is there anything that they notice about the trees during fall?
- 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 – Fall is Here
 - Spanish – Tan Tan
- Show Barney & Friends clip: Harvesting Pumpkins / La Cosecha de Calabazas

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 fall wreath.
- Ask parents to assist children with their wreath by cutting the center out of the paper plate.
- Instruct children to dab a little bit of glue onto the edges of the paper plate.
- Tell children that they can choose the leaves they want to put onto their wreath, and gently place them onto the glued edges of the plate,
- Children can finish their project by embellishing their wreath with a ribbon, glitter or sticker back gems.
- When children are done, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to pick out a book to share with their parents.



ACTIVITY #4

Book Cuddling:

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

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

TALK ABOUT IT

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

- Discuss what the children learned today regarding fall.
- Ask them to tell you some of the colors of the leaves that they can see on their fall wreath.
- [Show closing Barney & Friends clip](#)

PARENT TIP SHEET

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



Story: The Busy Little Squirrel

Barney &
Friends

La Ardilla Muy Ocupada

Las hojas se caían.
El aire estaba muy frío.

Era tiempo para que la ardilla se acomodara para el invierno.

"Squeak, squeak," dijo el ratón.
"¿Puedes comer un pedazo de calabaza con nosotros?"

Pero la ardilla no pudo...

¡El estaba muy ocupado!

"Sweet, sweet," dijo el pájaro.
"¿Puedes descansar con nosotros en nuestro nido de ramas?"

Pero la ardilla no pudo...

¡El estaba muy ocupado!

"croak, croak," dijo la rana.
"¿Puedes saltar las piedras con nosotros?"

Pero la ardilla no pudo...

¡El estaba muy ocupado!

"Meow, meow," dijo el gato.
"¿Puedes descansar en el sol con nosotros?"

Pero la ardilla no pudo...

¡El estaba muy ocupado!

"Woof, woof," dijo el perro.
"¿Puedes correr con nosotros el campo?"

Pero la ardilla no pudo...

¡El estaba muy ocupado!

"Hoo, hoo," dijo el buho.
"¿Puedes ver la luna con nosotros?"

Pero la ardilla no pudo...

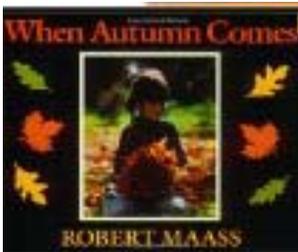
¡El estaba muy cansado y se fue a dormir!



Parent Tip Sheet: Fall

Barney & Friends

BOOKS



ACTIVITIES

Leaf Collage

What You Need:

- Construction paper (fall colors)
- Glue
- Shape figure

What You Do:

Cut out different leaf shapes out of fall colors and have the children glue the shapes onto another piece of paper.

Leaf Hands

What You Need:

- Pencil
- Construction paper (fall colors)
- Scissors

What You Do:

Trace your child's hand onto a fall color of construction paper, and cut it out to make it look like a maple leaf.

SONGS

Fall is Here

Sung to "Where is Thumb kin?"

Fall is here
 Fall is here
 Yes it is
 Yes it is
 We can see the leaves change
 Then they fall on the ground
 Blow away
 Blow away

Falling Leaves

Sung to "Mary had a little lamb"

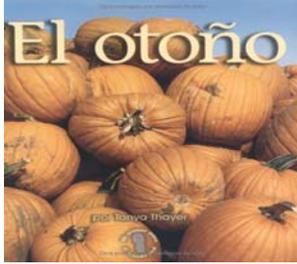
Leaves are falling on the ground
 On the ground
 On the ground
 Leaves are falling on the ground
 Red, yellow, green and brown.



Consejos Para Padres: El Otoño

Barney Y Amigos

LIBROS



ACTIVIDADES

Impression De Mano

Que Necesita:

- Papel de construcción
- Goma
- Figuras

Que se Hace:

Corta diferentes figuras de hojas de colores que representan el otoño y que lo niños peguen las figuras a otro papel.

Pintura Hecha En Casa

Que Necesita:

- lápiz
- Papel de construcción (colores de otoño)
- Tijeras

Que se Hace:

Trace la mano de su niño a un papel de construcción de color que representa otoño y corte el papel para que parezca una hoja.

CANCIONES

Tan Tan

Tan, tan.
¿Quién es?
El **Otoño** otra vez.
¿Qué quiere el Otoño?
El frescor de tu sien.
No te lo **quiero** dar.
Yo te lo quiero quitar.
Tan, tan.
¿Quién es?
El **Otoño** otra vez.

Las Hojitas

Las hojitas, las hojitas
De los árboles se caen,
Viene el viento y las levanta
Y se ponen a bailar
La la la la la.



Letter Recognition: Learning My Letters: U, V, W

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

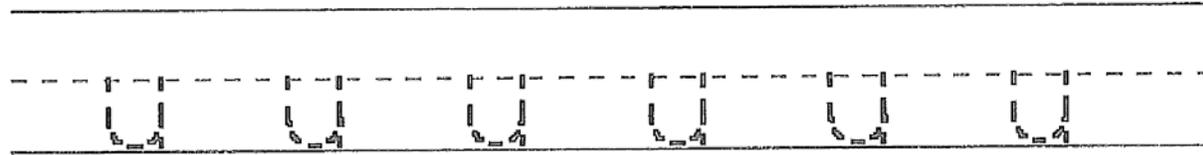
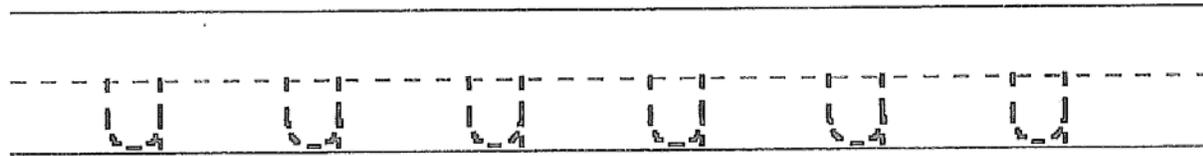
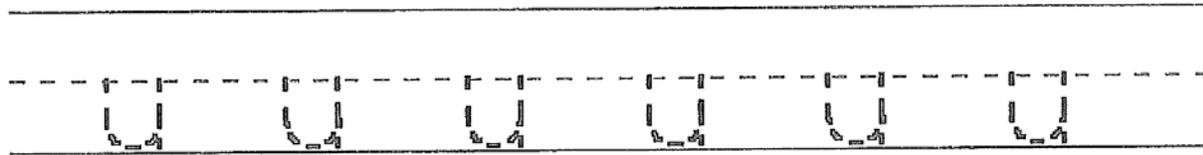
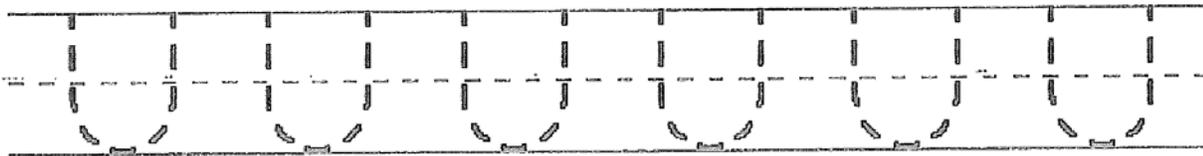
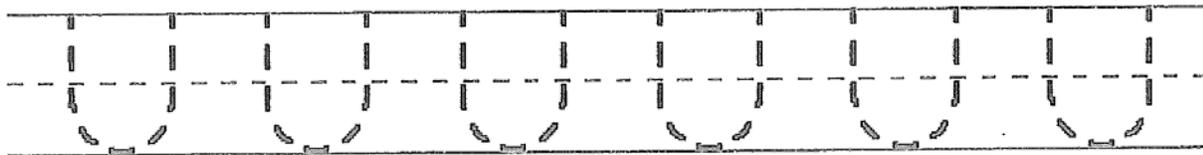
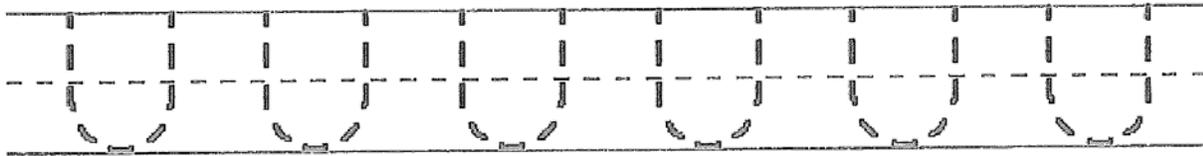
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters U,V,W

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.

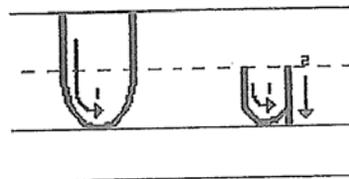
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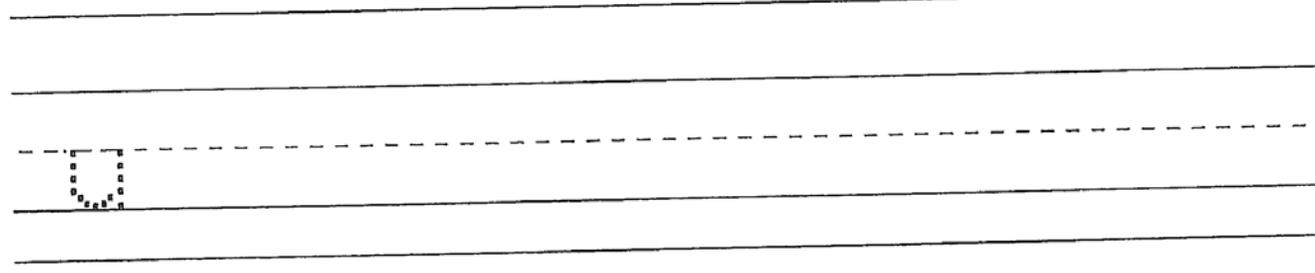
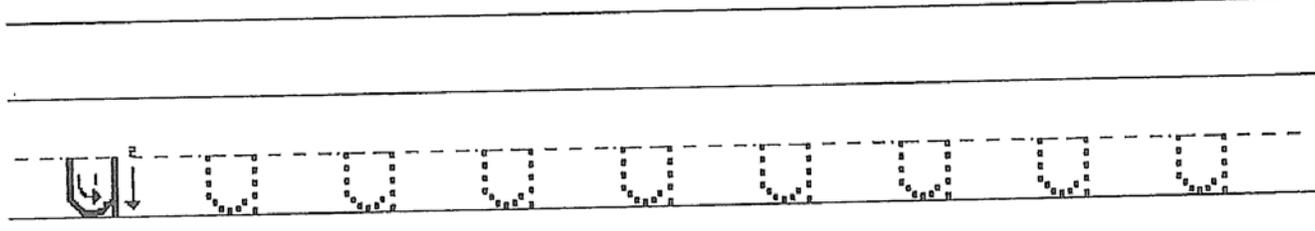
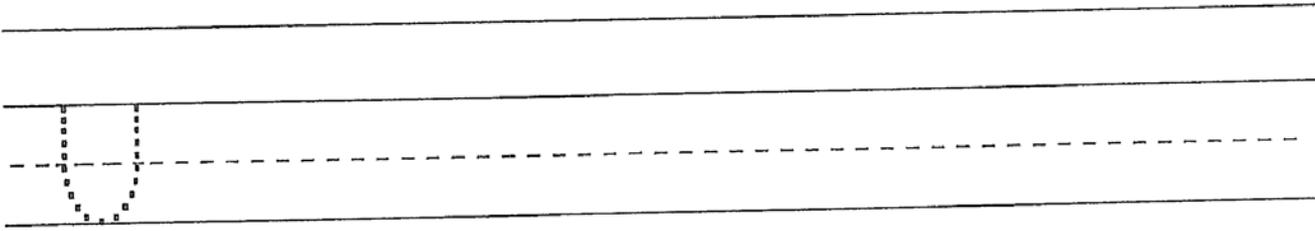
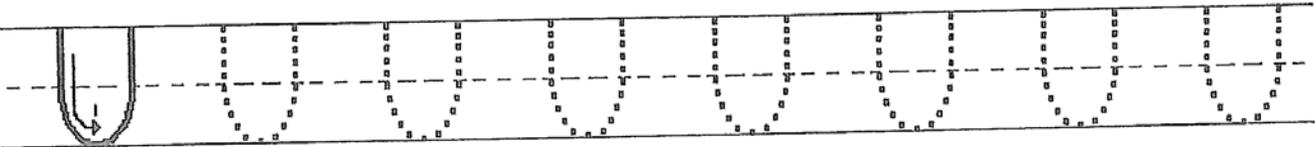
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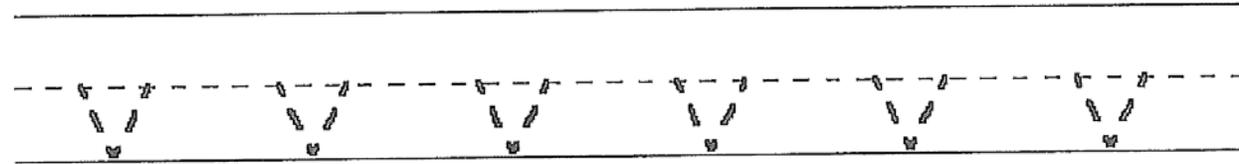
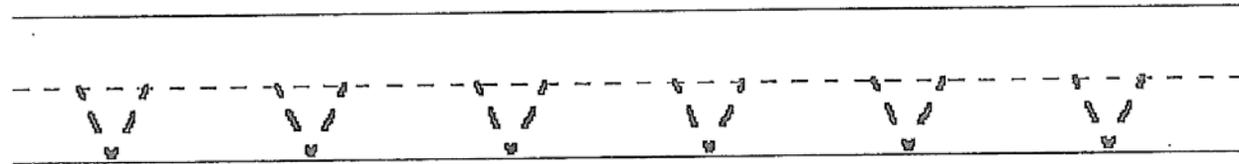
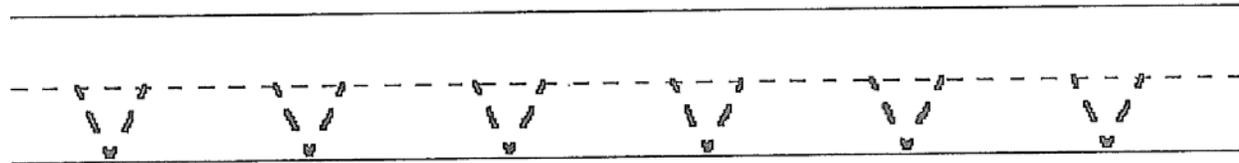
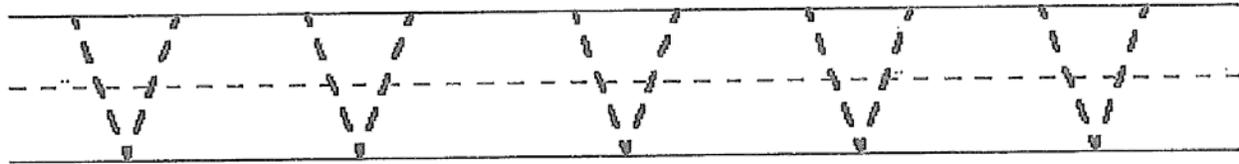
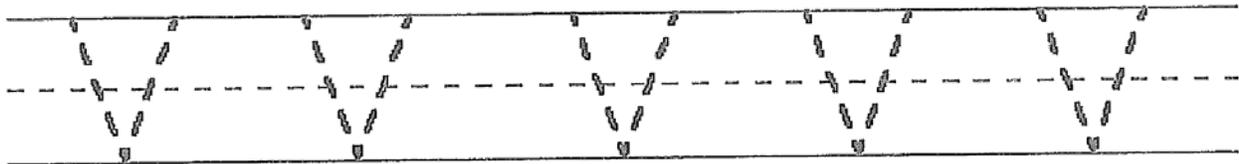
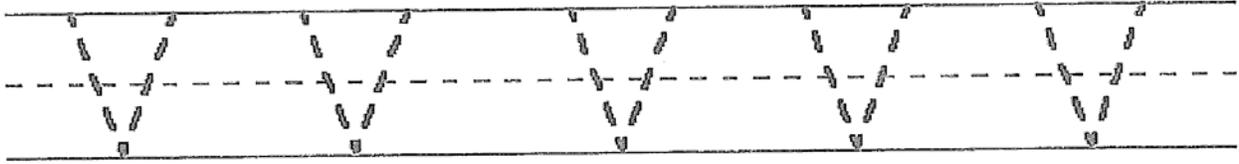
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*Para ver la animación,
mueva su ratón sobre
una letra.*



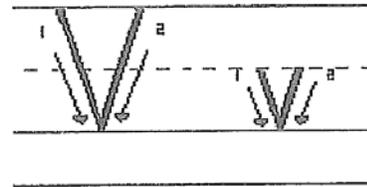
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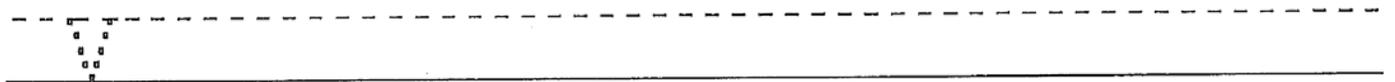
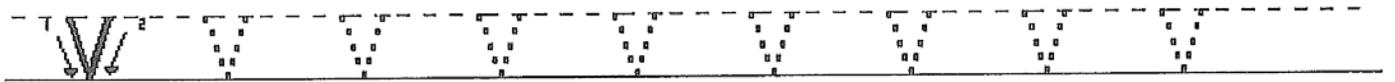
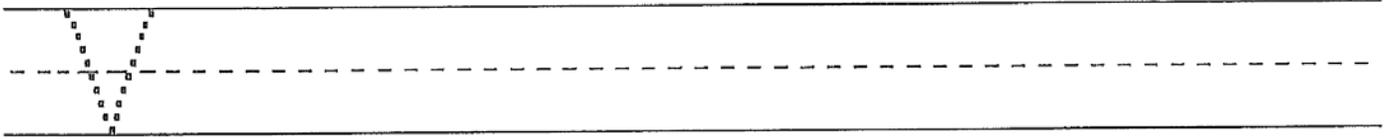
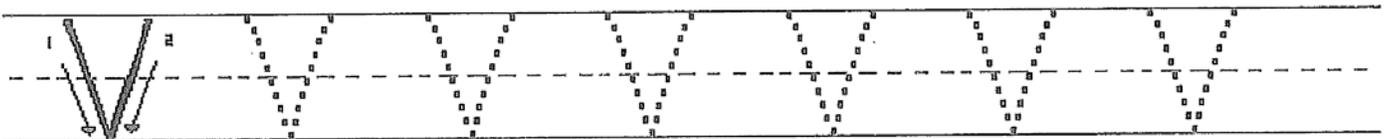
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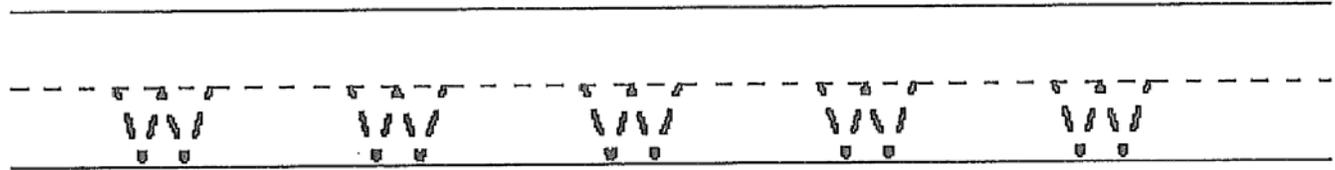
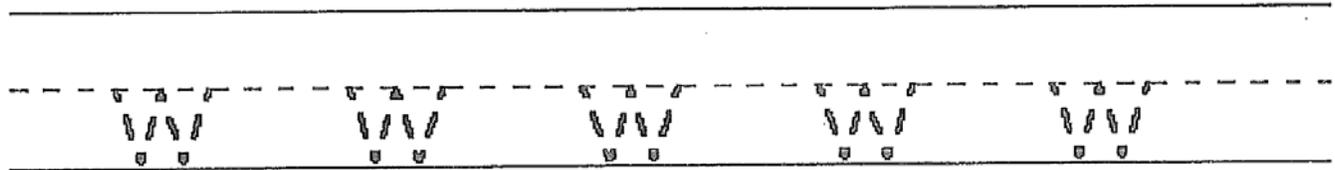
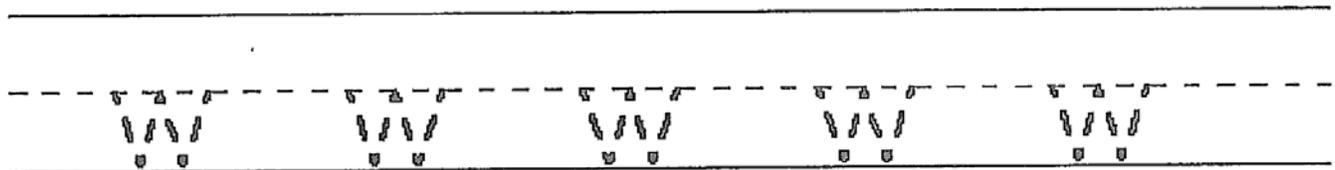
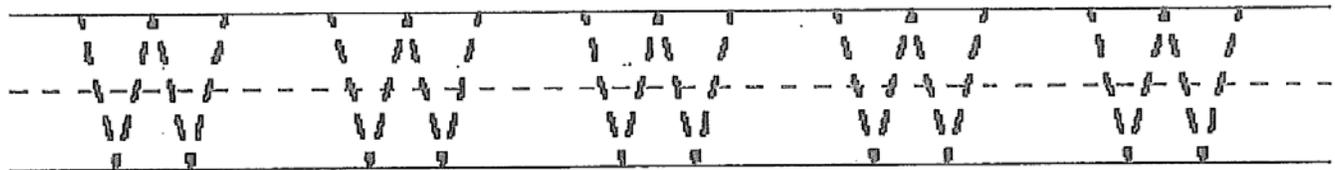
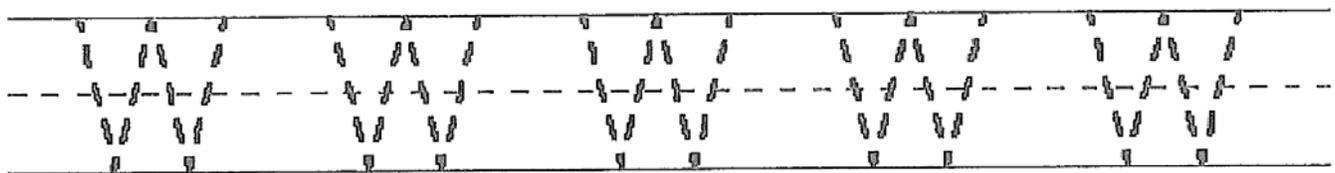
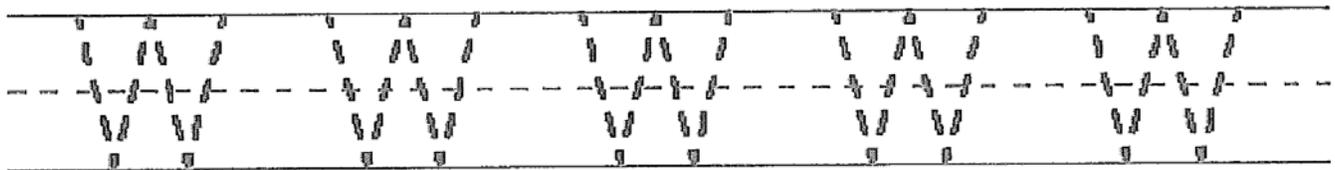
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es para
VERDE
(ADJ)



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



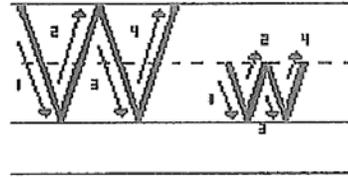
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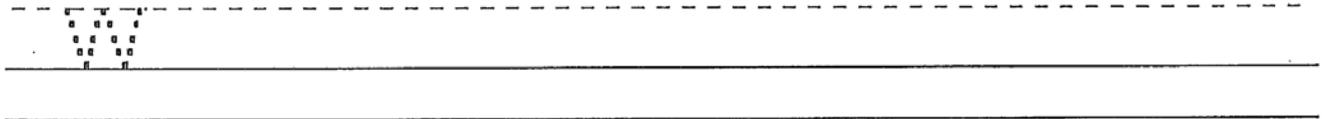
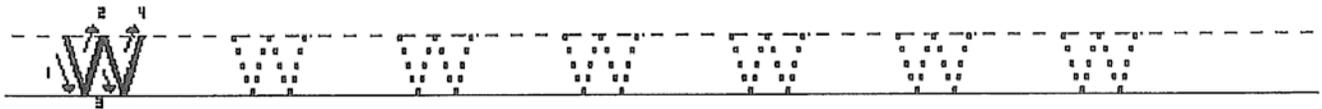
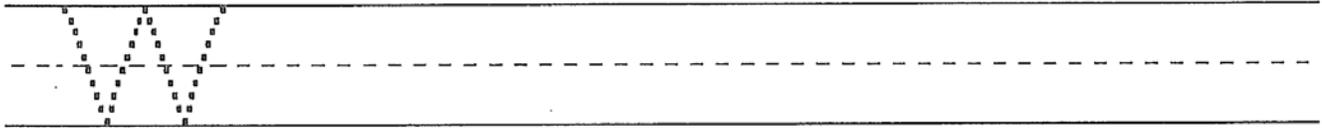
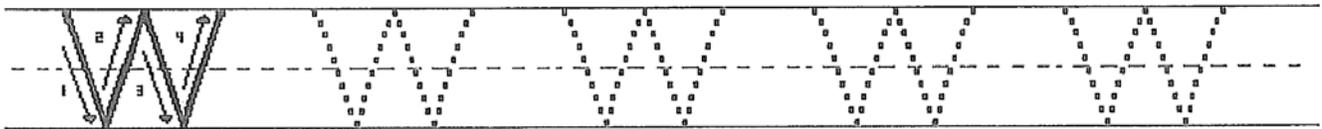
Me llamo: _____



W
es para
W (ASL)



*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.
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- **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.



Communication

Responding to Voices and Music

Cuddle Crew 1
0-6 months

GOAL

For baby to respond to voices and to music.

EXPERIENCE

1. Talk slowly and with animation to the baby. Give her time to respond. Does she seem to be listening? Does she stop her activity? Does she look at you? Does she try to “talk back” by cooing or gurgling? If she does, converse with her in this manner and answer her with her own sounds. When you talk to the baby, watch for a specific response that indicates that she is listening.
2. Turn on music and enjoy listening to music together. You may find it interesting that most babies prefer classical music. Babies respond to music in individual ways. Some stop moving, others move more, some coo, and others go to sleep. (Some may even respond by crying if the music or the timing are not right.)

The baby can also experience music through headphones. Some audiologists recommend placing earphones on the bone behind the baby’s ear. (Putting the earphones directly on the ear could injure tiny hair cells in the ear.) Turn on the music at a low to mid-low level, carefully monitoring the volume.

MATERIALS

CD or audiotape player; small earphones; audiotapes of music such as classical music, lullabies, natural rhythms



Comunicación

Responder a Voces y Música

Grupo de Bebes 1
0-6 meses

META

Para que el bebé responda a voces y a la música.

EXPERIENCIA

1. Hable lentamente y con animación al bebé. Déle tiempo al bebe para responder. ¿Parece estar escuchando? ¿Para su actividad? ¿La mira? ¿Trata de "hablarle para atrás" haciendo sonidos roncOS o balbuceos? Si lo hace, platique con su bebe de esa manera y contéstele con los mismos sonidos. Cuando hable con su bebé, mire para una respuesta específica que indica que su bebé escucha.
2. Prenda música y disfruten escuchando la música juntos. Talvez se le haga interesante que la mayoría de los bebés prefieren música clásica. Los bebés responden a la música en maneras individuales. Algunos bebes paran de moverse, otros se mueven más, algunos se arrullan, y otros se duermen. (Algunos bebes responden llorando si la música o el horario no son correctos).

El bebé también puede experimentar música por auriculares. Algunos audiólogos recomiendan auriculares que se coloquen en el hueso detrás de la oreja del bebé. (Poniendo los auriculares directamente en la oreja podrían lastimar células diminutas de pelo en la oreja). Prenda la música en voz baja o al nivel medio, vigilando con cuidado el volumen.

MATERIALES

Reproductor de CD o cinta de audio, auriculares pequeños, cintas de audio de la música como la música clásica, canciones de cuna, ritmos naturales



Communication

Sharing First Conversations

Cuddle Crew 1
0-6 months

GOAL

For the baby to “converse” with you (or herself).

EXPERIENCE

1. When you have the baby’s attention, wait for her to make a sound. Imitate her sound. Pause.
2. When she makes another sound, imitate that one. Do this at least 5–10 times throughout the day.
3. Work toward a conversation in which she speaks, you imitate, she speaks, you imitate, and so forth several times. Soon you will be able to experience the back-and-forth quality in communicating with the baby. Turn taking with a young baby while she begins to learn about the back-and-forth patterns of human communication can be quite magical! The baby may move away during one of her turns. This may mean that she is finished, or it may mean that she just needs time to rest. Wait to see if she is going to “come back” before you end the conversation.

Another activity that helps a baby attune herself to her own sounds is tape recording her cooing, babbling, and even crying. When she is in a conversational mood, play her sounds back to her and watch her reactions.

MATERIALS

Audiotape recorder, audiotapes



Comunicación

Compartir Primeras Conversaciones

Grupo de Bebes 1
0-6 meses

META

Para que el bebé "converse" con usted (o el mismo).

EXPERIENCIA

1. Cuando tiene la atención del bebé, espere para que haga un sonido. Imita su sonido. Pare.
2. Cuando el bebé haga otro sonido, imite ese sonido. Haga esto por lo menos 5-10 veces durante el día.
3. Trate de hacer una conversación donde su bebé y usted tomen turnos conversando, deje que su bebé haga un sonido y usted imite, el hable, usted imite, etc. varias veces. Pronto podrá tener la experiencia de tener una conversación con su bebé. Tomando turnos con un bebé mientras comienza aprender sobre la comunicación humana pueden ser bastante mágicas! El bebé puede moverse durante uno de sus turnos. Esto puede significar que a terminada, o puede significar que solo necesita tiempo para descansar. Espere para ver si "regresará" antes de que usted termine la conversación.

Otra actividad que ayuda a sintonizar a un bebé a sus propios sonidos es la cinta de grabación de su arrullo, balbuceo, y incluso su llanto. Cuando el bebé este en un estado de ánimo de conversación, ponga la grabación de sus sonidos y vea su reacción.

MATERIALES

La cinta de grabadora de audio, las cintas de audio



Communication Dancing

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience rhythms and dance.

EXPERIENCE

If you love music and movement, you will communicate the happiness they bring you to the baby.

Play music with an easy rhythm. Hold the baby closely and dance with him. Sway from side to side, moving forward and backward. Turn and twist in time to the music.

Your movements will stimulate the sense organs deep within the baby's ears. The sensations he experiences with this activity will help him develop position sense and balance for when he sits and stands. If you hum, your chest vibrations will also stimulate the baby.

The baby is likely to respond with pleasure when dancing with you.

MATERIALS

CD player or audiotape recorder, CD or audiotape music with an easy dancing rhythm



Comunicación Bailar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de ritmos y baile.

Si le guste la música y movimiento, usted comunicara la felicidad que le traen a su bebé.

Toque música con un ritmo tranquilo. Sostenga al bebé cerca y baile con él. Muévase de lado a lado, y hacia adelante y hacia atrás. Dese la vuelta y gire al ritmo de la música.

Sus movimientos estimularán los órganos sensoriales profundos dentro de las orejas del bebé. Las sensaciones que experimenta con esta actividad lo ayudarán a desarrollar sentido de posición y equilibrio para cuando se sienta y se para. Si tararea, sus vibraciones de pecho también estimularán al bebé.

Es probable que el bebé responda con placer al bailar con usted.

MATERIALES

El reproductor de CD o la cinta de grabadora de audio, CD o la cinta de música de audio con un ritmo fácil de baile



Communication

Talking to Get Attention

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn that she can get your attention by “talking.”

EXPERIENCE

Stand with the baby and another person. Talk in back and-forth conversation with the baby. Then gently, not abruptly, begin to bring the other person into the conversation. Begin to talk back and forth with the other adult for a while. See if the baby coughs or makes a sound to bring attention to herself. As soon as she does, focus your attention back on her and talk to her again. She will learn this mature way of getting your attention.

How does the baby react after doing this exercise? If the baby does not seem to notice the change in conversation partners, wait a few weeks and try again. Be sure to try several times.

Watch for times when the baby coughs or vocalizes. When she does, answer her immediately. Soon she will learn that she can “call” you in this way.

MATERIALS

None



Comunicación

Hablando para Conseguir Atención

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda que puede conseguir su atención "hablando".

EXPERIENCIA

Párese con el bebé y otra persona. Haga una conversación con el bebé tomando turnos para hablar. Entonces suavemente, no bruscamente, comience a traer a la otra persona en la conversación. Comience hablar con la persona tomando turnos por un rato. Mire si el bebé tose o hace un sonido para llamar la atención hacia el. En cuanto lo haga, enfoque su atención de nuevo al bebé y háblele otra vez. Aprenderá esta manera madura de conseguir su atención.

¿Como reacciona el bebé después de hacer este ejercicio? Si el bebé no parece notar el cambio en conversación entre parejas, espere unas semanas y trate otra vez. Asegúrese de tratar varias veces.

Esté atento para cuando el bebé tosa o vocalize. Cuando lo haga, contéstele inmediatamente. Pronto aprenderá que le puede "llamar" de esta manera.

MATERIALES

Ninguno



Communication

Turning to Hear

Cuddle Crew 1
0-6 months

GOAL

For the baby to turn toward a sound. This experience helps the baby learn to coordinate two senses—hearing and seeing.

EXPERIENCE

1. When the baby is on the floor, move several feet away and off to one side of her head. Softly call her name. If she turns to look at you, laugh and smile and talk to her. Do the same from another angle. If she makes no attempt to turn toward you, say her name a little louder and move closer to her. Let her see you as you talk to her. Then try again from one side or the other. Notice if she is searching for you with her eyes even though she may not be turning her head in your direction yet.
2. Softly ring a bell at the baby's side. Does she turn? If the baby does not seem to respond to sound after repeated tries on different days, then the parents should discuss the baby's hearing with a physician.

MATERIALS

Small bell or chime



Comunicación

Voltear para Escuchar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé voltee donde esta el sonido. Esta experiencia le ayuda al bebé aprender a coordinar dos sentidos- escuchar y mirar.

EXPERIENCIA

1. Cuando el bebé esta en el piso, muévase varios pasos del bebé y a un lado de la cabeza del bebé. Llame suavemente su nombre. Si volteo a verla, ríase y sonría y háblele al bebé. Haga lo mismo desde otro ángulo. Si no intenta el bebé voltear a verla, diga su nombre un poco mas fuerte y acérquese mas al bebé. Deje que el bebé la mire cuando habla con el. Luego trate de nuevo de un lado o de otro. Note si la busca a usted con los ojos aunque el no pueda estar girando la cabeza en su dirección todavía.
2. Suavemente suene una campana al lado del bebé. ¿Voltea el bebé? Si el bebé no parece responder al sonido después de varios intentos en diferentes días, entonces los padres deben hablar con un medico sobre la audición del bebe.

MATERIALES

Pequeña campana o campaneo



Communication

Understanding Words

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to understand the meaning of words, gestures, or signs.

EXPERIENCE

When presenting toys and materials to the infant, label them. When offering the baby a cup, say, "This is a cup. Would you like this cup?" When you pick it up for her, say, "May I get your cup?" When offering two toys, say, "This is a cup and this is a ball," gesturing to emphasize the object as you say its name. Within a few weeks, ask her, "Where is the cup?" If she looks at it, say, "There's the cup."

Present the baby with high-contrast black-and-white outlines of common objects such as a ball, spoon, cup, or dog. Draw her finger around the outside of the line while labeling the picture. Do the same with a book with high-contrast outlines.

When sitting with the baby and another person whom the baby frequently sees, ask where the person is. This person should say something to get her attention. When she looks at him or her, acknowledge the person.

Some parents and providers may want to teach their children to use signs. Some excellent guides are available on this topic (Acredolo & Goodwyn, 2002). As with words, the first step is for baby to understand your signs. Start by using simple, basic signs such as for EAT, MOTHER, and MILK. Say each word (e.g., "Eat") at the same time that you sign.

MATERIALS

Common objects such as cups and balls, outlines of common objects for finger tracing, books with high-contrast outlines



Comunicación Entender Palabras

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a comprender el significado de palabras, de los gestos, o de los signos.

EXPERIENCIA

Cuando le presente juguetes o materiales al infante, máquelos. Cuando le ofrezca un vaso al bebé, diga, "Este es un vaso. ¿Quieres este vaso?" Cuando usted lo recoja por el, diga, "¿Puedo agarrar tu vaso?" Cuando ofrezca dos juguetes, diga, "Este es un vaso y esta es una pelota," haga gestos para enfatizar el objeto mientras dice su nombre. Durante unas semanas, pregúntele, "¿Dónde está el vaso?" Si lo mira, diga, "Hay esta el vaso."

Presente al bebé altos-contrastes (imágenes) en blanco y negro de objetos comunes como una pelota, una cuchara, un vaso, o un perro. Dibuje el dedo del bebé al rededor del exterior de la línea mientras marca la imagen. Haga lo mismo con un libro con altos-contrastes.

Cuando este sentada con el bebé y otra persona que el bebé mira frecuentemente, pregunte donde está esa persona. Esta persona debe decir algo para llamar la atención del bebé. Cuando lo mire a él o ella, reconozca a la persona.

Algunos padres y proveedores querrán enseñar a sus hijos a usar señas. Algunas guías excelentes están disponibles en este tema (Acredolo & Goodwyn, 2002). Al igual que con palabras, el primer paso es que el bebé entienda sus señas. Empiece por usar signos simples y básicos como, COMER, MAMÁ, y LECHE. Diga cada palabra (ejemplo., "Comer") al mismo tiempo que haga la seña.

MATERIALES

Objetos comunes como vasos y Pelotas, retratos de objetos comunes para trazar con el dedo, libros con altos-contrastes



Communication Chanting

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to play a vocalizing game. This teaches the baby how to play games of imitation with you, a process you can use to teach many more sounds and skills as she grows.

EXPERIENCE

1. When the baby is facing you, make a little chanting noise as you perhaps did as a child, flapping your hand over your mouth repeatedly while making an "ah-ah-ah-ah" noise.
2. Now, to teach the baby to do it, just say "ah-ahah-ah" and try to get her to imitate you. When she does, wave your hand in front of her mouth to make the chanting sound. If she does her part to make this sound, reward her with a great response. This is wonderful fun when it works.

MATERIALS

None



Comunicación Canto

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a jugar un juego de vocalización. Esto enseña al bebé como jugar juegos de imitación con usted, un proceso que usted puede usar para enseñar muchos sonidos más y habilidades como vaya creciendo.

EXPERIENCIA

1. Cuando el bebé esté frente a usted, haga un sonido pequeño de canto como hizo quizás cuando era niño, batiendo la mano sobre la boca repetidas veces mientras hace un ruido "ah-ah-ah-ah".
2. Ahora, para enseñar al bebé que lo haga, solamente diga "ah-ah-ah-ah" y trate de que la imite a usted. Cuando lo haga, usted haga una señal con la mano enfrente de la boca del bebé para hacer el sonido del canto. Si el bebé hace el sonido, recompénselo con una gran respuesta. Esto es divertido y maravilloso cuando funciona.

MATERIALES

Ninguno



Communication Sharing First Books

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to develop a love of books.

EXPERIENCE

The pleasurable feeling of reading can begin very early. This experience helps to familiarize the baby with books as objects as well as a source of pleasure during reading time.

1. Sit with the baby during a relaxed quiet time and look at a book with very simple pictures. Talk about the pictures. Encourage her in whatever responses she makes, such as patting or looking. If the baby wants to mouth the book (and if it is made of safe, durable material such as plastic or cloth), let her do so. When you look at books together, gently work toward looking at the book and talking about it. Do not worry about finishing a book with a young baby.
2. Point out different pictures and sounds if appropriate (e.g., animals, cars, airplanes).

MATERIALS

Books made of chunky cardboard, vinyl, or cloth, with one picture per page (high-contrast pictures are best), wordless books



Comunicación

Compartir los Primeros Libros

Grupo de Bebes 1
0-6 meses

META

Para que el bebé empiece a desarrollar un amor por los libros.

EXPERIENCIA

El sentimiento grato de leer puede empezar muy temprano. Esta experiencia ayuda a familiarizar al bebé con libros como objetos y también como una fuente de placer durante el tiempo de lectura.

1. Siéntese con el bebé durante un tiempo relajado y con calma mire un libro con imágenes muy sencillas. Hable sobre las imágenes. Anime a su bebé de cualquier respuesta que hace, como tocar o mirar. Si el bebé quiere poner el libro en su boca (y si el libro esta echo de material seguro como plástico o tela) deje que lo haga. Cuando miren libros juntos, háganlo con calma y muy suavemente. Hable sobre las imágenes. No se preocupe de terminar de leer el libro con el bebé.
2. Señale las diferentes imágenes y sonidos si es apropiado (por ejemplo, animales, carros, aviones).

MATERIALES

Libros de cartón grueso, vinilo o tela, con una imagen en cada página (imágenes de alto contraste son los mejores), libros sin palabras



Introduction

Cuddle Crew

INTRODUCTION

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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.



Communication

Imitating Verbal Cues

Cuddle Crew 2
6-12 months

GOAL

For the baby to better discriminate between and mimic sounds.

EXPERIENCE

1. Imitate the baby, making babbling sounds (e.g., "ba-ba" or "ga-ga"). Make your sounds as close as possible to the baby's babbling sounds.
2. Listen for baby to repeat the sound, at first approximating it with any babble, then later making close to the exact one. Reinforce the efforts.
3. Now make a new sound and wait for baby to babble in return. Work toward baby imitating the sound more closely.

MATERIALS

None



Comunicación

Imitando Señas Verbales

Grupo de Bebes 2
6-12 meses

META

Para que el bebé pueda distinguir entre e imitar sonidos.

EXPERIENCIA

1. Imita al bebé, haciendo sonidos de balbuceo (ejemplo., "ba-ba" o "ga-ga"). Trate de hacer sus sonidos como los sonidos del bebé.
2. Escuche que el bebé repita el sonido, al principio aproxímelo con cualquier sonido de balbuceo, y después haciendo el sonido exacto. Reforcé el esfuerzo.
3. Ahora haga un nuevo sonido y espere que el bebé balbucee para atrás. Trate de que el bebé imite los sonidos de usted.

MATERIALES

Ninguno



Communication Repeating Events

Cuddle Crew 2
6-12 months

Objective

For the baby to communicate through action and sound that she wants an action repeated.

EXPERIENCE

In this activity, you are watching the baby for signs that she wants to continue playing. Get involved by playing a game with baby using one of her favorite toys, such as a silly or dancing clown, then stop. Watch to see if she kicks, bats at the toy, vocalizes, or moves all over. If she gives you a cue she wants you to resume activity (e.g., bats the toy), resume activity on her cue.

Play this game when you are bouncing her on your knee or moving her legs. Play vigorously, then stop. What is baby's response? Wait for her to give you a signal that she wants you to resume, and then do so.

Repeat an action with a toy and then stop. Has her response changed? Note if baby talks or touches, looks at, or smiles at the object. Repeat the action again, then stop. Does baby do one or two things to keep your attention? As she progresses, she may actively try to start the action again to get you to participate. For example, she may pat her hands on yours to play Pat-a-Cake.

MATERIALS

Baby's favorite action toys



Comunicación

Repitiendo Eventos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé pueda comunicarse por acción y sonido que quiere una acción repetida.

EXPERIENCIA

En esta actividad, va a vigilar al bebé que haga señales de que quiera seguir jugando. Involúcrese jugando un juego con el bebé, usando uno de sus favoritos juguetes, ya sea un chistoso o bailarín payaso, después pare. Mire haber si pateo, toca al juguete, vocaliza, o se mueve para todas partes. Si le da una señal que quiera continuar la actividad (ejemplo., tocando el juguete), siga jugando la actividad cuando el bebé haga una señal.

Juega este juego cuando usted la este saltando en su rodilla o moviendo las piernas del bebé. Juegue con mucha energía, luego pare. ¿Que es la respuesta de el bebé? Espere que le de una señal de que quiere continuar jugando, y luego continúe.

Repita una acción con un juguete y luego pare. ¿Ha cambiado la respuesta de su bebé? Note si el bebé habla o toca, mira, o sonrío al objeto. Repita la acción otra vez, luego pare. ¿El bebé hace una o dos cosas para mantener su atención? Como vaya progresando el bebé, podrá activamente tratar de empezar la acción otra vez para que usted participe con el. Por ejemplo, el bebé puede aplaudir sus manos en las de usted para jugar palmaditas.

MATERIALES

Un juguete favorito del bebé



Communication

Playing with Animals & Puppets

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin to play games with puppets and toy animals, which helps expand her range of communication modes.

EXPERIENCE

Hold a puppet and play games such as I'm Going to Give You a Kiss. Pretend to have the puppet kiss the baby. Make the puppet dance and be animated. Wait for the baby to communicate with you in response by making a gesture to continue the game.

With a toy animal or animal puppet, make accompanying animal sounds. For example, "What does this cow say? "Mooooo?" Make the cow puppet approach the baby as you say this.

These experiences expand the baby's communicative competence by laying the groundwork for the baby to later "talk through" a puppet or toy animal.

MATERIALS

Bright, colorful puppets with distinct faces; stuffed animals



Comunicación

Jugando con Animales y Títeres

Grupo de Bebes 2
6-12 meses

Meta

Para que el bebé empiece a jugar juegos con títeres y juguetes de animales, cuál ayuda ampliar el alcance de sus modos de comunicación.

EXPERIENCIA

Sostenga un títere y juegue juegos como Te voy a dar un beso. Finja que el títere le de besos al bebé. Haga que el títere baile y sea animado. Espere que el bebe se comunicó con usted haciendo una sena de que quiere seguir jugando.

Con un juguete de animal o un títere de animal, haga sonidos de animales. Por ejemplo, "¿Que dice la vaca?" "¿Mooooo?" Haga que el títere se acerque al bebé cuando le pregunte esto.

Estas experiencias desarrollan la competencia comunicativa del bebe colocando un fundamento para que el bebe después "hable por medio" de un títere o juguete de animal.

MATERIALES

Brillante, títeres de colores con caras distintas; animales de peluche



Communication

Recognizing Names

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn his name and associate names with people.

EXPERIENCE

1. While baby is playing, call his name. If he turns, smile and say, "Hi, Omar!"
2. Ask the baby, "Where's your mom (or the name of someone in the family who is in the room)?" Have that person try to get baby's attention. When baby turns to the person, show excitement and say, "There's Omar!"
3. Repeat, asking about other people the baby knows who are actually there or in photographs.

MATERIALS

Family member, photographs of people familiar to Baby



Comunicación

Reconociendo Nombres

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda su nombre y asociar nombres con la gente.

EXPERIENCIA

1. Mientras el bebe juega, llame su nombre. Si voltea, sonría y diga, "¡Hola, Omar!"
2. Pregúntele al bebé, "¿Dónde esta tu mamá (o el nombre de alguien de la familia que este en el cuarto)?" Haga que esa persona trate de obtener la atención del bebé. Cuando el bebé voltee hacia la persona, demuestre emoción y diga, "¡Allí esta Omar!"
3. Repita, preguntando sobre otras personas que el bebé conozca, que estén actualmente allí o en fotografías.

MATERIALES

Un miembro de la familia, fotografías de personas familiares al bebé.



Communication

Experiencing Joint Attention

Cuddle Crew 2
6-12 months

GOAL

For the baby to look at something at the same time the adult does (to share attention), and to begin to develop his ability to communicate about what he is looking at jointly with another person.

EXPERIENCE

When looking at something with the baby, point to what you are looking at and say the name of the object or person.

Carry the baby around the room and touch things you see in a way that captures the baby's attention. Talk about each object. (This is also a good way to calm or orient a child in a new environment.)

Note if the baby looks at you to share pleasure and then returns his gaze to the object of his attention. When he does, you can respond to what you think he is looking at, such as "Yes, that is a truck." Or the baby may share pleasure with you by looking at an object and then back at you, seeming to ask for comment or some other response.

Some babies near 1 year of age may point at objects themselves. Often this pointing means, "What's that?" or "Look at that." Supply a label when baby does this.

If you touch an object when playing with baby, see if he looks at the object and then goes to play with it. Later (12-18 months), he may bring an object to you for shared pleasure or for you to comment on it.

If you are teaching baby signs, take note of things around him that he is interested in and research baby signs that could be added. For example, if the baby shows interest in airplanes, look up the sign for airplane and use that when he looks at an airplane. Use the word airplane, too, so that he associates the object, sign, and word with one another.

MATERIALS

Whatever is of interest to the baby in your environment



Comunicación

Experimentar Atención Juntos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé mire algo al mismo tiempo que el adulto (que compartan atención), y comience a desarrollar sus habilidades de comunicar sobre lo que esta mirando junto con la otra persona.

EXPERIENCIA

Cuando mire algo con el bebé, señale lo que este mirando y diga el nombre del objeto o persona.

Cargué al bebe alrededor del cuarto y toque cosas que usted mire de una manera que capten la atención de su bebé. Hable sobre cada objeto. (Esta es una buena manera de calmar o orientar a un bebé a un nuevo ambiente.

Note si el bebé la mira a usted para compartir placer, y luego devuelve su mirada al objeto de su atención. Cuando lo haga, usted puede responder a lo que usted piensa que el esta mirando, tal como "Si, es un camión." O el bebé puede compartir el placer con usted mirando un objeto y luego a usted, buscando por un comentario o alguna otra respuesta.

Algunos bebes cerca de un año de edad pueden señalar a los objetos ellos mismos. Muchas veces estas señas significan," ¿Que es eso?" o "Mira eso". Marque el objeto cuando el bebé haga eso.

Si usted toca un objeto cuando este jugando con su bebé, mire si mira al objeto y después va a jugar con ese objeto. Después (12-18 meses), el podrá traerle un objeto a usted para compartir placer o para que usted haga un comentario.

Si usted le esta enseñando señas a su bebé, haga nota de las cosas que están alrededor de el que le interesen y investigue las señales de bebé que pueden hacer agregadas. Por ejemplo, si el bebé muestra interés en aviones, busque la señal de avión y use esa seña cuando mire un avión. Use la palabra avión también, para que el bebé asocie el objeto, seña, y la palabra con cada una.

MATERIALES

Cualquier cosa que sea de interés al bebé en su medio ambiente



Communication

Listening to Words

Cuddle Crew 2
6-12 months

GOAL

For the baby to have her vocalizations reinforced and associated with word meanings.

EXPERIENCE

By 10 months, some babies have meaningful words in their language repertoires. It is important to listen for them.

1. Listen for sounds resembling words, such as "hi," "mama," "dada," and "ba" (which can mean baby, bottle, blanket, ball), and any others that are used consistently.
2. When you hear what resembles a word, give the baby a positive response and elaborate on the meaning. For example, say, "Here's Dad" while pointing to the child's father. That will help her want to repeat the vocalization and to associate vocalizations with their meanings.

MATERIALS

None



Comunicación

Escuchando Palabras

Grupo de Bebes 2
6-12 meses

META

Para que el bebé reforcé su vocalización y la asocie con el significado de las palabras.

EXPERIENCIA

A los 10 meses, algunos bebes tienen palabras significativas en sus repertorios del idioma. Es importante escucharlos.

1. Escuche por sonidos que parezcan palabras, como "hola," "mamá," "papá," y "ba" (lo cual se puede significar bebé, biberón, cobija, pelota) y cualquier otra que use constantemente.
2. Cuando escuche lo que parezca palabras, déle al bebé una respuesta positiva y explique la palabra con más detalles. Por ejemplo, diga, "Aquí está papá" mientras señala a papá. Esto ayudara al bebé a que quiera repetir la vocalización y asociarla con su significado.

MATERIALES

Ninguno



Communication

Listening to Music

Cuddle Crew 2
6-12 months

META

For the baby to use music for fun and relaxation.

EXPERIENCIA

Play audiotapes and/or CDs with the baby and sing along. Model an appreciation and love of music.

Play music during baby's naptime for her to listen to as she drifts off to sleep.

Sing songs with infants individually and in groups.

Children this age love songs such as the following:

"Itsy Bitsy Spider"

"Rock a Bye Baby"

"Twinkle, Twinkle, Little Star"

"Baby Bumblebee"

"Open, Shut Them"

MATERIALES

CDs or audiotapes and CD or audiotape player



Comunicación

Escuchando Música

Grupo de Bebes 2
6-12 meses

META

Para que el bebé use música para divertirse y relajación.

EXPERIENCIA

Juegue cintas de audio y/o CDs con el bebé y canten juntos. Modele apreciación y el amor por la música.

Toque música durante la siesta del bebé para que la escuche mientras se duerme.

Cante canciones con los infantes individualmente y en grupos.

Los niños de esta edad les encantan canciones como las siguientes:

"La Araña Pequeñita"

"Arroró Mi Niño"

"Estrellita"

"Buenos Días"

"Los Pollitos"

MATERIALES

CDs o las cintas de audio



Communication Reading Books

Cuddle Crew 2
6-12 months

GOAL

For the baby's love of books to grow, and for the baby to learn to point to pictures.

EXPERIENCE

1. Begin by intentionally creating a positive, warm atmosphere for reading time. It is good to set up a time each day for reading. Sit with baby on your lap while you read. In some cases, it is good to sit in the same chair so that the baby comes to expect reading when you sit there, but it is not necessary.
2. Point to the pictures as you read. Then encourage baby to answer your question, "Where's the ____?" by pointing. You can also ask the baby to put his finger on the ____.

Remember, it is hard for some children this age to sit longer than a few seconds or minutes, initially. Stay with the activity as long as the child is able to enjoy it and the reading time will eventually grow longer and longer. Pay careful attention to what he shows interest in and build on those interests as much as possible. Do not worry about reading the "story" or about looking at a complete book with a child this age.

MATERIALS

Chunky infant/toddler books with one picture on a page (e.g., First Books by Discovery Toys, board books, wordless books)



Comunicación Leer Libros

Grupo de Bebes 2
6-12 meses

META

Para que crezca el amor del bebé por los libros, y para que el bebé aprenda a señalar las imágenes.

EXPERIENCIA

1. Empiece por crear un ambiente positivo y placentero para la hora de leer. Es bueno establecer un horario diario para leer. Siente a su bebé en sus piernas mientras lee. En algunos casos, es bueno sentarse en la misma silla para que el bebé sepa que al sentarse ahí es por que se le va a leer, pero no es necesario.
2. Señale los dibujos cuando lea. Apoye al bebé a que conteste su pregunta, "¿Donde esta ____?" al señalar. También puede pedirle al bebé que señale el ____.

Recuerde, es difícil para algunos niños de esta edad sentarse tranquilos por mas de unos cuantos segundos o minutos. Permanezca haciendo la actividad con su niño siempre y cuando el niño la disfrute y eventualmente el tiempo de lectura crecerá más y más. Preste mucha atención a lo que muestra interés y básiese en los intereses lo más posible. No se preocupo de leer la "historia" o mirar el libro completo con un niño de esta edad.

MATERIALES

Libros gruesos para bebes con una imagen en la pagina (por ejemplo, Libros de Discovery Toys, libros de cartón, libros sin palabras)



Fall: Cereal Acorn

Family Storytime

OVERVIEW

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

INFANT & TODDLER SKILLS

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

PRESCHOOL AGED SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: It's Fall! By: Linda Glaser
- Spanish Book: Es Otoño! (Translated)
- 8.5 x 11 construction paper (1 per child)
- Oats (1 cup per child)
- Chocolate cereal (1 cup per child)
- Scissors (1 per child)
- Glue (1 per child)
- Paper plates (for cereal and oats)
- Acorn template
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Set all materials on the table.
- Have oats and chocolate cereal spread out on paper plates for children to reach.
- Place fall 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 fall to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the fall season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during fall. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe how the weather starts to change during the fall and what they notice about the outdoors (trees) during the season. Do they have to start wearing different kinds of clothing?
- Ask families what season is their favorite season of the year and why.

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Hands-on Art Activity:

- Ask children to begin their activity by cutting the acorn from the template provided.
- Ask parents to help their child(ren) by gluing the template onto the construction paper.
- Tell children that they will first use the brown cereal to make the top of their acorn. Instruct parents to help their children dap the glue onto the top portion of the acorn. Children can place the brown cereal on top of the glue.
- Allow child to add the oats on the bottom portion of the acorn, gently shaking off the excess when finished.



ACTIVITY #3

Family Book Sharing:

- Encourage children to choose a book from the bookshelf and to share it as a family. Each family can find a quiet place in the center to share books that address the topic of the fall season.

TALK ABOUT IT

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

- What did you learn about fall today?
- Which color of fall leaf is your favorite? Why?
- How is fall different from summer?
- 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.



Book Translation: Es Otoño

Family Storytime

Yo salto através de las hojas del otoño. Ellas crujen debajo de mis pies y suben sobre mí. Rojas, naranjas, amarilla, doradas y marrón. El viento las levanta y mas hojas de caen.

¡Es otoño! y con el cepillo junto una pila de hojas. ¡Whee! Yo salto y quedo dentro, muy dentro de ellas. Me escondo. Y espero y espero y... **¡Pop! ¡Soy yo!**

Escuchamos el sonido de los gansos sobre nuestra cabeza. Un Alcon vuela haciendo un deslizamiento. ¡Y ahí van las mariposas monarca!

Todas van hacía el sur donde esta mas cliente, porque vienen los días fríos.

¡Es otoño! Los animales se esconden alrededor de mí. Están listos para invernar y dormir muy adentro. Las mariquitas se esconden en las piñas y debajo de las hojas. Los gusanos hacen un túnel debajo de la tierra donde no hele.

Las ranas hacen su madriguera debajo del lodo. Los mapaches hacen un hueco en el tronco de un árbol. Las ardillas juntan pilas de semillas debajo de la tierra. Pronto van a dormir por un largo tiempo.

¡Es otoño! El aire se convierte frío y áspero. Es tiempo de ponernos ropa calientita. Nos ponemos nuestras chamarras, pantalones y blusas de manga larga que nos mantenga calientes cuando el aire frío llegue.

El sol se mete muy temprano. Nosotros esperamos y vemos cuando se hace el cielo oscuro. Vemos como la gran cosecha y la luna crece.

A donde vamos encontramos flores y plantas secándose. Volamos paracaídas de algodón. Los pájaros se paran en los girasoles y se comen las semillas.

Escuchamos un alto sonido de hojas secas y susurros.
¡Es otoño!

Juntamos piñas, bellotas y hojas hermosas. Yo escogí una calabaza grande. Labramos una cara en ella y asamos sus semillas.

Un día en nuestro jardín hicimos hoyos. Plantamos tulipanes y azafranes y narcisos. Trate de imaginarme como se verían en futuro y ahora finalmente salieron.

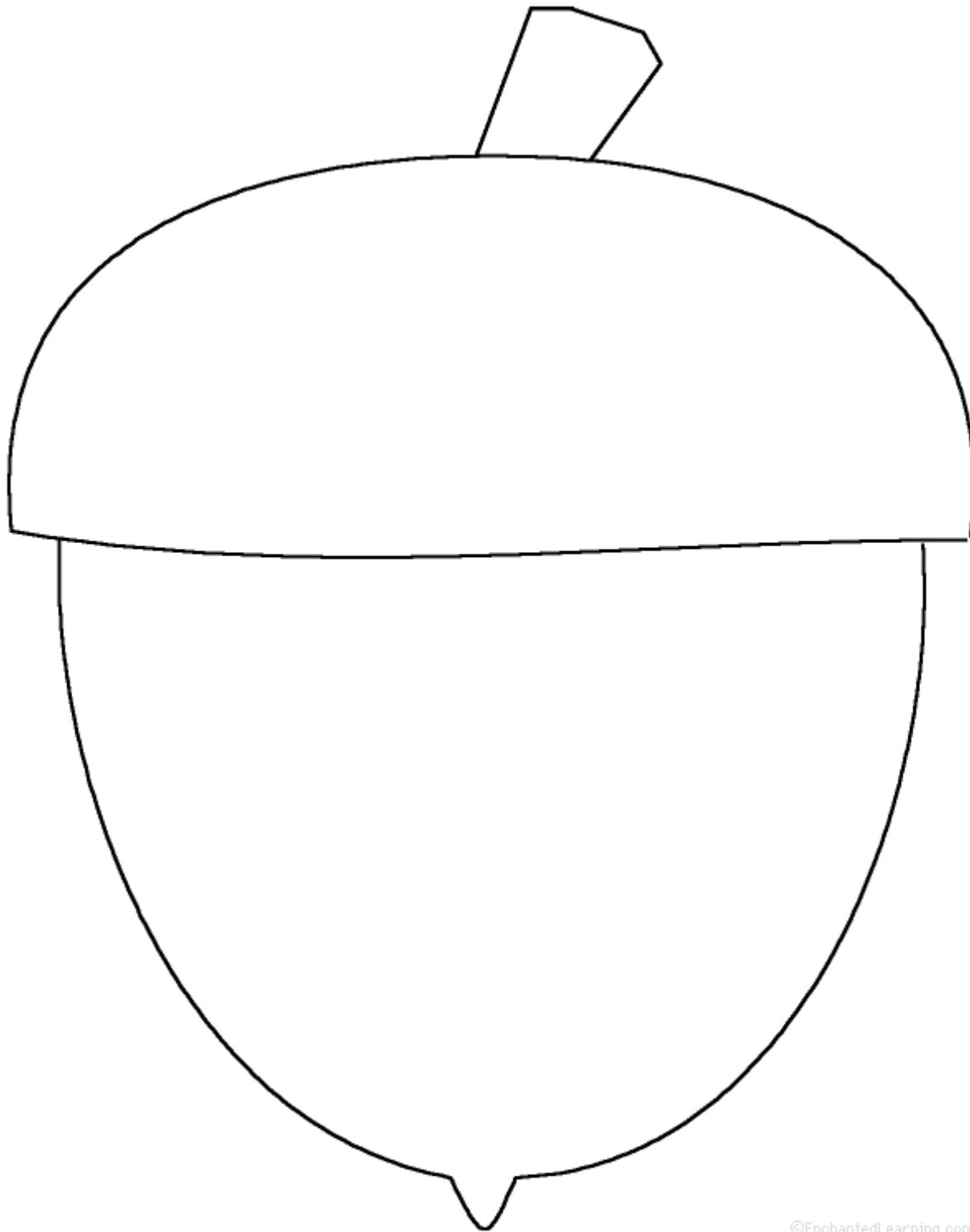
Un día note que los árboles estaban todos secos. Todas las hojas se cayeron. Hay un aire helado. Pronto, muy pronto el invierno llegara. Pero por ahora, seguimos en otoño.

Tengo un montón de hojas en mis manos. Las tiro sobre mí, y todas ellas giran alrededor mí.
¡Es otoño! ¡Es otoño! ¡Me encanta todo! ¡Es otoño!



Fall: Acorn Template

Family
Storytime



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Fall: Spot-em Autumn

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 - #34 MATH3 - Classification
- 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
- Mat
- Assorted color leaves
- Wood blocks

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 – Autumn Leaves
 - Spanish – Las Hojas

ACTIVITY #3

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

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

ACTIVITY #4

Gross Motor Activity

- **Balancing on Wooden Blocks**
 - Set up wooden blocks on the carpet in a straight line.
 - Tell children that they will be practicing their balancing skills by walking along the blocks on the carpet.
 - Have children get in a single file line, and tell them they can begin when the music starts.
 - Tell children that they can walk on the blocks in a variety of ways to help work different muscles in their body. Different ways to balance on the blocks can include:
 - Walking with their arms at their sides (as opposed to stretched out)
 - Walking sideways
 - Walking backwards

*This activity
can be done
if time
permits.*

ACTIVITY #5

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

- **Falling Leaves**
 - Instruct children to stand in a circle. Ask one child to be your helper.
 - Let children know that in this activity they will be trying to catch leaves as they are thrown in the air. Tell them to listen carefully, as the only leaves they are to try to catch are those that are the color that you name prior to release.
 - Announce the color leaves that children are to catch. Ask your helper to throw the leaves in the air as high as they can.
 - Repeat this process until you have named all of the colors of the leaves you have available.

ACTIVITY #6**Cool Down:**

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

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

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



Fall: Music & Movement Songs

Motor Movements

ENGLISH

Autumn Leaves

Autumn leaves are falling down, falling down, falling down
Autumn leaves are falling down, down, down on the ground.
Rake them up and make a pile, make a pile, make a pile.
Rake them up and make a pile, guaranteed to make you smile.
Jump into the pile of leaves, pile of leaves, pile of leaves
Jump into the pile of leaves, taking turns if you please.
Put a leaf in a book, in a book, in a book
Put a leaf in a book, in a few months take a look.

SPANISH

Las Hojas

Caen y caen sin parar
y no dejan de bailar.

De los árboles se caen
y el viento se las lleva.
¿Qué es?

Verde nací,
atada a un árbol viví,
y cuando el sol empezó a faltar,
amarilla al suelo fuí a dar
Está en la navaja
y está en el cuaderno
se cae del árbol
antes del invierno



Fall: Exploring the Season

My 5 Senses

OVERVIEW

In this activity children will learn about fall through their 5 senses. Children will participate in a book reading, sing a song, explore sensory stations and complete a search and find activity sheet.

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Familiar Adults
- DRDP I&T - #14 LLD1 – Language Comprehension
- DRDP I&T - #16 LLD3 – Communication of Needs, Feelings, and Interests
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #25 COG6 – Curiosity

MATERIALS & PREPARATION

MATERIALS:

- English Book: We're Going on a Leaf Hunt by: Steve Metzger
- Spanish Book: Llego el Otoño por: Ángel Nieto
- Fall leaves kaleidoscopes
- Leaves (different shapes and sizes)
- Touch and feel leaf book
- Candles: vanilla, cinnamon spice, cranberry spice, walnut & pine trees
- Cinnamon cookies
- CD with wind sounds music
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** CD with wind sounds
 - **Sight:** Fall leaves kaleidoscopes and different colored leaves
 - **Touch:** Leaves and touch and feel leaf book
 - **Taste:** Cinnamon cookies
 - **Smell:** Cinnamon spice, cranberry spice, walnut, and pine trees

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: Fall
- Tell the children that today they will learn about the fall season through their five senses.
- Let children know that fall is one of four seasons we have during the year.
- Tell children that during this season there is a lot of wind that makes leaves fall of the trees and also leaves change colors.

ACTIVITY #1

10 Minutes

Book Reading:

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

ACTIVITY #2

5 Minutes

Sing and Dance:

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

- English – Leaves are Falling Down
- Spanish - El Otoño ya Esta Aqui

ACTIVITY #3

15 Minutes

Sensory Stations:

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

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

- **Hearing station:** Children will listen to a CD with wind sounds.
- **Sight station:** Children will look at leaves through a kaleidoscope, and see different colored leaves. Parents can name colors to their children.
- **Touch station:** Children will touch and feel different leaves. They will also look at a touch and feel leaf book.
- **Taste station:** Children will taste cinnamon cookies.
- **Smell station:** Children will smell spice, cranberry spice, walnut, and pine trees

ACTIVITY #4

5 Minutes

Search and Find:

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

TALK ABOUT IT

5 Minutes

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

- Ask children if they can remember the 5 senses that they used today.
- Ask them what different colors of leaves they saw?
- Ask them what is their favorite thing to do during fall?

PARENT TIP SHEET

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



P preschool



Pumpkin

Scarecrow

Sun

Yellow Leaf

House

Squirrel

Crow

Acorn

Turkey

FALL
I-SPY

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



Preescolar



Ojo Espía

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

Calabaza

Hoja Amarilla

Casa

Cuervo

Bellota

Ardilla

Sol

Espantapájaros

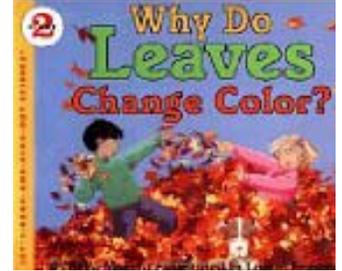
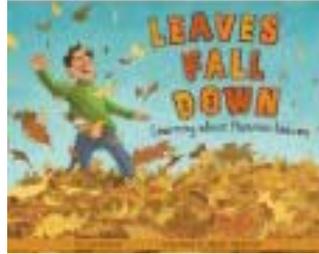
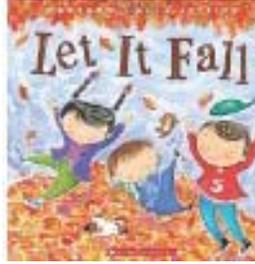
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Parent Tip Sheet: Fall

My 5 Senses

BOOKS



ACTIVITIES

Colorful Fall Collage

What You Need:

- White Construction Paper
- Paint Brushes
- Leaves
- Fall Colored Paints

What You Do:

Attach a sheet of white construction paper to a tabletop. Provide paint brushes, leaves, and fall-colored paints. Have your child paint the paper and then glue leaves to the paints to create a colorful fall collage.

A Fall Walk

What You Need:

- Ziploc Bag

What You Do:

Take your child for a walk and give him a Ziploc bag. Talk to your child about the season of fall and how leaves change colors and fall from the trees. Have him pick up leaves and other items that pertain to fall as you are taking your walk.

SONGS

The Leaves on the Tree

Sung to the tune (The Wheels on the Bus)

The leaves on the trees turn orange and brown,
orange and brown, orange and brown, the leaves
on the trees turn orange and brown all through
the town.

The leaves on the tree come falling down,
falling down, falling down,
the leaves on the tree come falling down all
through the town.

The leaves on the ground go swish swish swish,
swish swish swish, swish swish swish.
The leaves on the ground go swish swish swish
all through the town.

Leaves are Falling Down

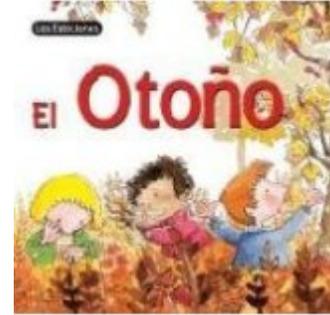
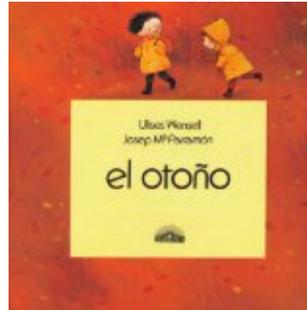
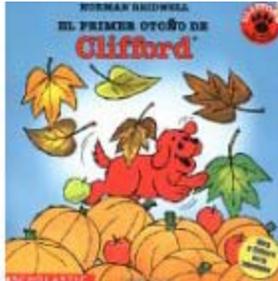
Leaves, leaves, falling down,
falling to the ground.
Red, and yellow, green, and brown,
Leaves are falling down.



Consejos Para Padres: El Otoño

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Un Colorido Colage de Otoño

Que Necesita:

- Papel Blanco de Construcción
- Brochas
- Hojas
- Pinturas de colores de otoño

Que se Hace:

Coloque el papel de construcción en una mesa. Proporcione brochas, hojas y pinturas de otoño. Deje que su niño pinte el papel y después pegue las hojas a la pintura para crear un colorido colage de otoño.

Una Caminada de Otoño

Que Necesita:

- Una bolsa Ziploc

Que se Hace:

Lleve a su niño a caminar y déle una bolsita ziploc. Hable con su niño sobre la temporada de otoño y como las hojas cambian de color y se caen de los árboles. Deje que su niño levante hojas y otros objetos que pertenecen al otoño mientras caminan.

CANCIONES

El Otoño ya Esta Aquí

El otoño ya esta aquí,
El otoño ya llego,
Sopla, sopla el viento y se aleja el sol,
Las nubes se mueven la lluvia volvió,
El otoño ya esta aquí,
El otoño ya llego,
Nueces y tiñones vamos a coger,
Uvas y castañas vamos a traer,
El otoño ya esta aquí,
El otoño ya llego.

El Otoño

Mira bien y veras las hojas caer,
Mira bien y veras las hojas caer,
Los árboles verdes se quedan sin hojas,
Las flores de colores se duermen también,
Los árboles verdes se quedan sin hojas,
Las flores de colores se duermen también,
Mira bien y veras las hojas caer,
Mira bien y veras las hojas caer,
El cielo azul se llena de nubes,
Yo saco el paraguas y el abrigo también
El cielo azul se llena de nubes,
Yo saco el paraguas y el abrigo también,
Mira bien y veras las hojas caer,
Mira bien y veras las hojas caer,
Mira bien y veras las hojas caer,
Mira bien y veras las hojas caer.



Fall: Hunting for Leaves

Playing to
Learn

OVERVIEW

In this activity children will learn about fall which is one of the four seasons out of the year. Children will have an opportunity to play three games with their parents. They will play leaf hunt, fall dominoes and number leaves are falling.

SKILLS

- DRDP – #5 SSD5 – Taking Turns
- DRDP – #7 SSD7 – Relationships with Adults
- DRDP – #29 COG3 – Memory and Knowledge
- DRDP – #32 MATH1 – Number Sense of Quantity and Counting
- DRDP – #33 MATH2 – Number Sense of Mathematical Operations
- DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- Fall dominoes template
- Scissors
- Fall leaves (different shapes and sizes) 6 options are provided if real leaves are unavailable
- Ziploc baggies
- Number leaves

Preparation:

- Print domino cards and place them in Ziploc bag (1 per child)
- Print and cut leaf templates
- Prepare Take home activity set for each participant: number leaves are falling
 - Print number leaves
 - Cut numbered leaves out
 - Place them in bags

INTRODUCTION

- Introduce topic to students: Tell children we will learn about the season of fall.
- Ask children if they know what a season is?
- Explain to them that a season is when we experience a change in weather.
- Tell them that we are in the season of fall/autumn.
- Tell children they will be playing three games about fall.

ACTIVITY #1

Leaf Hunt:

- Tell children they will first play a hunting game where they will need to hunt for pairs of leaves.
- Throw leaves around the classroom.
- Tell children and parents they will go around the classroom picking up matching leaves.
- Let them know there are different color leaves (green, red, orange and yellow) and they are all different shapes and sizes.
- Each leaf has an identical pair (same color, shape and size) and they will need to find it.
- When all the leaves have been picked up have children and parents take a seat to count the pair of leaves they found.
- The game is over when all teams have discovered 6 pairs.

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

- Their child's ability to focus and concentrate.
- Their child's ability to compare and contrast two items.
- Their child's ability to problem solve.

ACTIVITY #2

Fall Dominoes:

- Instruct children that they will be playing Fall dominoes with their parents.
- Give each parent and child a sheet of domino cards.
- Have them cut along the thick black lines to create a set of dominoes
- Ask parents to mix up the dominoes and place them face down.
- Let parents and children know that each player takes 5 dominoes from the pile, and they shouldn't show them to anyone.
- The youngest player goes first and lays down a domino.
- The next person has to lay down a domino with a picture that matches one that's already there.
- If a player can't go they pick up from the pile and miss their turn.
- You play until all the dominos are gone.
- The winner is the person who places their last domino down.
- Provide families a bag to take their dominoes home in.

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

- Their child's ability to take turns.
- Their child's ability to match to similar objects.
- Their child's ability to think strategically.

ACTIVITY #3

Numbered Leaves are Falling:

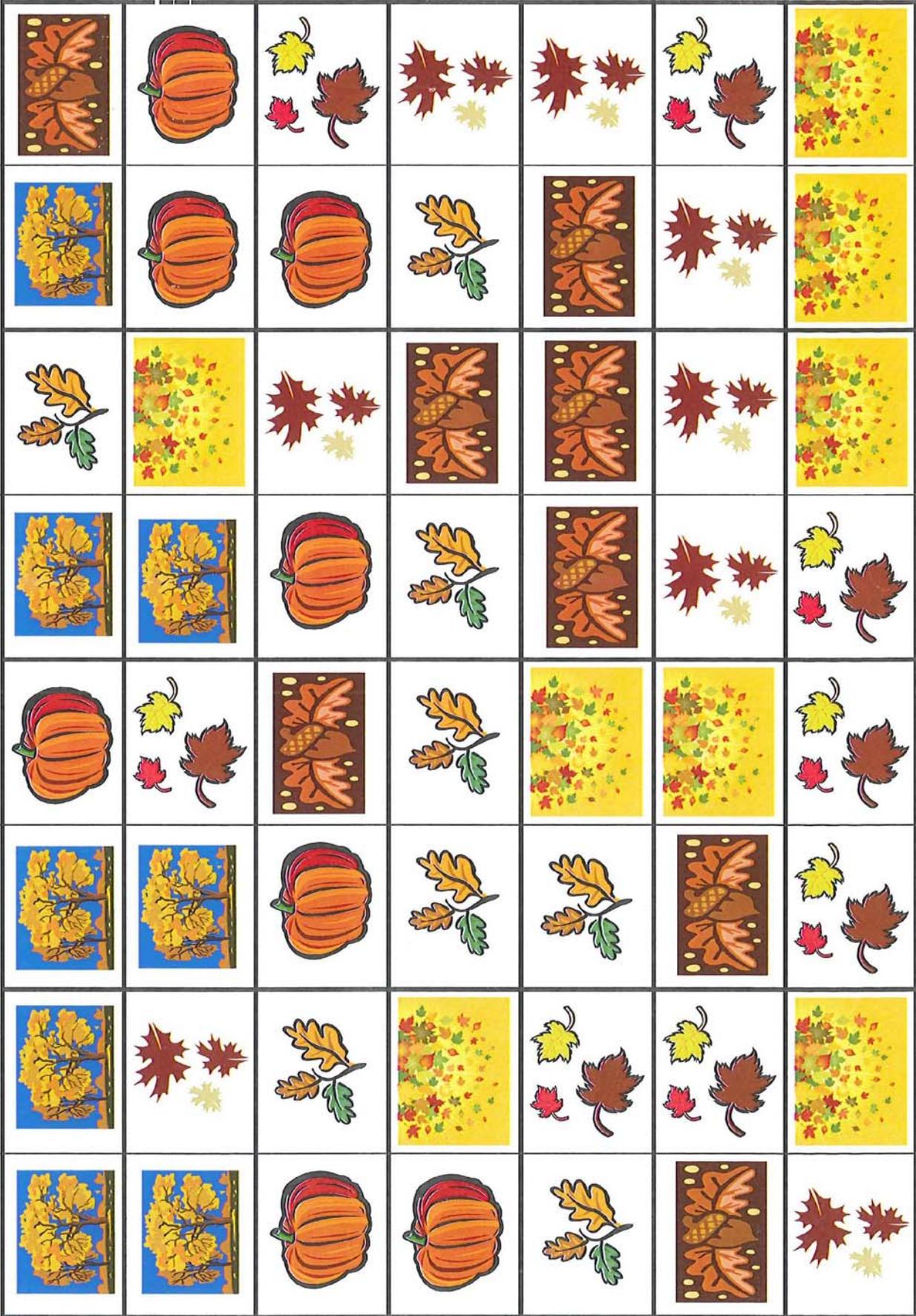
- Put the leaves in both hands and throw them up in the air as high as you can.
- Then, pick up the leaves in numerical order.
- Start with 1 and hunt for each leaf until you get to 18.
- When you collect all 18 leaves, you win!
- The leaves are in your hands and ready to throw again.

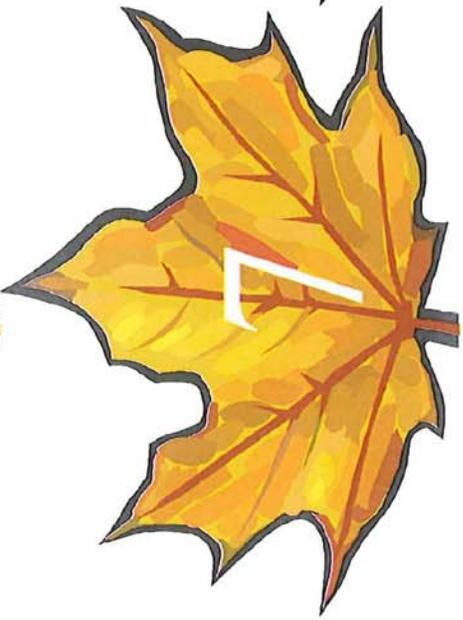
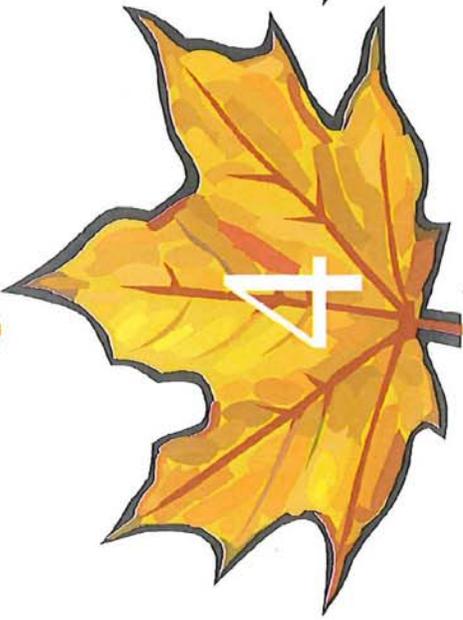
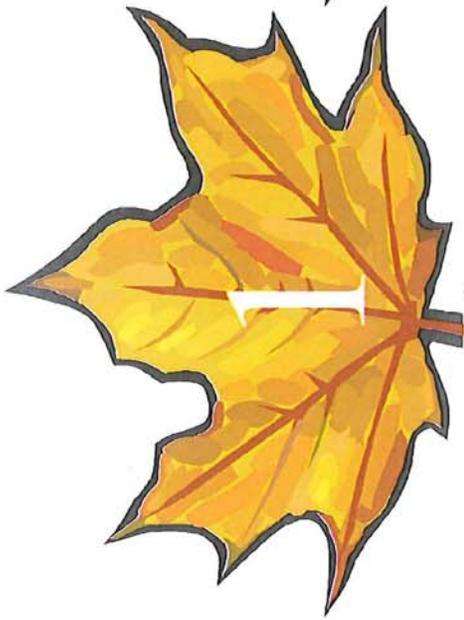
Explain to parents that playing games like this one, helps strengthen the following skills:

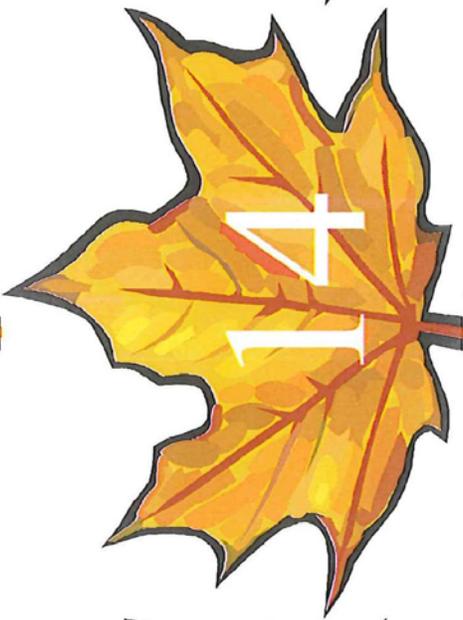
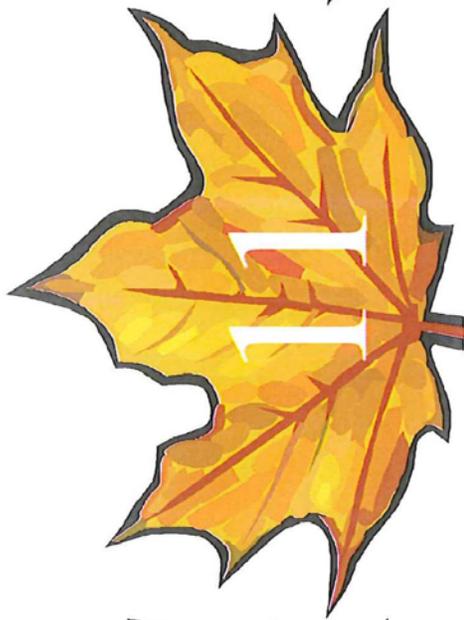
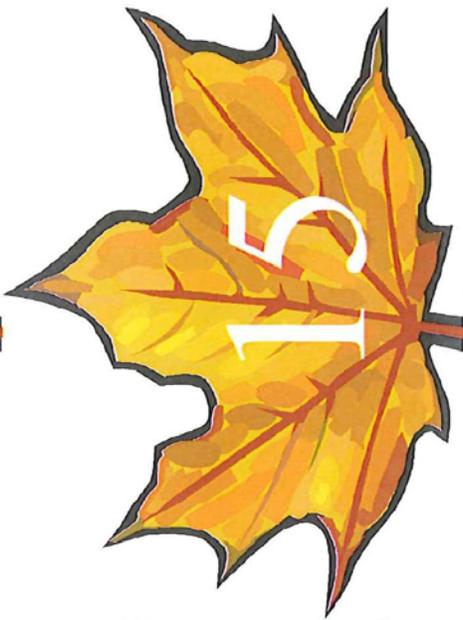
- Their child's ability to recognize numbers.
- Their child's ability to count.
- Their child's ability to use fine motor skills to pick up leaves.

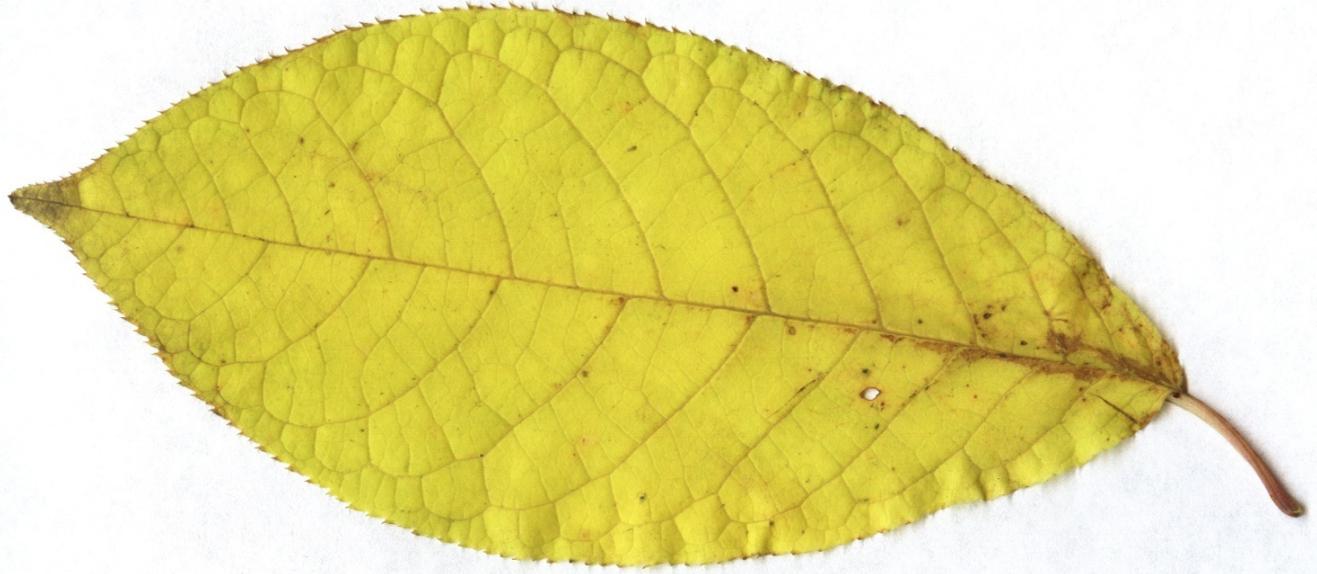
TALK ABOUT IT

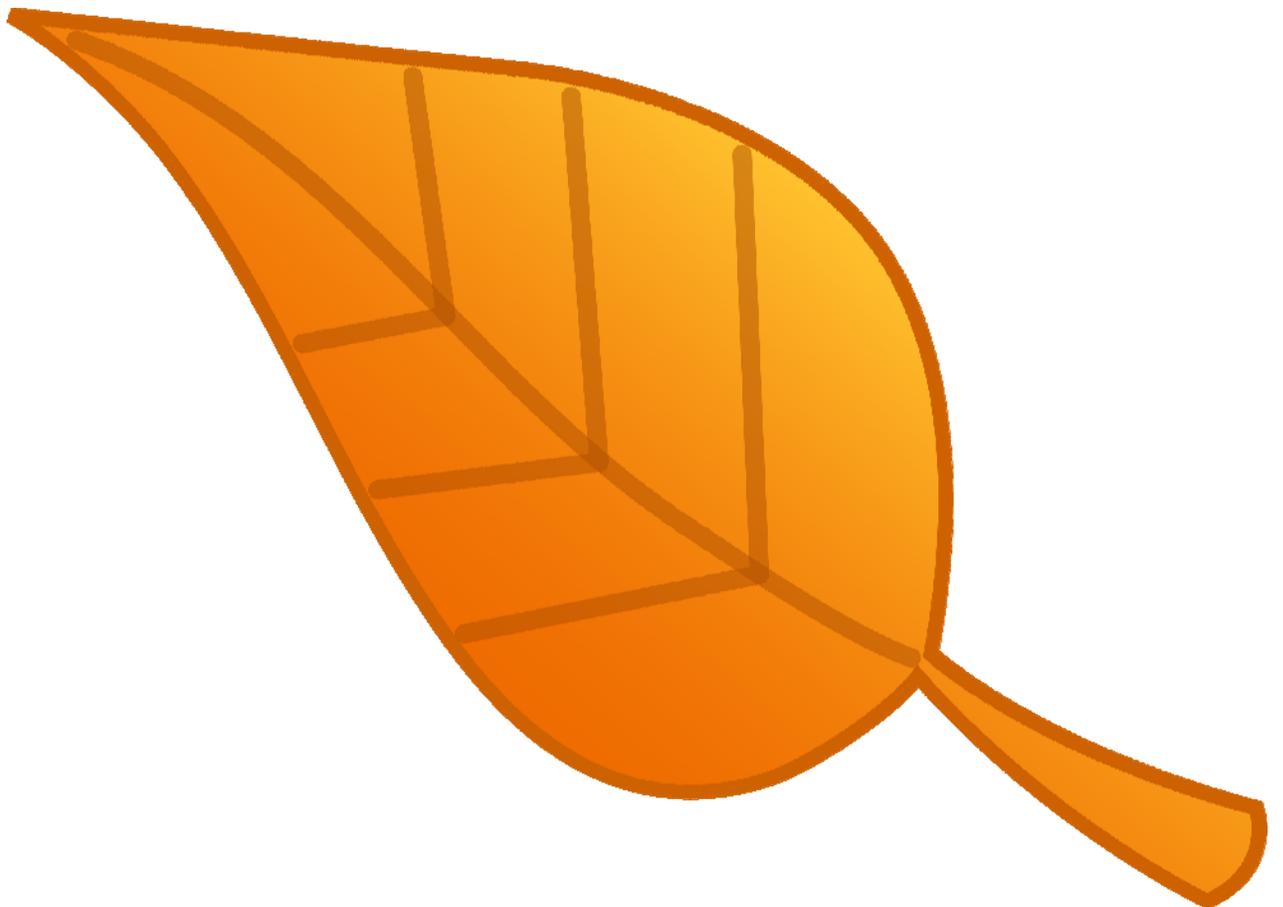
- Talk to the children about the game they played.
- Ask children how the game they played reminded them of the autumn season.
- Encourage children to keep an eye out for trees that are losing their leaves. They can play a game as they take a nature walk, picking up leaves they find in their way. When they get home they can sort them out by color and count them to see what color leaves they found the most of.
- 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.















Fall: Falling Leaves

Sesame Street Fun!

OVERVIEW

In this activity children will learn about Fall and the things that occur during this season. Children will make their own book about fall.

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 - #27 COG1 – Cause & Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: Fall By: Barron’s
- Spanish Book: El Otoño Por: Barron’s
- English Video/Sesame Street: Seasons
- Spanish Video/Plaza Sésamo: Estaciones del Año
- Printed Tree Template
- Construction Paper: Light Blue, Yellow, Red and Orange
- Hole Punch
- Ziploc bags (1 per child)
- Glue
- Markers or Crayons: Brown and Green

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of Falling Leaves Template and cut (1 per child)
- Trace rectangle template on blue construction paper and cut (1 per child)
- With a hole punch make of bunch of yellow, red and orange circles and place them in a Ziploc bag.
- Cut small squares of red, orange and yellow paper and place them in a Ziploc bag.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children that today they will be learning about the season we call Fall or Autumn.
- Ask children if they know why leaves change color and fall off the trees during this season?
- Tell them that when summer ends and autumn comes, the days get shorter and shorter. This is how the trees "know" to begin getting ready for winter. During winter, it gets cool and there is not enough light or water. This causes leaves to change color and fall of the trees. When Spring season comes trees will grow new leaves again.

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 – Autumn Winds
 - Spanish – El Otoño ya se Acerca
- [Show Sesame Street Clip: Seasons / Estaciones del Año](#)

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 Falling Leaves craft.
- Pass out all material to every child.
- Tell children to color the tree trunks brown and the grass green.
- Then have them glue small squares of red, orange and yellow paper on the tree. The easiest and quickest way to do this is to spread glue all over the tree and stick on each "leaf".
- Children will then put 1 ½ tablespoon of paper circles into their Ziploc bag.
- Have them seal the bag, but make sure you don't squeeze out all of the air or the leaves wont fall right.
- Get all the paper circles into the center of the bag. Sandwich the baggie between the two papers by spreading glue along the edges of the baggie, front and back. Also spread glue on the outer edges of the paper window. The blue rectangle is glued behind the baggie, and the fall trees template is glued on the front.
- When children are all done they can shake their fall scene and watch the leaves fall!
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

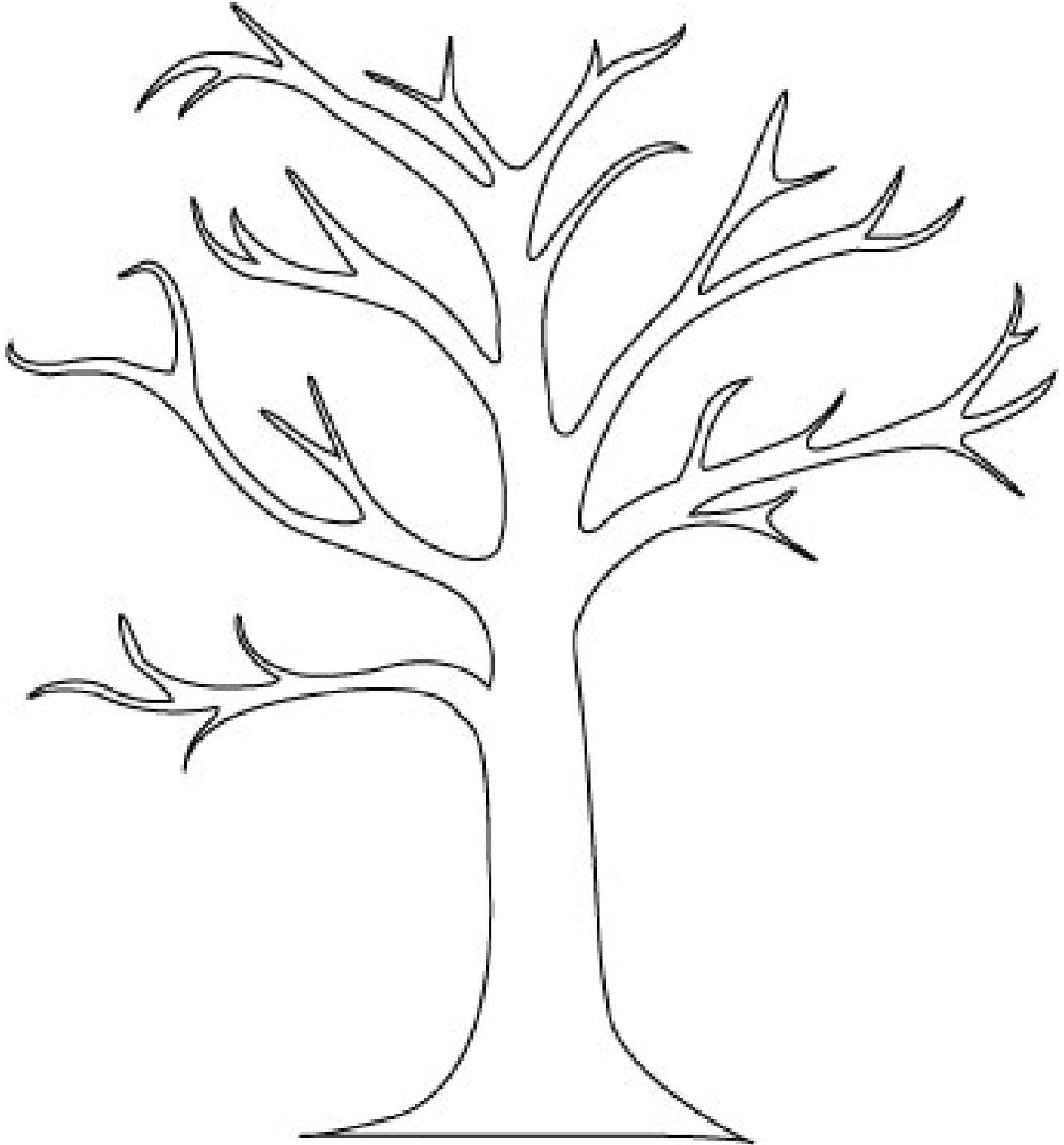
- Discuss what the children learned today regarding Fall.
- Ask children: What are some of the signs that nature provides to us to let us know that fall is coming (falling leaves, apples, fall holidays, weather).

PARENT TIP SHEET

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



Sesame Street
Fun!

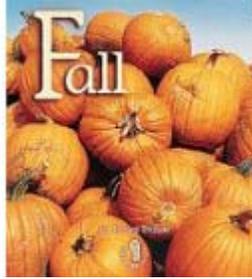
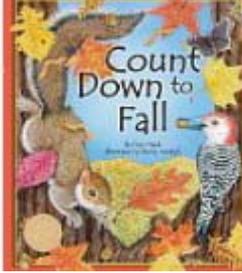




Parent Tip Sheet: Fall

Sesame Street Fun!

BOOKS



ACTIVITIES

Leaf Rubbings

What You Need:

- Leaf
- White Paper
- Crayon

What You Do:

Have your child place a leaf under a piece of paper, and rub the paper with crayon, and the leaf shape will appear. This activity works much better with green leaves.

Leaf Rubbings

What You Need:

- Straw
- Leaf

What You Do:

Have your child blow a leaf across a table with a straw. Have a leaf race. See who can blow their leaf across the table first.

SONGS

Autumn Winds

Sung to: "Ring around the Rosie"

Autumn Winds begin to blow
Colored leaves fall fast and slow
Whirling Twirling all around
Till at last they touch the ground

Pretty Leaves are Falling Down

Sung to: "London Bridge"

Pretty leaves are falling down, falling down,
falling down.
Pretty leaves are falling down, all around the
town. (wiggle fingers)

Let's rake them up in a pile, in a pile, in a
pile.
Let's rake them up in a pile, all around the
town. (make raking motions)

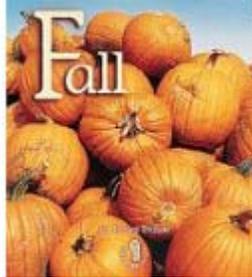
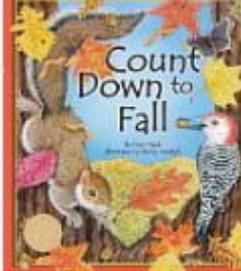
Let's all jump in and have some fun,
have some fun, have some fun.
Let's all jump in and have some fun, all
around the town. (jump into circle)



Consejos Para Padres: El Otoño



LIBROS



ACTIVIDADES

Frotar una Hoja

Que Necesita:

- Hoja
- Papel blanco
- Crayola

Que se Hace:

Deje que su niño ponga una hoja abajo del papel, y la frote con un Crayola. La forma de la hoja aparecerá en el papel. Esta actividad funciona mejor con hojas verdes.

Soplar una Hoja

Que Necesita:

- Popote
- Hoja

Que se Hace:

Deje que su niño sople una hoja con un popote sobre la mesa. Tengan una carrera de hojas. Vean quien puede soplar su hoja primero sobre la mesa.

CANCIONES

El Otoño ya se Acerca

El otoño ya se acerca
sopla el viento en las montañas
y arrancando va las hojas
de los árboles y plantas.
Las hojitas hacen corro
porque les gusta bailar
van deprisa, van despacio
marca el viento su compás.
Luego el fuego encenderemos,
asaremos las castañas,
todos juntos bailaremos
sin parar hasta mañana.

El Otoño ya Comienza Otra Vez

¡Cómo me gusta saltar entre las hojas
que poco a poco comienzan a caer,
sentir al viento haciéndome cosquillas
en la cabeza, las manos y los pies!
Ya no me mojo, no juego más con agua
y un abrigo me tengo que poner,
porque termina el verano y el otoño
con su aire fresco ya comienza otra vez.



Fall: Falling Tree Leaves

Sing & Play

OVERVIEW

In this activity children will be learning about the fall season by participating in a book reading, singing nursery rhymes, playing with manipulative toys, finger painting and creating their own craft project.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: Let It Fall by: Mary Ann Cocca-Leffler
- Spanish Book: El Otoño por: Tanya Thayer
- Music: CD- Songs of Our Earth #29 "Falling Leaves" Spanish #28 "El Otoño ya Llego"
- Tree trunk template (one per child)
- Small fabric material leaves (five per child)
- Tempera finger paint: brown
- Small paper plates
- Glue
- Manipulative-Table top toys for activity centers: Lego's, soft blocks, and puzzles

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Introduce the fall season topic to children and their parents by discussing how the weather changes, the leaves fall from the trees, and how a lot of grass turns from green to brown.
- Ask children what are some of the things they like to do in the fall (play in leave piles, carve pumpkins, and drink hot cocoa).
- 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 – Falling Leaves
 - Spanish – El Otoño ya Llego

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making their own fall tree.
- Show a sample of the completed craft project.
- Pass out materials.
- Instruct children to use the brown finger paint to color their tree trunk.
- Ask parents to assist their children in pasting the different colored leaves onto their tree. Encourage parents to emphasize the color of the leaves as they assist their children.
- When children are done with their project, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.



ACTIVITY #4

Free Play (Share, play and Socialize):

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

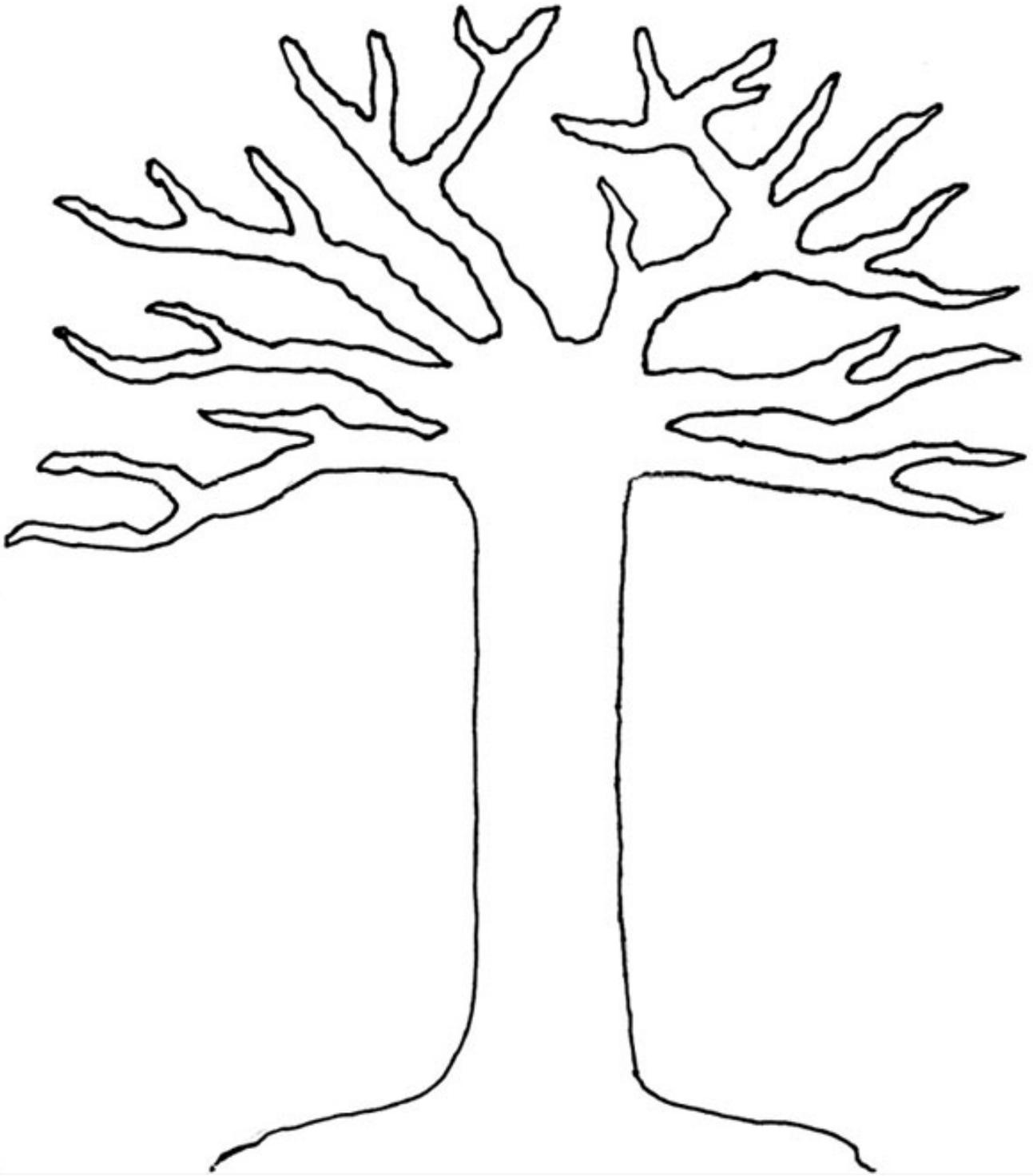
TALK ABOUT IT

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

- Remind children that it is fall, and ask them to help you describe what that means?
- 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 the fall by reading, singing, and completing some of the suggested activities.

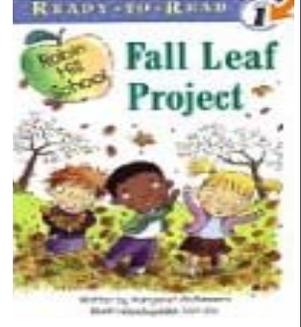
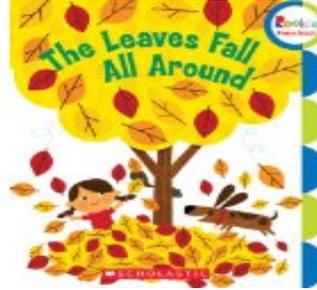
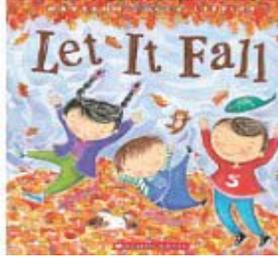




Parent Tip Sheet: Fall

Sing & Play

BOOKS



ACTIVITIES

Leaf Stick

What You Need:

- Googly Eyes
- Crayons or paints
- White craft glue
- Silk fall leaves or collect real leaves
- Popsicle stick

What You Do:

During the fall you will find real leaves nearby trees collect some leaves and use them for your activity by coloring or painting a popsicle stick, then glue the leaf to the stick, (If you use real leaves coat them with glue and let them dry before gluing to the stick) Add eyes to leaf by applying to small dots of glue and allow to dry completely. When done play with your child and sing songs about the fall season.

Leaf Photo Frame

What You Need:

- Popsicle sticks
- Glue
- Real leaves
- Favorite pictures
- Hole puncher
- Yarn

What You Do:

Collect small real leaves and gather all materials needed. Have your child paste his favorite picture on construction paper, paste popsicle sticks on every edge of the picture to make a frame. Have your child choose the fall leaves he wants to paste on the popsicle sticks. When done and glue is dry hole punch the top center and knit yarn thru to be hang on your child's favorite spot.

SONGS

Autumn Leaves

Autumn leaves are falling down, falling down,
falling down
Autumn leaves are falling down, down, down on
the ground.
Rake them up and make a pile, make a pile,
make a pile.
Rake them up and make a pile, guaranteed to
make you smile.
Jump into the pile of leaves, pile of leaves, pile of
leaves
Jump into the pile of leaves, taking turns if you
please.
Put a leaf in a book, in a book, in a book
Put a leaf in a book, in a few months take a look.

If You Know Fall Season

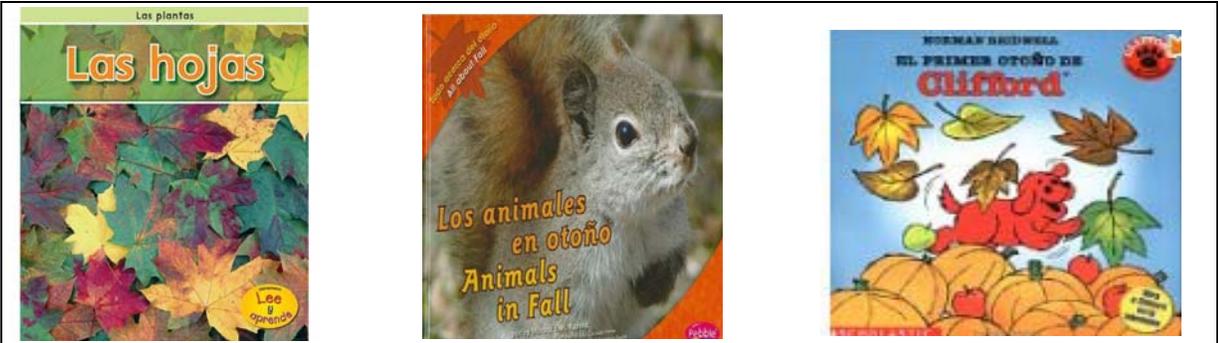
If you really love the
Autumn slap your knees
If you really love the
Autumn slap your knees
When it's beginning to get cold
And the leaves turn red and gold
Then it's back to school you go
Slap your knees
Slap your knees
Slap your knees.



Consejos Para Padres: El Otoño

Canta y Juega

LIBROS



ACTIVIDADES

<p>Hoja en el Palillo</p> <p>Que Necesita:</p> <ul style="list-style-type: none"> • Ojos Movibles • Crayones o pinturas • Pegamento textil • Hojas de temporada o de seda • Palillos de paleta <p>Que se Hace:</p> <p>Durante el otoño es fácil encontrar muchas hojas caídas de los árboles para coleccionar. Colecte lo necesario para esta actividad. Pídale a su hijo que pegue una hoja en el palillo con goma de pegar y déjela secar. Después de que este seco el proyecto, agregue dos gotas de goma de pegar para pegar los ojos. Cuando terminen juegue y cante canciones de verano con su hijo.</p>	<p>Cuadro de fotos Otoñal</p> <p>Que Necesita:</p> <ul style="list-style-type: none"> • Palillos de nieve y goma de pegar • Hojas de árbol de temporada • Fotos de la familia • Perforador y hilo de estambre <p>Que se Hace:</p> <p>Usted y su hijo coleccionen hojas de árbol pequeñas y pídale a su hijo que primero empaste la su foto favorita en el papel de dibujo, después que ponga encima los palillos en cada orilla de la foto formando un marco. Pídale a su hijo que elija las hojas de árbol más pequeñas para decorar el marco. Al terminar la decoración hágale un agujerito en la parte en medio de la parte posterior añada hilo para que se pueda colgar en el lugar favorito de su hijo.</p>
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CANCIONES

<p>Colores del Otoño</p> <p>La piel del otoño es melocotón Sus mejillas huevo Sus ojos melón El otoño lleva Heno en los bolsillos Y unas zapatillas de color membrillo. La la la .. El otoño pinta todo con café Naranjas tomates y gotas de miel.</p>	<p>El Otoño Llego</p> <p>otoño llegó, marrón y amarillo otoño llegó y hojas secas nos dejó el viento de otoño sopla soplará y con hojas secas nos deja jugar otoño llegó, marrón y amarillo otoño llegó y hojas secas nos dejó</p>
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Fall: Corn on the Cob

Smart Art

OVERVIEW

In this activity children will learn about fall by participating in a read-aloud, singing and painting a ceramic piece that is related to the fall 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 - #27 COG1 – Cause & Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: How Do You Know It's Fall? by: Allan Fowler
- Spanish Book: Como sabes que es Otoño? por: Allan Fowler
- Bisque piece: Mr. Corn
- Bisque paints: green, yellow and purple
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

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

INTRODUCTION

- Introduce topic to students.
- Explain to children that fall is one of the four temperate seasons. The fall season marks the transition from summer into winter.
- Fall is also called "autumn" and represents the time of year during which most crops are harvested.
- We can also recognize the season because it is when days get shorter and cooler and the nights get longer.

ACTIVITY #1

Sing a Song:

English Song: Leaves
Sung to the tune: "London Bridges Falling Down"

Leaves, Leaves, Leaves, falling down,
Falling on the ground
Red and orange,
Yellow and brown
Falling on the ground.

Spanish Song: El Otoño Llego

otoño llegó, marrón y amarillo
otoño llegó y hojas secas nos dejó
el viento de otoño
sopla soplará
y con hojas secas
nos deja jugar
otoño llegó, marrón y amarillo
otoño llegó y hojas secas nos dejó

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

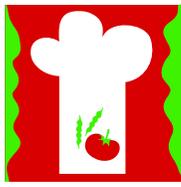
Free Play (Share, Play and Socialize):

- 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.



Fall: My Acorn

Snack Attack

OVERVIEW

Children will learn the marvelous wonders of Autumn by creating and eating an edible snack that closely resembles an acorn and squirrel.

SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #41 HLTH1 – Personal Care Routines

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Acorn and the Oak Tree
- Spanish Book: La Bellota y el Roble
- Per Child: Squirrel
 - 2 pieces of bread
 - 2 tablespoons of Nutella (or Peanut Butter)
 - 1 mini chocolate chip
- Per Child: Acorn
 - 3 glazed doughnut holes
 - 3 pretzel sticks
 - 2 tablespoons of Nutella
 - 2 tablespoons of granola

by: Lori C. Froeb
Translated Book

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 the Fall season today.
- Tell children that today's class will be focusing on autumn leaves and acorns. Describe what acorns are by saying: it's a nut that has a single seed.
- Describe autumn leaves by saying: leaves change colors; usually, red, yellow, orange and brown. They fall down onto the ground and crunch when you step on them.
- Ask children if they know what type of animal consumes acorns. Ex: squirrels
- Show the children a picture of a squirrel and tell children interesting facts about squirrels.
- Tell the children the different activities that can be done during fall. Ex: jumping on raked leaves etc.
- Tell children how the seasons change and what kind of change it brings about. Describe different textures and scenery. Show pictures of autumn.
- 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.

Autumn Leaves are Falling Down

Sung to the tune: "London Bridges"

Autumn leaves are falling down, falling down,
falling down
Autumn leaves are falling down, down down
on the ground.

Rake them up and make a pile, make a pile,
make a pile.
Rake them up and make a pile, guaranteed
to make you smile.

Jump into the pile of leaves, pile of leaves,
pile of leaves
Jump into the pile of leaves, taking turns if
you please.

Put a leaf in a book, in a book, in a book
Put a leaf in a book, in a few months take a
look.

Autumn leaves are falling down, falling down,
falling down
Autumn leaves are falling down, down, down
on the ground.

El Otoño

Toda las hojas están cayendo
Cayendo, cayendo,
Toda las hojas están cayendo,
Ahora es otoño.
Son de color amarillo, amarillo
Son de color rojo, rojo
Son de color amarillo y rojo
Ahora es otoño.
Písalas, písalas

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 squirrel and acorn snack:

Squirrel:

- Make a peanut butter sandwich.
- Cut the top section (rounded crust) of the sandwich off for the tail.
- Cut one corner off of the bottom section and shape it for the head, using the corner crust for the ear.
- Shape the remaining portion into the squirrel's body.
- "Glue" each piece together using peanut butter. (You may need to use a toothpick for reinforcements when standing the squirrel up on a plate, but it's just as cute lying down on a plate, too!)
- Put the sprinkle or mini chocolate chip in place for the eye.



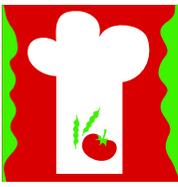
Acorn:

- Frost a third or so of a glazed doughnut hole with chocolate frosting.
- Roll the frosted top in crumbled granola or cake sprinkles, then add a small piece of a pretzel for the stem.



TALK ABOUT IT

- Discuss what the children learned today about autumn.
- Have each child tell you what they love most about autumn and how it makes them feel.
- Lastly, have the children repeat the letter that starts with the word Autumn and squirrel and repeat phonetically the letter.



Book Translation: La Bellota y El Roble

Snack Attack

Una brisa fresca del otoño sacudió a la bellota pequeña de su lagar alto en las ramas del roble. El golpe se escucho plink, plunk, plonk. Después de caer por las hojas y ramas y rodar bajo una colina, la bellota por fin se detuvo en un pequeño parche de tierra.

Es diferente aquí en el suelo, pensó la bellota pequeña. Los animales venían de visita a menudo y los pájaros cantaban sus canciones bonitas. El suelo era suave, y la bellota arraigo. Pronto, se sintió muy cómodo.

Cuando una manta de nieve lo cubrió, la bellota soñó que sentía el sol tibio una vez más.

Pronto, vino la primavera y la bellota brotó y creció en la luz tibia del sol. No paso mucho tiempo cuando la bellota era suficientemente alto para ver otras plantas alrededor de él. Algunas plantas tenían flores coloradas. Son tan hermosas de mirar, pensó la bellota.

Cada año, el joven roble creció más fuerte.

El nunca creció flores grandes, como otras plantas, pero cada otoño sus hojas verdes cambiaban de color amarillo y anaranjado brillante. Ahora sus ramas parecían casi alcanzar el cielo. Me siento como si podría tocar las nubes, el joven roble pensó.

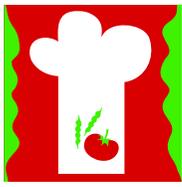
Una noche, una tormenta vino y trajo lluvia, viento y relámpagos. ¡CRAACK! Un relámpago tomo una de las ramas más grandes del roble. Tengo miedo, el roble pensó. Pero escucho lo que los otros arboles mas viejos le decían de tormentas que habían visto venir e ir y que esta tormenta, como las otras, terminarían. Y así fue.

Años más tarde, dos búhos hicieron su nido en el hoyo dejado por la rama perdida del roble. Cuando el invierno llego, los búhos permanecieron seguros y calentitos dentro de la rama del roble. Juntos, eran una familia.

Otros pájaros también hicieron su nido en las ramas del roble y le contaron historias maravillosas de cosas que habían visto. Un día, quizá yo diré mi historia, pensó el roble.

Muchos anos después, durante un otoño, el roble encontró sus ramas pesadas con bellotas. Mientras una brisa fresca susurro sus hojas, el permitió orgullosamente que se cayeran. Lleno de alegría, el pensó, ¡A como recuerdo el día cuando me caí del roble viejo!

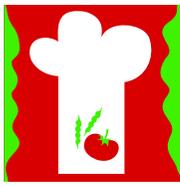
Los días tibios del verano regresaron y el roble miro felizmente a uno de sus nuevos semilleros. "Ahora le roca a usted, árbol pequeño. Esparza sus hojas al sol y de la bienvenida a los animales que pasan. Con cada ano pasajero, crecerás mas grande y fuerte, también." Algún día, pensó el roble, tendrás tu propia historia para contar



Fall:
Pictures of Fall

Snack Attack

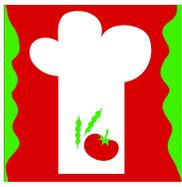




Fall:
Pictures of Fall

Snack Attack

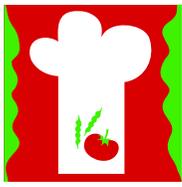




Fall:
Pictures of Fall

Snack Attack





Fall:
Pictures of Fall

Snack Attack





Fall: Fall Leaves Print

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 characteristics of the fall season. Children will have the opportunity to use fall leaves to make a beautiful print to take home.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #29 COG3 – Memory and Knowledge
- DRDP - #34 MATH – Classification
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Leaves in Fall
- Spanish Book: Las Hojas en Otoño
- Fall leaves (that aren't dried out)
- White construction paper (1 per child)
- Scrap paper or newspaper
- Red, yellow, orange and brown paint
- Paint brush (1 per child)
- Construction paper (1 per child)
- Gold, red, green, and yellow glitter
- Give-away books

By: Martha E. H. Rustad
Por: Martha E. H. Rustad

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Go outdoors and pick a variety of leaves.
- Set materials on the table.

INTRODUCTION

- Introduce topic to students
- Introduce the subject by asking students how do they know it is fall? Ask children what are some things that happen in the fall?
- Discuss what happens to the tree's during the fall and how the tree's look.
- Ask children if they know why it is called the fall season?

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

Leaf Prints:

- Collect a few fall leaves outside. Talk about the colors and what makes the leaves you find similar or different.
- Have the children paint the back of the leaf where the veins are.
- Make a leaf print on some scrap paper first to remove some of the paint and then print onto your real paper.
- Repeat with all the leaves you collected.
- Child can add glitter to the prints.
- 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 fall?
- Ask them what are some things they like to do during fall season?

PARENT TIP SHEET

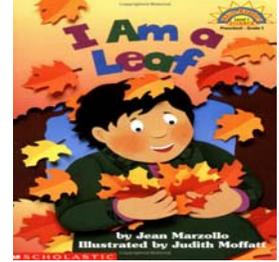
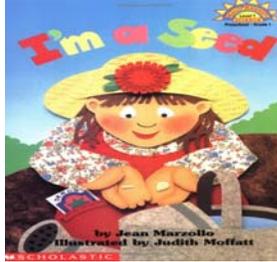
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about fall by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Fall

Storytime

BOOKS



ACTIVITIES

Apple Harvest

What You Need:

- Variety of Apples

What You Do:

Fall is the time of apple harvest and it would be fun for preschoolers to learn that apples come in different colors and that different apples have different tastes. Try cutting up several types of apples and letting the toddlers try the different kinds of apples

Autumn Leaves

What You Need:

- Construction Paper
- Scissors

What You Do:

Students can cut out colorful leaf shapes in various shades of construction to create their own mosaic leaf pile. Let them learn how to glue each leaf onto their paper until they've created a nice, autumn leaf pile

SONGS

Leaves on the Tree

Sung to the tune of "The Wheels on The Bus"

The leaves on the trees come tumbling down,
Tumbling down, tumbling down.
The leaves on the trees come tumbling down,
All over town.

The leaves on the trees are red red red,
Red red red, red red red,
The leaves on the trees are red red red,
All over town

The leaves on the trees are green green green,
Green green green, green green green.
The leaves on the trees are green, green, green,
All over town.

The Apple Tree

A traditional finger play for Fall
Away up high in an apple tree.

(Point up)

Two red apples smiled at me
(Form circles with fingers)

I shook that tree as hard as I could
(Pretend to shake a tree)

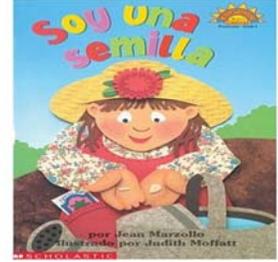
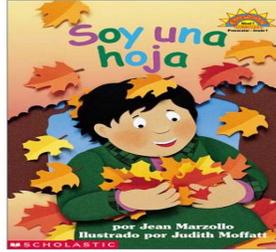
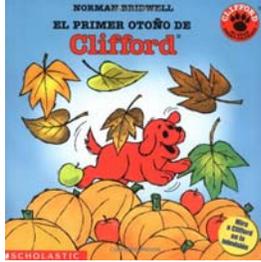
Down came those apples.
And mmmmmmm, were they good!
(Rub tummy)



Consejos Para Padres: El Otoño

Hora de
Cuentos

LIBROS



ACTIVIDADES

Cosecha de Manzanas

Que Necesita:

- Variedades de manzanas

Que se Hace:

El otoño es tiempo para la cosecha de manzanas y para niños de edades de preescolar pueden aprender sobre los diferentes colores que tienen las diferentes manzanas y como saben. Corten varios tipos de manzanas y deje que sus hijos prueben los diferentes tipos.

Hojas de Otoño

Que Necesita:

- Papel de construcción
- Tijeras

Que se Hace:

Los estudiantes pueden cortar diferentes figuras de hojas de varios colores de papel de construcción para crear un mosaico de hojas. ¡Deje que aprendan como pegarlas a un papel hasta que crean un montoncito de hojas!

CANCIONES

Las Hojas

Caen y caen sin parar
y no dejan de bailar.

De los árboles se caen
y el viento se las lleva.
¿Qué es?

Verde nació,
atada a un árbol viví,
y cuando el sol empezó a faltar,
amarilla al suelo fui a dar
Está en la navaja
y está en el cuaderno
se cae del árbol
antes del invierno

El árbol quedó sin hojas

El árbol quedó sin hojas,
las ramas no tienen nada,
y contra un cielo de otoño:
sólo las ramas peladas.