



Harvest: Corn in the Cob



OVERVIEW

In this activity children will learn about the fruits and vegetables associated with harvest time through our celebration of the Thanksgiving holiday. They will learn about the different foods that we eat to celebrate this holiday, and will create their very own corn project to extend their understanding of the concept.

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 and Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Story of Thanksgiving by: Nancy J. Skarmear
- Spanish Book: La Historia del Día de Acción de Gracias por: Nancy J. Skarmear
- Tempera paint: (green, orange and yellow)
- Pre-Traced corn design on construction paper (one per child)
- Corn husk
- Different types of corn kernels
- Baby wipes
- Paper plates

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Explain to children and their parents that harvest is the time of the year when many fruits, vegetables, and other food products are grown for us to enjoy and eat.
- Ask children what types of food they might eat during this time of year (apples, corn, and turkey).

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 – Apple Man
- Spanish – Naranja Dulce

ACTIVITY #3

Instruct the children that they will now be making their own "Thanksgiving Corn".

- Ask parents to help by placing a small amount of finger paint onto their child's paper plate.
- Instruct children to color their corn and to glue it onto the construction paper once it is painted.
- Tell children that there are real corn husks and kernels on the table for them to glue onto their artwork to decorate the piece more.
- When the children are done with their project, instruct them to clean up their work 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 children questions about the book that was read and what they learned during class?
- Ask children what their favorite harvest food is?

PARENT TIP SHEET

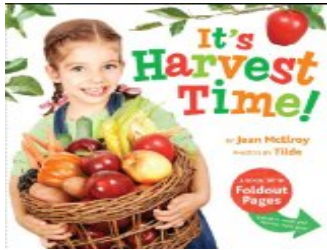
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about harvest time by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Harvest



BOOKS



ACTIVITIES

Painting with Straw Brushes

- What You Need:**
- straw or hay
 - rubber bands
 - paint in harvest colors
 - small bowls or dishes
 - paper

What You Do:

Assist your child on cutting and bundle straw into "paintbrushes". Wrap rubber bands around straw bundles to hold them together. Set out paints in small bowls or dishes. Lay paper on a tabletop or tape to an easel or other vertical surface. Allow your child to paint on the paper using the straw brushes and paint harvest colors.

Corncob Prints

- What You Need:**
- corncobs – dried and without kernels
 - paint – use harvest colors such as orange, yellow, and red
 - shallow pans to hold paint
 - corncob holders or wooden skewers
 - large sheets of paper and tape

What You Do:

Cover work surface (with plastic or newsprint) tape large sheets of paper to work surface press corncob holders or skewers into both ends of dried corncobs. Then let your child explore painting with corncobs by rolling the corncobs into the paint (using the corncob holders or skewers as handles) and then rolling the corncobs around on the large paper.

SONGS

Eating Goober Peas

Sitting by the roadside on a summer's day
 Chatting with my mess-mates passing time
 away.
 Lying in the shadows underneath the trees.
 Goodness how delicious eating goober peas.
 Peas, peas, peas, peas
 Eating goober peas
 Goodness how delicious
 Eating goober peas.
 When a horse-man passes, the soldiers have a
 rule.
 To cry out their loudest, "Mister, where's your
 mule?"
 But another custom, enchanting-er than these.
 Is wearing out your grinders, eating goober
 peas.
 Peas, peas, peas, peas
 Eating goober peas
 Goodness how delicious eating goober peas.

Apple Man

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

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



Consejos Para Padres: La Temporada de la Cosecha



LIBROS



ACTIVIDADES

Pintar con Palitos de Paja

Que Necesita:

- Palillos de paja o heno
- Ligas
- Pintura con colores de la cosecha
- Platos de papel
- Hojas de dibujo

Que se Hace:

Asista a su hijo a cortar palillos de paja o heno para ponerlos y amarrarlos juntos y hacer "un pincel". Amárrenle una liga alrededor. Prepare los platos o sartenes. Cobra la mesa con papel de dibujo y péguenlo con cinta y permita que su hijo pinte con el pincel y los colores de la temporada de la cosecha.

Las Huellas de Elote

Que Necesita:

- Elote- seco sin granos
- Pintura- use los colores de la cosecha como; anaranjado, Amarillo, y rojo.
- Charola amplia
- Hojas de papel amplias y cinta adhesiva

Que se Hace:

Coloque el papel encima de la mesa y póngale cinta. Permita que su hijo sumerja el elote en la charola y lo moje con las pinturas de colores de la cosecha para que lo ruede encima y alrededor de el papel.

CANCIONES

Naranja Dulce

Naranja dulce
Limón partido
dame un abrazo
yo te lo pido
Si fuera falso
tu juramento,
en otros tiempos
se olvidarán
Toca la marcha
la marcha toca
a mi casita
yo ya me voy
A la cocina
yo voy corriendo
a comer dulces
y no les doy.

La Cosecha

Van los Pescadores van a cosechar
Benditas las tierras desechas del mar
Campos sin cultivo
Campos de agua y sal
¿Quién sembró los peces?
¿Quién sembró el coral?
Campos al cuidado la inmensidad
Las flores de espuma
¿Quién las plantara?
Van los pescadores y cantando van
¿Serán sus canciones las que sembrarán?



Harvest: Sweet Corn

Barney & Friends

OVERVIEW

In this activity children will learn about the concept of harvesting fruits and vegetables. 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: Harvest Time by: Jeri Cipriano
- Spanish Book: Temporada de Cosecha por: Jeri Cipriano
- English Barney Clip: Grandpa’s Farm
- Spanish Barney Clip: La Granja de mi Abuelo
- Corn template on white cardstock paper
- Popped corn
- Jumbo craft sticks
- Finger paint: green
- Crayons: yellow
- Glue

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce Topic to Students: Tell Children that they are going to learn about the harvest season.
- Show children pictures of harvest scenes. Engage children in a discussion of the pictures.
- 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 – Pumpkins are Growing
 - Spanish – Naranja Dulce
- **Show Barney & Friends clip:** Grandpa’s Farm / La Granja de mi Abuelo

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 corn on the cob. Corn is one of the vegetables that are harvested this time of year.
- Instruct children to glue the corn template onto the craft stick.
- Instruct children to use the crayons on the table to color the corn yellow.
- Ask parents to assist children as they finger paint the leaves of the corn template.
- Children can finish their project by gluing the popcorn onto the corn .
- If time allows, children can complete two corn templates and paste them back to back for a 3 dimensional project.
- 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 harvest season.

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

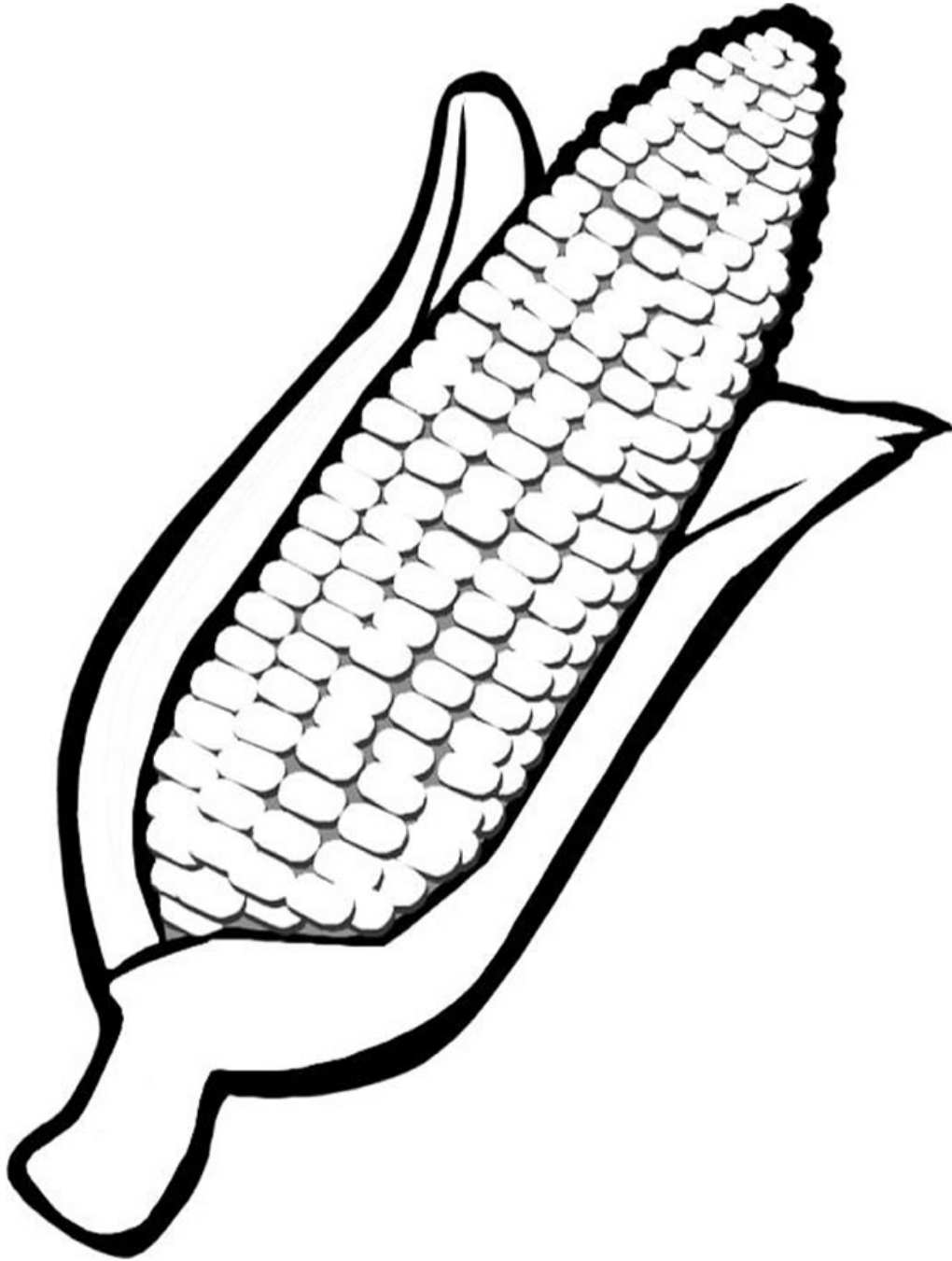
TALK ABOUT IT

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

- Ask children if they know how food gets to the market.
- Talk about the process and how harvesting crops is very important.
- [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 Harvest time by reading, singing, and completing some of the suggested activities.

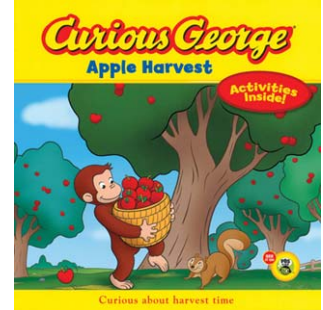
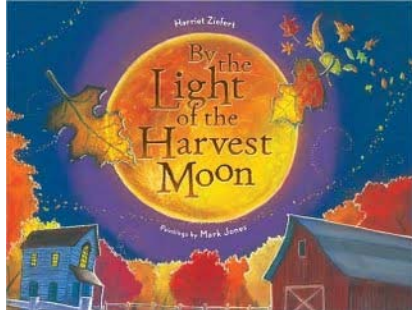




Parent Tip Sheet: Harvest!

Barney & Friends

BOOKS



ACTIVITIES

Cornucopia Cut-out

What You Need:

- Construction Paper
- Magazines

What You Do:

Cut out the construction paper in the shape of a cornucopia. Let your children cut pictures out of a magazine of fruits and vegetables that are harvested. Let them glue the pictures in the cornucopia

Bag O'Pumpkin

What You Need:

- Tempura Paint (Red and Yellow)
- Ziploc Bag
- Black Sharpie Pen

What You Do:

Here's a "sensational" way for your little ones to observe color mixing! For each child, put a spoonful of yellow and a spoonful of red tempera paint into a zippered plastic bag. Have her squish the bag and watch as the colors mix to create orange. Finish the fun by using a black marker to draw a pumpkin on each child's bag.

SONGS

Pumpkins are Growing

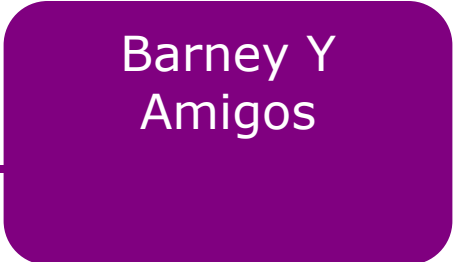
Pumpkins are growing, pumpkins are growing
In the patch, in the patch
Look at all the pumpkins, look at all the pumpkins
Orange and round, orange and round

Apple Surprise

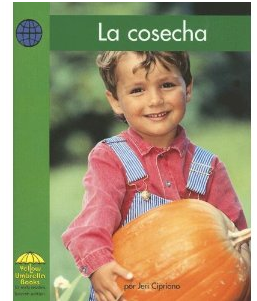
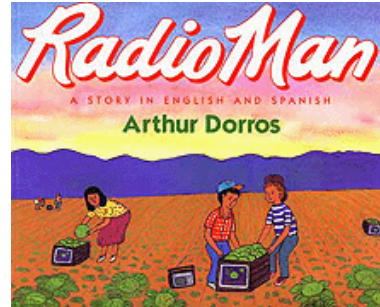
Way up High in the apple tree
A little brown worm smiled at me
I winked my eye and what do you suppose
A shiny red apple dropped on my nose!



Consejos Para Padres: La Temporada de la Cosecha!



LIBROS



ACTIVIDADES

Póster de la Cosecha

Que Necesita:

- Revistas de la cosecha
- Tijeras para niños
- Pegamento
- Papel de dibujo empastado

Que se Hace:

Ayúdele a su hijo a hacer un póster de sus frutas y vegetales favoritas de la temporada de cosecha. Usen fotos de revistas. Promueva que su hijo practique a usar las tijeras y empaste o pegue las fotos. Tal vez su hijo necesite su ayuda pero aun así permita que su hijo tome la iniciativa. Cuando terminen hable con su hijo de los nombres de sus frutas y vegetales favoritas de la temporada de la cosecha.

Pintar con Pinceles de Paja

Que Necesita:

- Paja o Heno
- Ligas Elásticas o Hilo
- Pintura de Colores del Otoño
- Platos de Papel o Tazones Pequeños
- Papel de Dibujar

Que se Hace:

Pídale a su hijo/a que corte paja en forma corta y la ponga en un bulto para hacer "pinceles". Amarre el bulto de paja con las ligas o bandas de goma para mantenerlas juntas. Ayude a su niño/a a vaciar pinturas en tazones o platos de papel. Pídale a su niño/a que coloque papel sobre una mesa, o cualquier otra superficie vertical. Su hijo/a disfrutara pintando sobre el papel con las escobillas de paja y las pinturas.

CANCIONES

Cosecha

Van los Pescadores van a cosechar
 Benditas las tierras desechas del mar
 Campos sin cultivo
 Campos de agua y sal
 ¿Quién sembró los peces?
 ¿Quién sembró el coral?
 Campos al cuidado la inmensidad
 Las flores de espuma
 ¿Quién las plantara?
 Van los pescadores y cantando van
 ¿Serán sus canciones las que sembrarán?

Naranja Dulce

Naranja dulce
 Limón partido
 dame un abrazo
 yo te lo pido

Si fuera falso
 tu juramento,
 en otros tiempos
 se olvidarán

Toca la marcha
 la marcha toca
 a mi casita
 yo ya me voy

A la cocina
 yo voy corriendo
 a comer dulces
 y no les doy



Letter Recognition: Learning My Letters: X, Y, Z

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

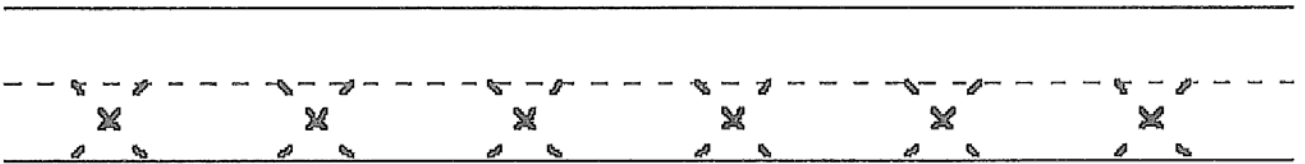
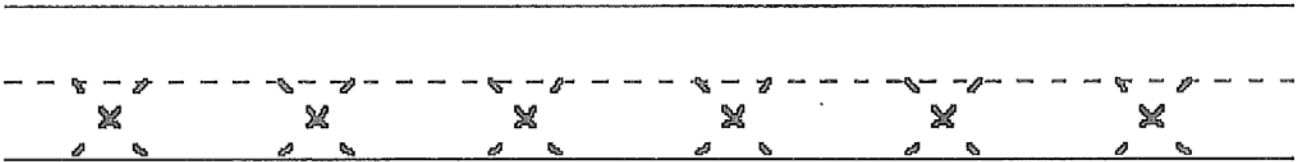
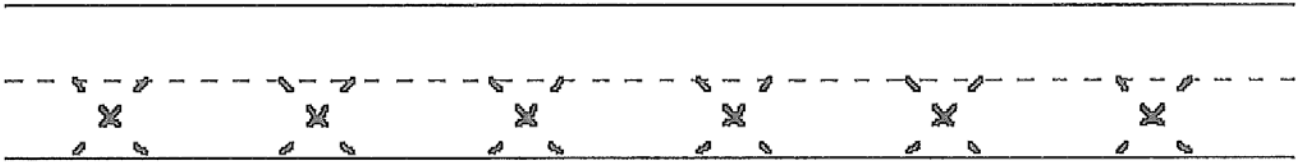
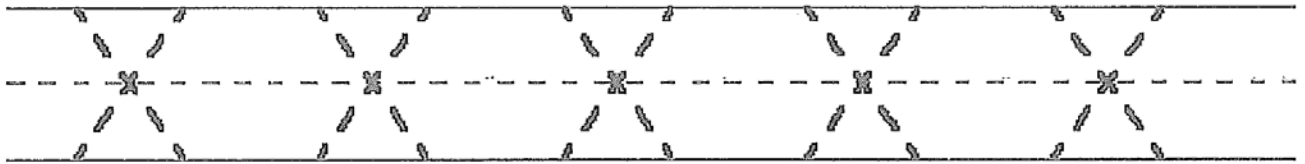
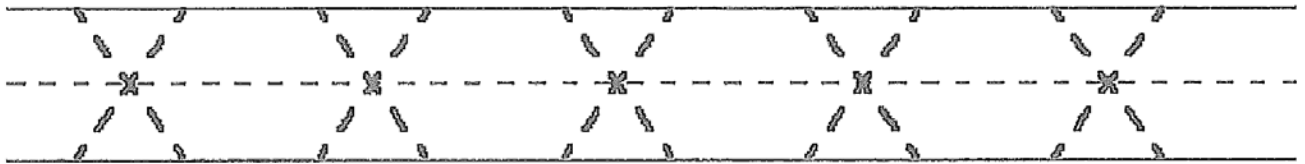
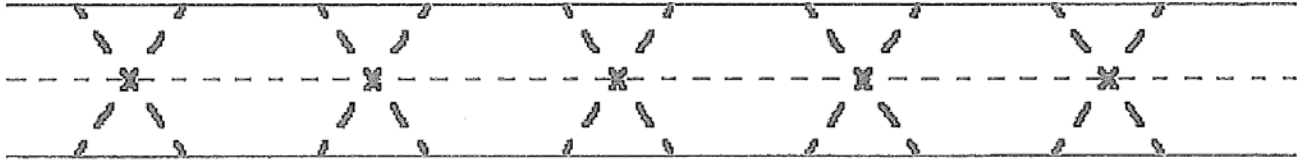
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters X,Y,Z

HOMEWORK

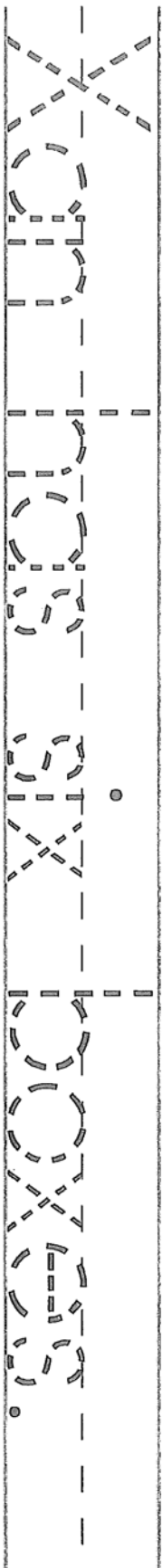
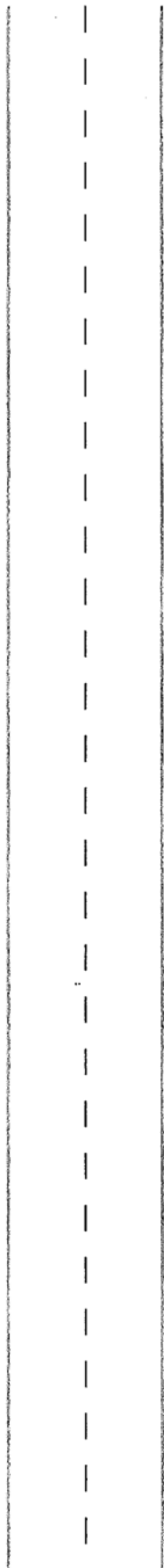
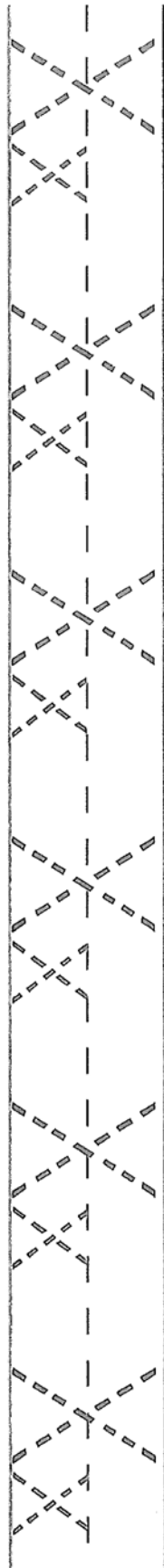
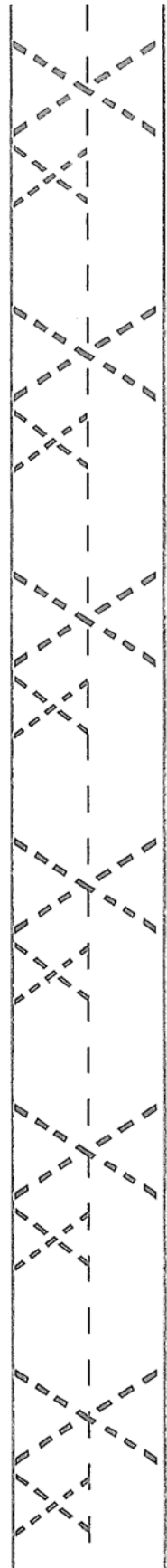
Hand out the pre-writing worksheets and tell the children they are to complete their worksheets at home and bring them back the next time they come to the center. To get a prize from the treasure box!

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

Name _____



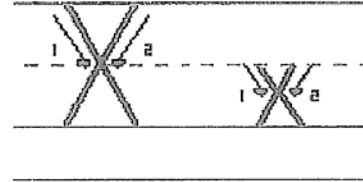
Instructions: trace and then copy letters or words



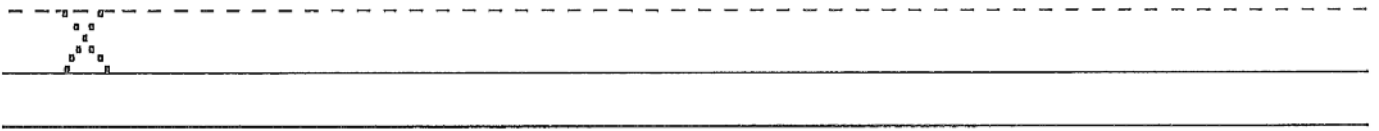
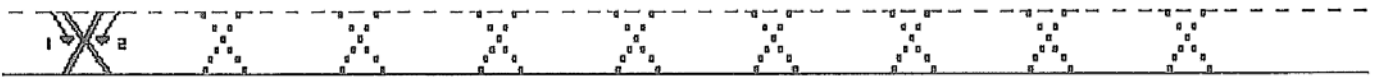
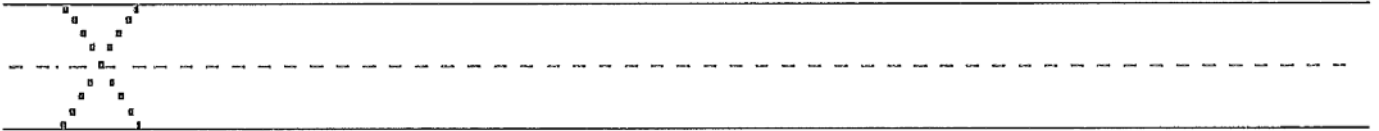
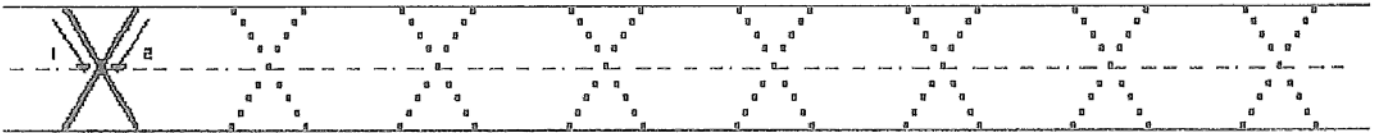
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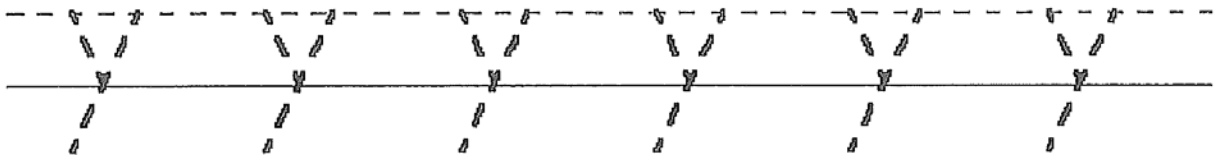
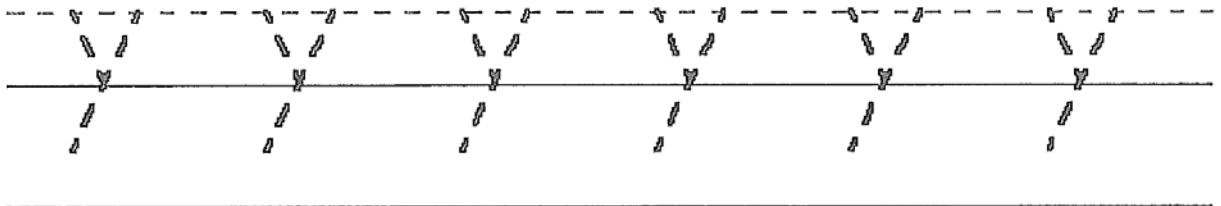
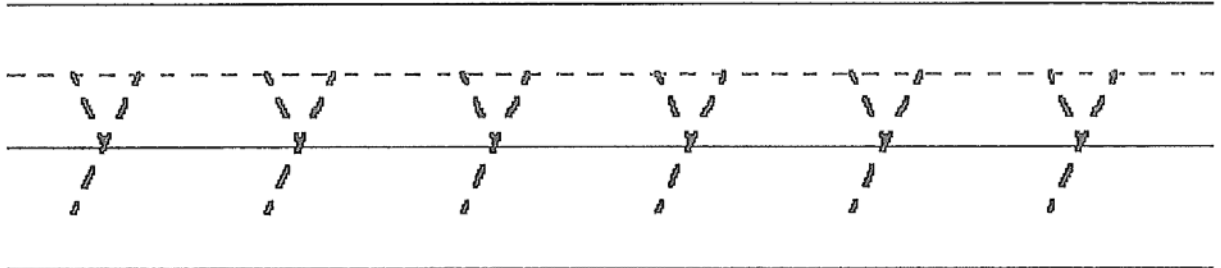
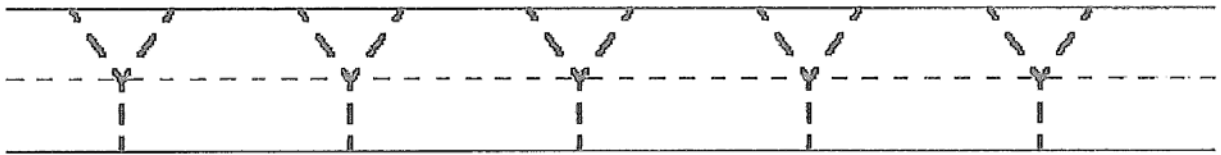
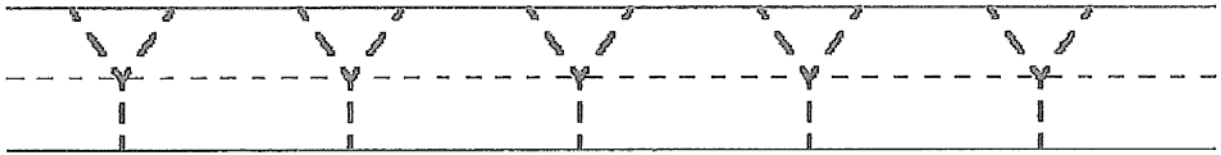
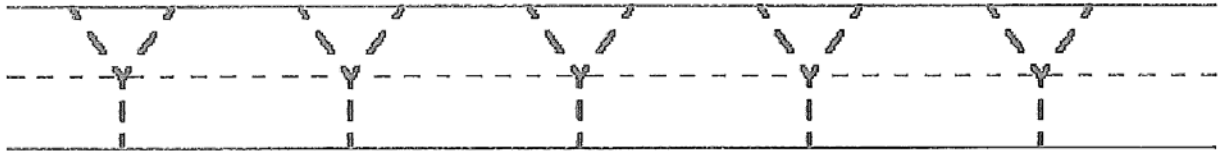
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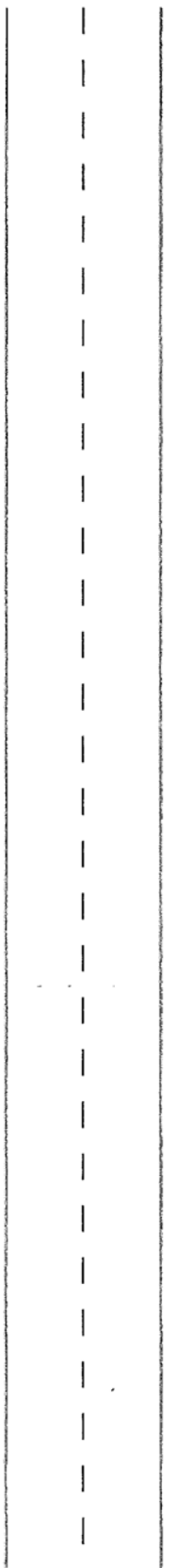
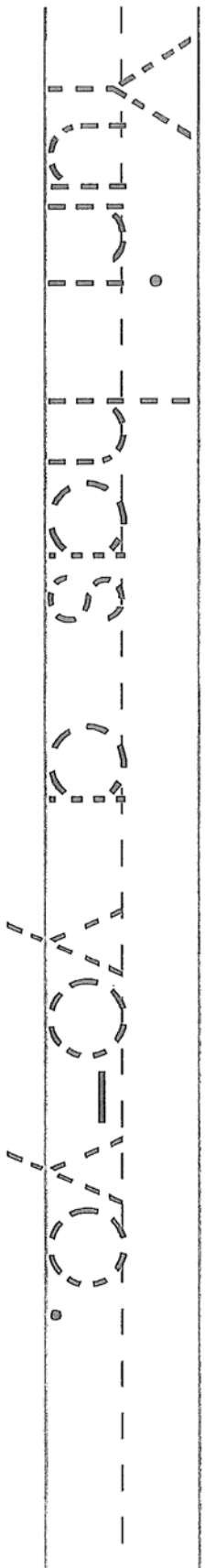
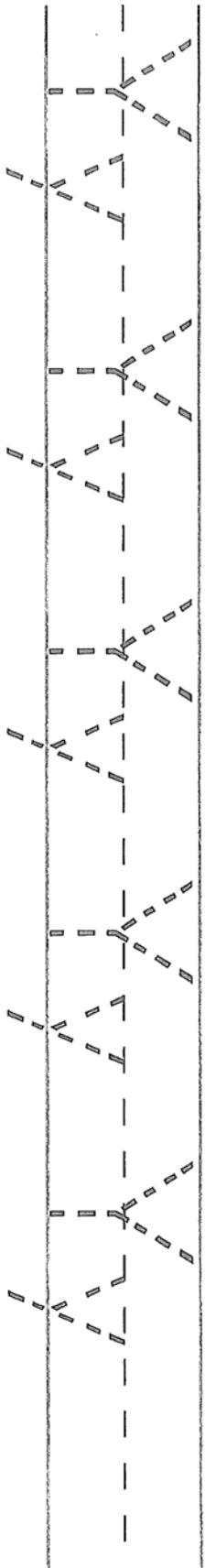
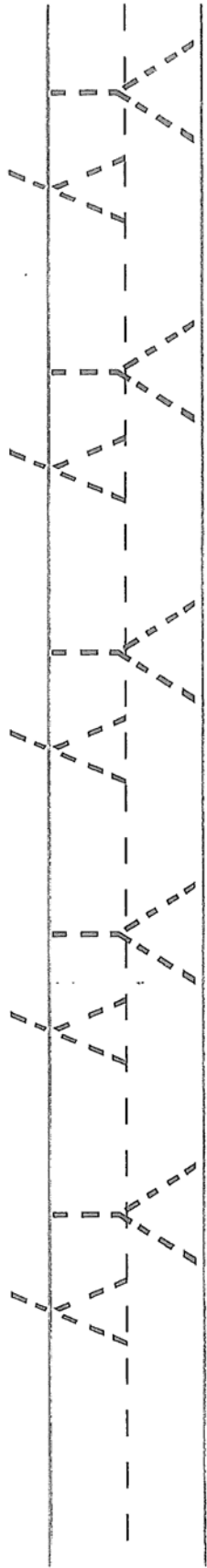
*Para ver la animación,
mueva su ratón sobre
una letra.*



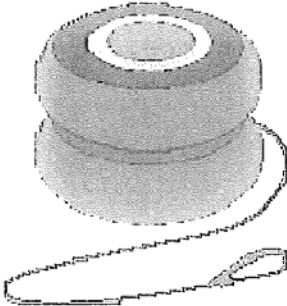
Name _____



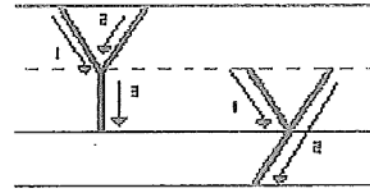
Instructions: trace and then copy letters or words



Me llamo: _____

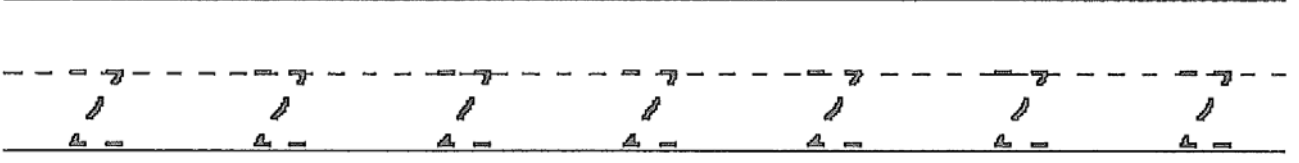
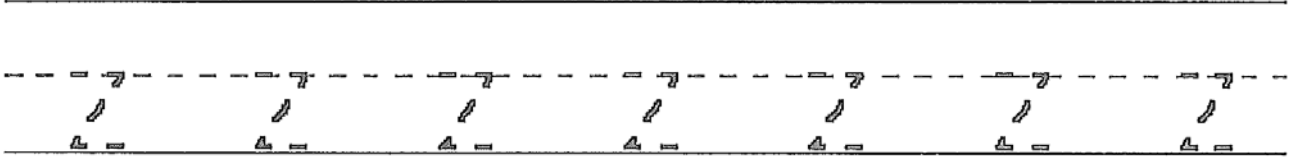
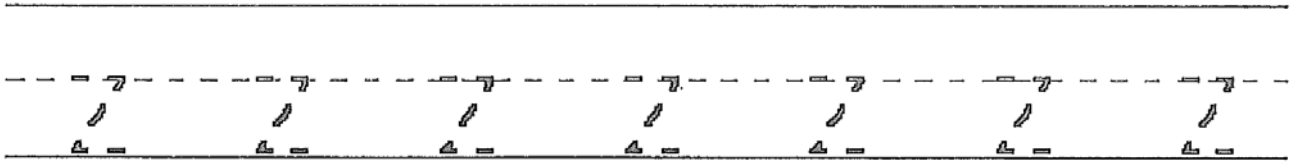
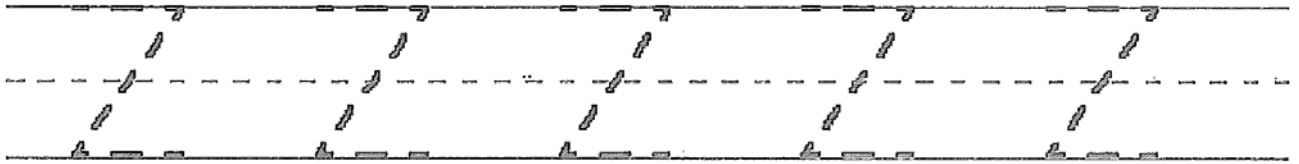
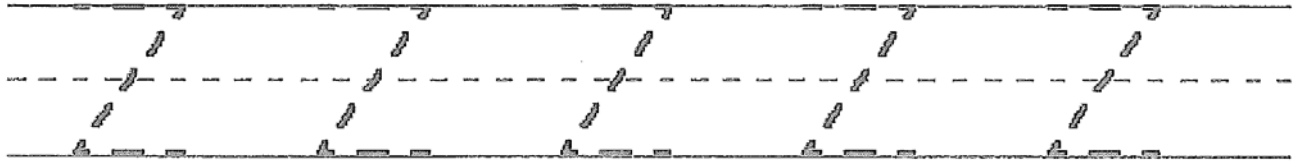


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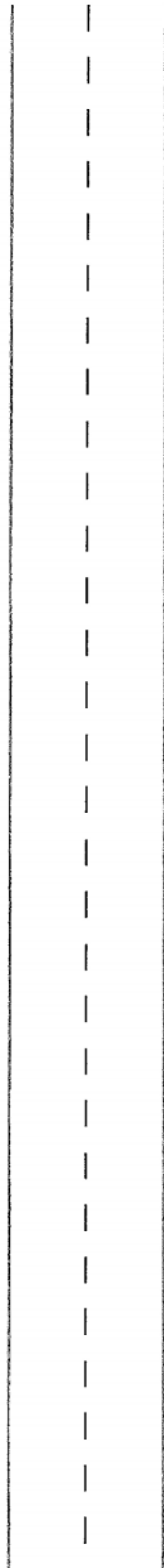
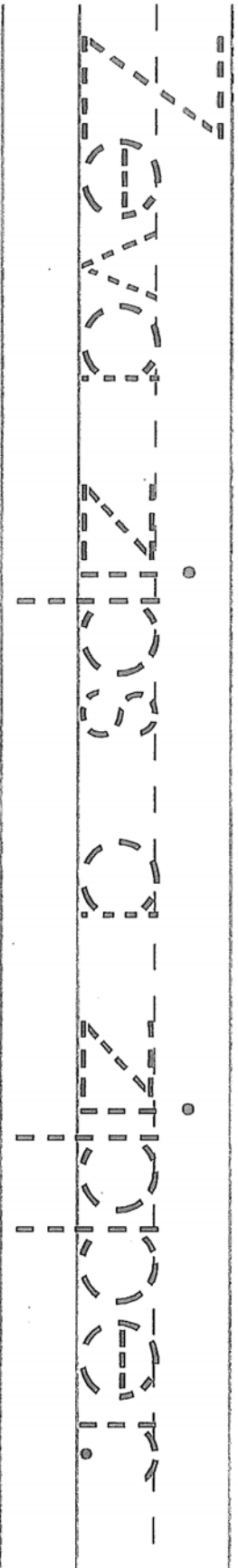
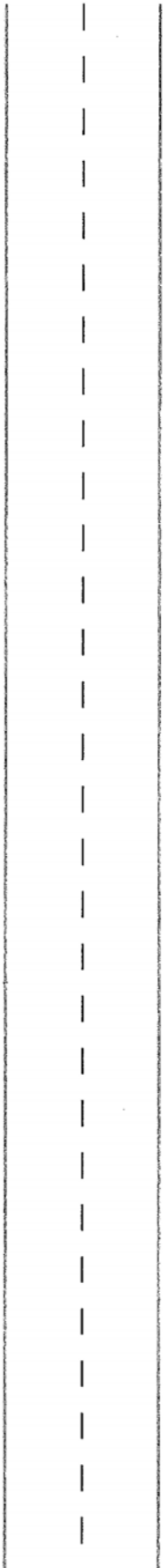
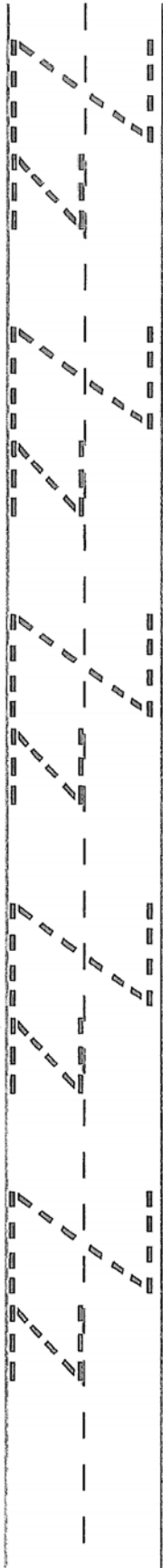
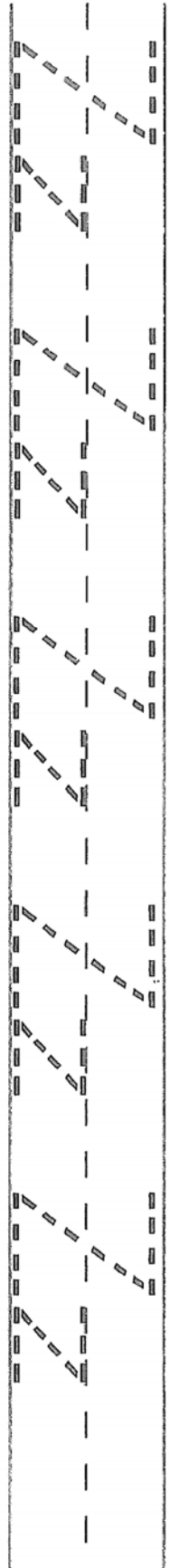


Para ver la animación,
mueva su ratón sobre
una letra.

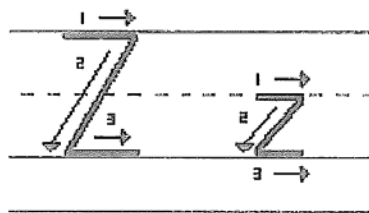
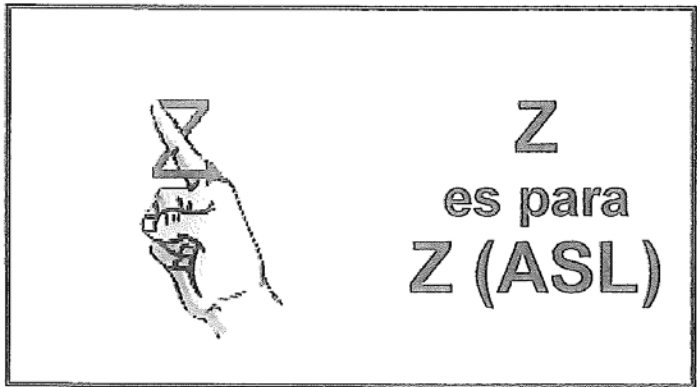
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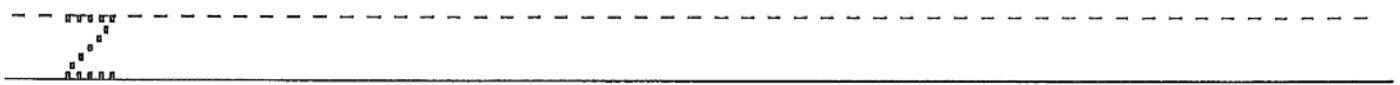
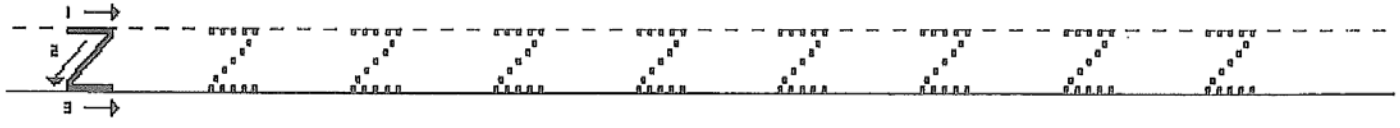
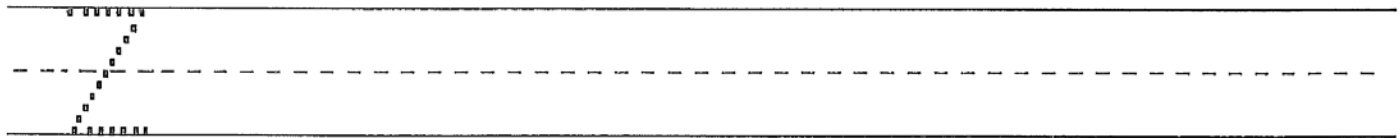
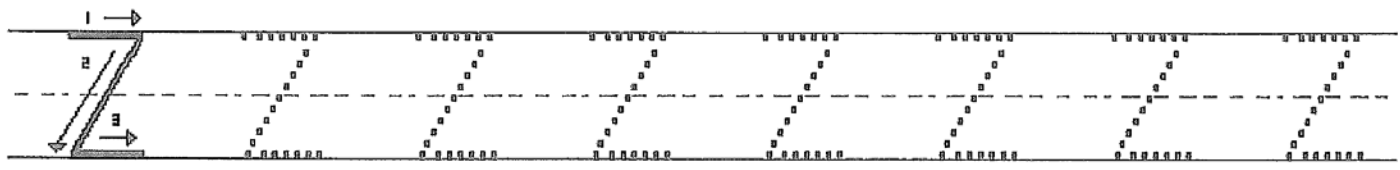
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*Para ver la animación,
mueva su ratón sobre
una letra.*





Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Discovery

Using all the Senses

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop in all sensory modalities, (i.e., vision, hearing, touch, motion, smell, taste).

EXPERIENCE

The sensory assessment worksheet on the next page will help you observe a baby to learn his preferences for different sensory modalities. In their book *First Feelings*, Stanley and Nancy Greenspan (1989) suggest that the first stage in the emotional development of infants centers around learning to open up the senses to achieve a calm, alert state.

Many infants prefer one sense to another. The first observations will be to identify the infant's preferred senses. If the infant is using a sensory modality he likes, he will brighten and show interest. He is not likely to ignore the activity or become upset when this sense is stimulated. Becoming calm is another way an infant demonstrates interest in a sensory modality.

After deciding the baby's strongest modalities, you can decide how to use these sensory modalities together with the less-preferred ones in order to develop these weaker areas. Thus, you will help the infant find more ways to respond to his world.

MATERIALS

Discovery 1a, Sensory Assessment Worksheet



Descubrimiento

Usando todos los Sentidos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle todas las modalidades sensoriales, (por ejemplo: visión, oído, tacto, movimiento, olor, sabor).

EXPERIENCIA

La hoja de evaluación sensorial en la página siguiente le ayudará a observar a su bebé para aprender sus preferencias por diferentes modalidades sensoriales. En su libro *Primeros Sentimientos*, Stanley Greenspan y Nancy (1989) sugieren que la primera etapa en el desarrollo emocional de los bebés se centra en aprender a abrir los sentidos para lograr un estado de calma y de alerta.

Muchos bebés prefieren un sentido a otro. Las primeras observaciones serán de identificar los sentidos preferidos del bebé. Si el bebé utiliza una modalidad sensorial que le gusta, aclarará y mostrará interés. El no es probable de ignorar la actividad ni llegar a molestarse cuando este sentido es estimulado. Ponerse calmado es otra manera que un bebé demuestra interés en una modalidad sensorial.

Después de decidir las modalidades más fuertes del bebé, usted puede decidir cómo utilizar estas modalidades sensoriales juntas con las menos preferidas para desarrollar estas áreas más débiles. Así, ayudará al bebé encontrar más maneras de responder a su mundo.

MATERIALES

Descubrimiento 1a, La Hoja de Evaluación Sensorial

Discovery

Sensory Assessment Worksheet

Instructions: In each category, circle the phrase that best describes the baby at this time.

Vision	No brightening or quieting to faces or objects	Some brightening or quieting to faces or objects	Visible brightening to faces or objects	
Hearing	Becomes irritable with voices, new tones	Little response to voices, new sounds	Some brightening to voices, new sounds	Visible brightening or orienting to voices or sounds
Touch	Becomes irritable with touching or massage	Little response to touch or massage	Some response to touch or massage	Visible brightening or orienting to touch or massage
Motion				
Movement Tensing (Response to Rocking)	Little or no response	Some response	Responds well to rocking; may relax and go to sleep	Other
Position Preference	Vertical	45 degrees	Horizontal	Other
Movement Preference A	Calm	Medium	Brisk	Other
Movement Preference B	Likes to be moved vertically	Likes to be moved horizontally	-	Other
Smell (What scents the baby seems to notice)	The mother	Clothing	Perfume	Other

Taste

Have you noticed the baby responding to taste in any way? Please describe.

The Infants strongest senses seem to be:

The infants weaker senses seem to be:

I can use the (stronger sense) _____ to strengthen _____ (weaker sense) by:

Descubrimiento

Hoja de Evaluación Sensorial

Instrucciones: En cada categoría, circule la frase que mejor describe al bebé en este momento.

Visión	No hay brillo o reacción a caras o objetos	Hay un poco de brillo o reacción a caras y objetos	El brillo es visible a caras y objetos	
Oído	Se vuelve irritable con voces, nuevos tonos	Un poco de respuesta a las voces, nuevos sonidos	Algún brillo a voces, nuevos sonidos	Brillo visible o se orienta a voces o sonidos
Tacto	Se vuelve irritable con tacto o masajes	Un poco de respuesta a tacto o masaje	Alguna respuesta a tacto o masaje	Brillo visible o se orienta a tacto o masaje
Movimiento				
Movimiento Tenso (Responde al Mecerse)	Un poco o nada de respuesta	Alguna respuesta	Responde bien al mecerse; talvez se relaja y se duerme	Otro
Preferencia de Posición	Vertical	45 grados	Horizontal	Otro
Movimiento Preferencia A	Calorado	Mediano	Animado	Otro
Movimiento Preferencia B	Le gusta que lo muevan verticalmente	Le gusta que lo muevan horizontalmente	-	Otro
Olor (Que olores el bebé parece notar)	La mamá	Ropa	Perfume	Otro

Sabor

¿Ha notado que el bebé responda a un sabor de alguna manera? Por favor, describa.

Los sentidos mas fuertes del bebé parecen ser:

Los sentidos mas débiles del bebé parecen ser:

Yo puede usar el (sentido mas fuerte)_____ para reforzar_____ (el sentido mas débil) por:



Discovery Massaging

Cuddle Crew 1
0-6 months

GOAL

For the baby to respond to touch from loving hands.

EXPERIENCE

Begin with the infant on her back, so you can look at one another. You will be “speaking” with your eyes and your hands. Then begin to massage the following areas:

Chest: Put some oil on your hands, and then rub a little on the infant’s bare chest.

1. Starting at the middle of the chest, slowly rub out toward the sides. Next, lightly slide your fingertips back to the center. Move your hands out to the sides again, but go a littler higher with each repeated movement. The outward movement is firmer and deeper. The return-to-center stroke is light. Both of your hands are moving, but in opposite directions, as if you were smoothing the pages of a book.

2. Your hands will now move one after another. As your hands move up from the infant’s hip, they should slide over the abdomen, then the chest, and over the opposite shoulder (i.e., left hip to right shoulder). Stroke in this manner repeatedly and rhythmically for a few minutes.

Arms: Now turn the infant on one side and massage her arms.

1. Hold her wrist with your left hand and extend her arm out to the side. Grasp her shoulder with your right hand and move slowly down the length of her arm. Encircle her arm with your hand and gently “milk” the limb downward. When your right hand reaches her wrist, release your left hand as your right hand holds her wrist. Start your left hand at the baby’s shoulder, moving downward to her wrist, until your right hand is free once again. The movements should be rhythmical, flowing, and soothing.

2. Your hands now begin together. Grasp the infant’s shoulder and move downward, in a circular manner, but in opposite directions to the wrist. Slide your hands back to the shoulder and repeat several times.

Face: Beginning with the center of the baby’s forehead, move your fingertips sideways along the eyebrows.

1. Press somewhat firmly as you move your hands to the sides of her face and lightly return to the center, repeating several times.

2. Slide down to the bridge of the nose, working gently and lightly, moving upward between the eyes and toward the forehead.

3. Lightly stroke the baby’s eyelids, closing them carefully. Move your thumbs downward, along the sides of the nose, to the corner of the mouth. Gently stretch out the mouth, begin again at the eyelids.

MATERIALS

Massage, baby, or vegetable oil or oil gel; a draft-free, warm room; 15 minutes of uninterrupted time; a large, absorbent towel; a receiving blanket



Descubrimiento Masajes

Grupo de Bebes 1
0-6 meses

META

Para que el bebé responda al tacto de manos amorosas.

EXPERIENCIA

Comience con el bebé sobre su espalda, para que puedan mirarse el uno al otro. Usted "hablara" con sus manos y sus ojos. Luego comience a dar masajes a las siguientes áreas:

Pecho: Ponga un poco de aceite en sus manos, y luego frote un poco sobre el pecho descubierto del bebé.

1. Comenzando en el centro del pecho, lentamente frote hacia los lados. Luego, deslice ligeramente la punta de los dedos de nuevo al centro. Mueva las manos hacia los lados de nuevo, pero vaya un poco más arriba con cada movimiento repetido. El movimiento hacia fuera es más firme y más profundo. El movimiento de retorno al centro es liviano. Sus dos manos se mueven, pero en direcciones opuestas, como si estuviera alisando las páginas de un libro.

2. Sus manos ahora se moverán una tras otra. Mientras sus manos se mueven arriba de la cadera del bebé, deben deslizarse sobre el abdomen, luego el pecho, y sobre el hombro opuesto (por ejemplo: cadera izquierda a hombro derecho). Acaricie de esta manera repetidas veces y rítmicamente por algunos minutos.

Brazos: Ahora de vuelta al bebé a un lado y dé masajes a sus brazos.

1. Agarre la muñeca del bebé con su mano izquierda y extienda el brazo hacia un lado. Sujete el hombro con su mano derecha y muévase lentamente a lo largo de su brazo. Toque el brazo del bebé con su mano y suavemente déle un masaje hacia abajo. Cuando su mano derecha alcance su muñeca, suelte su mano izquierda mientras su mano derecha sujeta su muñeca. Comience con su mano izquierda en el hombro del bebé, se mueve hacia abajo a la muñeca, hasta que su mano derecha está libre de nuevo. Los movimientos deben ser rítmicos, fluidos, y tranquilos.

2. Sus manos ahora comienzan juntas. Sujete el hombro del bebé y muévase hacia abajo, de una manera circular, pero en dirección opuesta de la muñeca. Deslice sus manos de nuevo al hombro y repita varias veces.

Cara: Comenzando con el centro de la frente del bebé, mueva sus dedos hacia los lados a lo largo de las cejas.

1. Apriete con cierta solidez al mover sus manos a los lados de la cara del bebé y ligeramente regrese al centro, repitiendo varias veces.

2. Deslice abajo al puente de la nariz, trabajando suavemente y levemente, moviendo hacia arriba entre los ojos y hacia la frente.

3. Acaricie levemente los párpados del bebé, cerrándolos con cuidado. Mueva sus dedos pulgares hacia abajo, por los lados de la nariz, a la esquina de la boca. Suavemente estire la boca, y empiece otra vez en los párpados.

MATERIALES

Masaje, bebé, o aceite vegetal o aceite en gel; un cuarto calentito; 15 minutos de tiempo interrumpido; una toalla grande absorbente; una manta



Discovery Feeling Textures

Cuddle Crew 1
0-6 months

GOAL

For the baby to perceive differences in textures through the sense of touch.

EXPERIENCE

1. Lay the baby on her back on a blanket or towel, in just a diaper if possible. Talk about the object you have in your hand for the baby to feel. Name the object, describe what it feels like, and tell what you are going to do with it. Touch the baby's fingers, toes, arms, legs, and tummy with the various textures.
2. Experiment with the textures. Which does she like best? On which parts of her body does she like to feel the textures the most?

Not all babies will show a preference or immediately enjoy this activity, but they may in a couple of weeks.

MATERIALS

Objects of different textures: fabric swatches, sponges, cotton, and so forth



Descubrimiento

Sensación de Texturas

Grupo de Bebes 1
0-6 meses

META

Para que el bebé perciba diferencias en texturas por el sentido del tacto.

EXPERIENCIA

1. Acueste al bebé en su espalda en una cobija o toalla, solamente en pañal si es posible. Hable sobre el objeto que tiene en su mano para que el bebé lo sienta. Nombre el objeto, describa como se siente, y diga lo que va hacer con el. Toque los dedos del bebé, los dedos de los pies, brazos, piernas, y estomago con varias texturas.
2. Experimente con texturas. ¿Cual le gusta más al bebé? ¿En que partes de su cuerpo le gusta sentir las texturas más?

No todos los bebes mostraran una preferencia o inmediatamente disfrutaran de esta actividad, pero puede que en un par de semanas si.

MATERIALES

Objetos de diferentes texturas: pedazos de tela, esponjas, algodón, etc.



Discovery

Blowing through a Straw

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop body awareness by experiencing a new sensation.

EXPERIENCE

1. Lay the baby on his back, preferably in just a diaper. Make sure you are both in a comfortable position.
2. Tell the baby what you are going to do and where you are going to blow on his body.
3. Stroke the area you have selected first to help the baby orient to the activity and enjoy it more.
4. Blow on the part of the body you have selected (e.g., arm, tummy, leg) through the drinking straw. Avoid blowing in the eyes and ears.

The baby's attention should be focused on the blowing and possibly on the body part being blown on.

MATERIALS

Drinking straw



Descubrimiento

Soplando a través de un Popote

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle el conocimiento del cuerpo al experimentar una nueva sensación.

1. Coloque al bebé en la espalda, de preferencia en tan sólo un pañal. Asegúrese de que los dos estén en una posición cómoda.
2. Dígame al bebé lo que usted va a hacer y dónde va a soplar en su cuerpo.
3. Acaricie la área que ha seleccionado primero para ayudar a orientar al bebé a la actividad y que la disfrute más.
4. Sople por el popote en la parte del cuerpo que usted a elegido (ejemplo: brazo, estomago, pierna) Evite soplar en los ojos y las orejas.

La atención del bebé debe estar enfocada en la parte del cuerpo que será soplada con el popote.

MATERIALES

Popote de beber



Discovery

Smelling Different Scents

Cuddle Crew 1
0-6 months

GOAL

For the baby's sense of smell to develop further.

EXPERIENCE

You can help make a baby aware of the many smells in her environment.

1. Gather a collection of small bottles or jars that contain scented sponges or cotton balls. These scents should be from the baby's environment, such as the mother's perfume, father's aftershave or shaving cream, baby oil, formula, or milk.
2. Show the baby the bottle and then smell the bottle yourself. Tell the baby what it smells like (e.g., sweet, sour) and what it is (e.g., orange oil, baby oil). Let the baby smell the sponge or cotton ball and note her reactions. Are there any preferences? Which smells are most interesting to her? Are they familiar? Sweet? Sour?

MATERIALS

Small bottles or jars with scented sponges or cotton balls in them.
Grocery stores sell many scented oils that represent the scents the baby is exposed to, such as oil of orange (found in the baking goods section).

Note: Smells that are not too strong are better for younger babies.



Descubrimiento

Oler Olores Diferentes

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle el sentido del olfato aún más.

EXPERIENCIA

Usted puede ayudar a su bebé a darse cuenta de los muchos olores en su medio ambiente.

1. Reúna una colección de pequeñas botellas o frascos que contienen las esponjas perfumadas o bolas de algodón. Estos olores deben ser del medio ambiente del bebé, como el perfume de mamá, la crema de afeitar de papá o crema afeitar, aceite de bebé, fórmula o leche.
2. Muestre al bebé la botella y entonces huela la botella usted misma. Diga al bebé como a que huele (por ejemplo, algo dulce o agrio) y lo que es (por ejemplo, aceite de naranja o aceite de bebé). Permita que el bebé huela la esponja o bolas de algodón y note sus reacciones.
¿Hay alguna preferencia? ¿Cuales olores son más interesantes al bebé?
¿Son familiares? ¿Dulces? ¿Agrias?

MATERIALES

Pequeñas botellas o frascos con esponjas perfumadas o bolas de algodón en ellos. Los supermercados venden muchos aceites perfumados que representan los olores a los que está expuesto el bebé, como el aceite de naranja (que se encuentra en la sección de productos para hornear).

Nota: Los olores que no son demasiado fuertes son mejores para los bebés pequeños.



Discovery

Riding on a Blanket

Cuddle Crew 1
0-6 months

GOAL

For the baby to orient to different types of movement.

EXPERIENCE

Two adults are needed for this experience. Put a blanket on the floor and place the baby in the middle of the blanket. Each adult takes two corners of the blanket.

1. As you lift the blanket very slightly off the floor to a height of only a few inches, rock the baby back and forth very gently. Do this activity in a carpeted area.
2. Making sure the baby is only a few inches off the floor at most. Turn around in circles, trying both directions.
3. Use a gentle, up-and-down motion when picking the blanket up off the floor.
4. Gently pull the baby around on the blanket.
5. Watch the baby's facial expressions and body movements. Does he prefer one movement over another? Talk to him and use joyful expressions.

MATERIALS

Large blanket, 2 adults



Descubrimiento

Montar en una Cobija

Grupo de Bebes 1
0-6 meses

META

Para que el bebé se oriente a diferentes tipos de movimientos.

EXPERIENCIA

Dos adultos son necesarios para esta experiencia. Ponga una cobija en el suelo y coloque al bebé en medio de la cobija. Cada adulto toma dos esquinas de la cobija.

1. Al levantar la cobija muy poco sobre el suelo hasta una altura de sólo unos centímetros, meza al bebé con mucha suavidad. Realice esta actividad en una zona alfombrada.
2. Asegúrese de que el bebé este a sólo unos centímetros del suelo. De la vuelta en círculos, tratando ambas direcciones.
3. Use un movimiento suave, arriba y abajo al momento de retirar la cobija hacia arriba del piso.
4. Suavemente estire al bebé alrededor en la cobija.
5. Mire las expresiones faciales del bebé y los movimientos del cuerpo. ¿Prefiere un movimiento sobre otro? Hable con el bebé y utilice expresiones alegres.

MATERIALES

Cobija grande, 2 adultos



Discovery

Playing with Water

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience further sensation through water.

EXPERIENCE

By the time most babies are a few months old, they enjoy their baths. These experiences expand on the idea of fun and exploration with water.

Give the baby a dry washcloth to mouth, and then give her a wet one. Put one of each in the baby's hands and observe her preferences. You may have to manipulate the baby's hands so she can experience both the sensations of wet and dry. Babies often find this a soothing activity and enjoy the oral feeling of mouthing cloth. When playing with the cloth, babies may prefer wet to dry or vice versa.

Put a bib on the baby and take off her shirt. Put some lukewarm water in her highchair tray. Let the baby experience playing with the water. Be ready for and expect spills, so choose the place for this play accordingly.

MATERIALS

Two washcloths or other suitable fabric for baby to mouth, highchair with tray, bib, and warm water.



Descubrimiento Jugar con Agua

Grupo de Bebes 1
0-6 meses

META

Para que el bebé experimente sensaciones nuevas a través del agua.

EXPERIENCIA

Cuando la mayoría de los bebés tienen mas meses de edad, disfrutan de sus baños. Estas experiencias amplían la idea de la diversión y la exploración de agua.

Dé al bebé un paño seco para la boca, y luego déle uno mojado. Ponga un paño de cada uno en las manos del bebé y observe sus preferencias. Puede que tenga que manipular las manos del bebé para que el pueda experimentar las dos sensaciones de mojado y seco. Los bebés con frecuencia encuentran esta actividad ser calmante y disfrutan de la sensación oral de tener un paño en la boca. Cuando juegan con el paño, los bebés talvez lo prefieren húmedo a seco o viceversa.

Póngale un babero al bebé y quítele la camisa. Ponga un poco de agua tibia en su bandeja de su silla alta. Deje que el bebé experimente jugando con el agua. Esté preparado para esperar derrames, así que elige un lugar para esta actividad que sea apropiado.

MATERIALES

Dos toallitas u otra tela conveniente para que el bebé se la pueda poner en la boca, una silla alta con bandeja, un babero, y agua tibia.



Discovery

Playing with Textured Containers

Cuddle Crew 1
0-6 months

GOAL

For the baby to refine his sense of touch.

EXPERIENCE

1. Line the inside and outside of different containers with different types of textured materials listed below.
2. Talk with the baby about the materials and what they feel like. Help the baby explore the containers.
3. Put the baby's favorite toy in a container and let him feel for it.

MATERIALS

Containers of different sizes (e.g., baby wipe container, small boxes, margarine tubs); different fabrics and textures for covering them (e.g. satin, felt, corduroy, sandpaper); favorite toy.



Descubrimiento

Jugar con Contenedores de Texturas

Grupo de Bebes 1
0-6 meses

META

Para que el bebé refine su sentido del tacto.

EXPERIENCIA

1. Forre el interior y exterior de diferentes contenedores con diferentes tipos de texturas de materiales mencionadas abajo.
2. Hable con el bebé sobre los materiales y como se sienten. Ayude al bebé a explorar los contenedores.
3. Ponga el juguete favorito del bebé en un contenedor y deje que lo toque.

MATERIALES

Contenedores de diferentes tamaños (por ejemplo; el contenedor de toallitas de bebé, cajas pequeñas, contenedores de margarina); diferentes tejidos y texturas para forrarlos (por ejemplo; raso, fieltro, pana, papel de lija); juguete favorito.



Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Discovery

Listening to Sounds

Cuddle Crew 2
6-12 months

GOAL

For the baby to enjoy listening.

EXPERIENCE

Explore the wide variety of sounds in baby's environment. Make the wind chimes ring, the sticks click, and so forth. Name the sound and its source as baby listens. Make a point of introducing as many new, enjoyable sounds as possible.

MATERIALS

Noise makers such as wind chimes, clocks, squeeze toys, sticks



Descubrimiento

Escuchar Sonidos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé disfrute escuchando.

EXPERIENCIA

Explore la amplia variedad de sonidos en el medio ambiente del bebé. Haga que las campanas de viento suenen, que los palos suenen, etcétera. Nombre el sonido y su fuente mientras el bebé escucha. Trate de introducir muchos sonidos nuevos y agradables como sea posible.

MATERIALES

Cosas que hagan sonidos como campanas de viento, relojes, juguetes que hacen sonidos cuando los aprietan, palos con sonidos.



Discovery

Crumpling and Uncrumpling

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience textures of paper and their changing shapes when crumpled.

EXPERIENCE

Give baby the paper and let her experiment with touching and crumpling it. If she doesn't crumple it entirely, then you do the crumpling, and show her how the crumpled paper can be opened up to change its shape. Many of the paper materials listed below can be crumpled for a long time before they tear off.

Variation: Try making a ball of tape and let baby play with it, experiencing the stickiness.

Note: Watch to make sure baby doesn't get little pieces of paper in her mouth.

MATERIALS

Tape, butcher paper, construction paper, magazines



Descubrimiento

Arrugar y Desarrugar

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente texturas de papel y sus cambios de figuras cuando se arruga.

EXPERIENCIA

Déle al bebé el papel y deje que experimente tocándolo y arrugándolo. Si no lo arruga totalmente, entonces usted arrúguelo, y enséñele como el papel arrugado puede ser abierto para cambiar su forma. Muchos de los materiales de papel que se nombran abajo pueden ser arrugados por mucho tiempo antes de que se rompan.

Variación: Trate de hacer una bola de cinta y deje que el bebé juegue con ella, experimentando lo pegajoso.

Nota: Asegúrese que el bebé no se ponga pedazos pequeños de papel en la boca.

MATERIALES

Cinta, papel de estraza, papel de construcción, revistas



Discovery

Exploring a Texture Box

Cuddle Crew 2
6-12 months

GOAL

For the baby to explore and discover many fabric textures.

EXPERIENCE

Put the fabrics in a box and let baby pull them out one by one. Rub them over baby's arms and put them on his head. Laugh and play games with the various fabrics.

Tell the baby about the fabrics using a lot of descriptive words (e.g., "This cloth is smooth," "This one is rough," "Is this bumpy?").

MATERIALS

Box full of all kinds of fabrics such as satin, fur, wool, chiffon; board books that introduce textures



Discovery

Explorar una Caja de Textura

Grupo de Bebes 2
6-12 meses

META

Para que el bebé explore y descubra muchas texturas de telas.

EXPERIENCIA

Ponga las telas en una caja y deje que el bebé las saque una por una. Frótelas sobre los brazos del bebé y póngalas en su cabeza. Sonría y juegue con las varias telas.

Dígale al bebé sobre las telas utilizando una gran cantidad de palabras descriptivas (por ejemplo, "Esta tela es suave", "Esta es áspera", "¿Esta esponjada?").

MATERIALES

Una caja llena de toda clase de telas como satín, piel, lana, gasa; libros de cartón que introducen texturas



Discovery Blowing Bubbles

Cuddle Crew 2
6-12 months

GOAL

For the baby to have fun with bubbles, which stimulates his beginning sense of object permanence (bubbles are “here” and then they are gone).

EXPERIENCE

Babies love watching the bubbles; it’s something you both can have fun with.

Show the baby how you blow bubbles. Some babies may be able to imitate blowing and produce bubbles. Be careful not to let the baby taste the bubble soap; it’s not toxic but it doesn’t taste good, which may discourage him from doing the activity!

MATERIALS

Bubbles and bubble blower



Descubrimiento Soplando Burbujas

Grupo de Bebes 2
6-12 meses

META

Para que el bebé se divierta con las burbujas, lo cual estimula el comienzo de su sentido de objetos permanentes (las burbujas están "aquí" y luego se van).

EXPERIENCIA

A los bebes les encanta ver las burbujas; es algo con lo cual los dos se pueden divertir.

Enseñe al bebé como soplar burbujas. Algunos bebes pueden imitar soplar burbujas y producir burbujas. Tenga cuidado de no dejar que el bebé pruebe el jabón de las burbujas; no es toxico pero no tiene buen sabor, ¡Cuál lo puede desalentar de hacer la actividad!

MATERIALES

Burbujas y Soplador de Burbujas



Discovery

Throwing a Tasting Party

Cuddle Crew 2
6-12 months

GOAL

For the baby to experiment with taste.

EXPERIENCE

When the baby is eating solid foods, put the food she can eat in front of her and encourage her to try some new flavors. You might try different kinds of melons on one occasion and vegetables on another.

Take small cups or a muffin tin and put pieces of an interesting, new, and safe (small, easy to eat) food in each section of the muffin tin. Tell the baby you are having a "tasting party."

Take note of which kinds of foods the baby likes.

Note: Make sure you follow guidelines from experts or the child's physician on which foods to introduce and when.

MATERIALS

Small cups or muffin tin; foods such as melons or vegetables that can be broken up easily or small foods



Descubrimiento

Hacer una Fiesta de Sabores

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente con sabor.

EXPERIENCIA

Cuando el bebé este comiendo comidas sólidas, ponga la comida que puede comer enfrente de el y anímelo a probar nuevos sabores. Usted puede tratar diferentes tipos de melones en una ocasión y verduras en otra.

Tome pequeñas tazas o un molde para panecitos y ponga piezas de un alimento interesante, nuevo, y seguro (pequeño, fácil de comer) en cada sección del molde para panecitos. Dígale al bebé que está teniendo una "fiesta de sabores."

Tome nota de cuales comidas le gustan al bebé.

Nota: Asegúrese de seguir las normas de los expertos o el médico del bebé en que alimentos presentar y cuándo.

MATERIALES

Vasos pequeños o moldes para panecitos; comidas como melones o verduras



Discovery

Discovering Animals & Flowers

Cuddle Crew 2
6-12 months

GOAL

For the baby to touch, feel, and smell animals and flowers. Instilling in young children a love of living things is an important sensory and values experience.

EXPERIENCE

Find opportunities for baby to experience nature in many ways. For example, let her play with animals that have been around children and have very gentle natures. Make sure you or someone else holds the animal while the infant pets and touches it. Don't allow the baby to pull the animal's fur or poke its eyes. Make sure you use the word gentle frequently.

Invite him to touch and smell flowers.

MATERIALS

Gentle animals; growing flowers if in season, or cut Flowers



Descubrimiento

Descubriendo Animales y Flores

Grupo de Bebes 2
6-12 meses

META

Para que el bebé toque, sienta, y huela animales y flores. Inculcar en los niños pequeños el amor por cosas vivas es una importante experiencia sensorial y enseña valores.

EXPERIENCIA

Encuentre oportunidades para que el bebé experimente la naturaleza de muchas maneras. Por ejemplo, deje que juegue con animales que están alrededor de niños y que son muy apacibles de naturaleza. Asegúrese de que usted o alguien mas agarre el animal mientras el bebé lo acaricia y lo toca. No permita que el bebé estire la piel del animal o que le pique los ojos. Asegúrese de que utiliza la palabra amable con frecuencia.

Invite al bebé a tocar y oler las flores.

MATERIALES

Animales amables; flores que crecen, o flores cortadas



Discovery

Experiencing Water Play

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience further the wondrous feel and soothing nature of water.

EXPERIENCE

Water play is soothing to babies of all ages.

1. Fill a pool or large dishpan with a small amount of water.
2. Let the baby sit in or sit beside the water and splash, experiencing the fun of water.
3. If you have a group of children, you may offer water play to all of the children, provided that they are wearing swim diapers or other protective covering. Sometimes babies this age do not like the bath, so work to make baby's bath relaxing, unrushed, pleasurable, and fun.

Note: Always supervise children carefully when working with water.

MATERIALS

Small swimming pool or dishpan



Descubrimiento

Experimentar Jugar con Agua

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente la sensación más maravillosa y calmantes de la naturaleza del agua.

EXPERIENCIA

Jugar con agua calma a los bebes de todas las edades.

1. Llene una piscina o una vajilla grande con una pequeña cantidad de agua.
2. Deje que el bebé se siente en o al lado del agua y juegue, que experimente la diversión del agua.
3. Si tiene un grupo de bebes, puede ofrecerles jugar con el agua, mientras que estén usando pañales para el agua o otro tipo de protección. A veces los bebés de esta edad no les gusta el baño, así que trate de hacer la hora del baño mas relajante, sin apuros, placentero, y divertido.

Nota: Siempre supervise a los niños cuidadosamente cuando jueguen con agua.

MATERIALES

Piscina pequeña o la pila de lavar la vajilla



Discovery

Finger Painting with Pudding

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience the freedom to smear.

EXPERIENCE

This experience gives babies the opportunity to let go and explore the natural desire to smear.

1. Place an infant in the highchair or on the floor. Tell her she is going to finger paint.
2. Put a small amount of pudding on the highchair tray or a piece of paper. Some babies may need a demonstration to get started.
3. Be prepared to follow this experience with a bath. Some people do not want to use food as an art material. If you do not want to use food or if the prospect of pudding everywhere is overwhelming, let baby smear some water with food coloring on a tray.

MATERIALS

Highchair, pudding that is nonstaining (such as butterscotch or vanilla), bib (Optional: paper, food coloring, water)



Descubrimiento

Pintar con los dedos con Pudín

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente la libertad de embarrarse los dedos con el pudín.

EXPERIENCIA

Esta experiencia les da a los bebes la oportunidad de dejarse ir y explorar el deseo natural de embarrarse los dedos.

1. Coloque al bebé en la silla alta o en el suelo. Dígame que va a pintar con los dedos.
2. Ponga una pequeña cantidad de pudín en la bandeja de la silla alta o en un pedazo de papel. Algunos bebés pueden necesitar una demostración para empezar.
3. Esté preparado para seguir esta experiencia con un baño. Algunas personas no quieren usar la comida como un material de arte. Si no desea utilizar comida o si la perspectiva de tener pudín por todas partes es abrumador, deje que el bebé mezcle agua con colorante de alimentos en una bandeja.

MATERIALES

Silla alta, pudín que no manche (como bombón o vainilla), babero (Opcional: papel, colorante de alimento, agua)



Farm & Harvest:

Family Storytime

OVERVIEW

In this class children will learn about farming and harvesting the land, and the different fruits and vegetables we harvest. 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 harvest and agriculture learning theme.

INFANT & TODDLER SKILLS

PRESCHOOL AGED SKILLS

MATERIALS & PREPARATION

MATERIALS:

- English book –
- Spanish book-
- Give-away Books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place Farm and Harvest 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

- Introduce topic to Students
-

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:**

-

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 Feelings.

TALK ABOUT IT

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

- Ask children if they remember what harvest means?
- What types of food do we grow on a farm during harvest time?
- 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.



Farm & Harvest:

Family
Storytime



Harvest: Healthy Harvest

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
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Blindfold
- Turkey without a tail - picture
- Turkey tail
- Tape
- Balloons (yellow, orange, and green)

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 – Five Little Pumpkins
 - Spanish – Al Pavo Pavito

ACTIVITY #3

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

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

ACTIVITY #4

Gross Motor Activity

- **Pin the Tail on the Turkey**
 - Place a poster sized turkey missing a tail on the wall
 - Explain to the children that the object of the game is to see who can pin the tail closest to the backside of the turkey, where it belongs.
 - Tell the children that each one of them will be blindfolded and will have a chance to play.

*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.

- **Colorful Balloon Catch**
 - Place two lines of tape on the floor representing a start and finish line.
 - Line children up single file behind the start line.
 - Tell them that they will be given a balloon and that the object of the activity is to keep the balloon in the air from the start line to the finish line.
 - When they have reached the finish line, they are to bring the balloon back to the front of the line and give it to the next child to play.
 - Repeat the activity until you have used all of the following colored balloons (orange yellow, green).
 - Emphasize the color of the balloon as it is given to each child. Ask children to name the color of the balloon as they return it to the front of the line.

ACTIVITY #6**Cool Down:**

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

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

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



Harvest: Music & Movement Songs

Motor Movements

ENGLISH

Five Little Pumpkins

Five little pumpkins sitting on a gate

(five fingers up)

The first one said "Oh my it's getting Late" (Hands on Cheeks)

The second one said "There's a chill in the air" (arms around self)

The third one said "But we don't care"

(swing pointer finger)

The fourth one said "We're ready for some fun!" (hand in air)

The fifth one said "Let's run, run, run!" (running motion)

So woooo went the wind, and out went the lights,

And the five little pumpkins rolled out of sight!

SPANISH

Al Pavo Pavito

Al pavo pavito pavo

Al pavo pavito sí,

El pavito se ha marchado

Y el pavito ya está aquí!



Harvest: Harvest Pumpkin

My 5 Senses

OVERVIEW

In this activity children will learn about the harvest season 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 - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: Pumpkin Harvest by: Calvin Harris
- Spanish Book: La Cosecha de las Calabazas por: Calvin Harris
- 3 orange pumpkins, 1 white pumpkin, 1 green pumpkin
- Pumpkin seeds and pumpkin cookies
- Pumpkin spice
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Thump a pumpkin
 - **Sight:** Three pumpkins: orange, white, green
 - **Touch:** Opened pumpkin
 - **Taste:** Pumpkin cookies
 - o **Smell:** Pumpkin spice

INTRODUCTION

5 Minutes

- Explain to children that seeing; hearing, smelling, tasting, and feeling are the five senses.
- Tell children that people use their senses to learn about the world.
- Introduce topic to students: Harvest
- Tell the children that today they will learn about the harvest time of year through their five senses.
- Let children know that pumpkins are one type of fruit that is harvest during this time of fall and are picked from patches.

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 – The Pumpkins are Here
- Spanish - La Manzana

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 thump a pumpkin to listen to the sound it makes.
- **Sight station:** Children will identify the color of pumpkins (orange, white, green).
- **Touch station:** Children will feel the inside of a pumpkin.
- **Taste station:** Invite children to taste items made with pumpkins (pumpkin cookies and pumpkin pie).
- **Smell station:** Invite children to smell the pumpkin spice.

ACTIVITY #4

5 Minutes

Search and Find:

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

TALK ABOUT IT

5 Minutes

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

- Ask children if they can remember the 5 senses that they used today.
- Ask them what different color of pumpkins they found?
- Ask them how the inside of a pumpkin felt on their fingers?

PARENT TIP SHEET

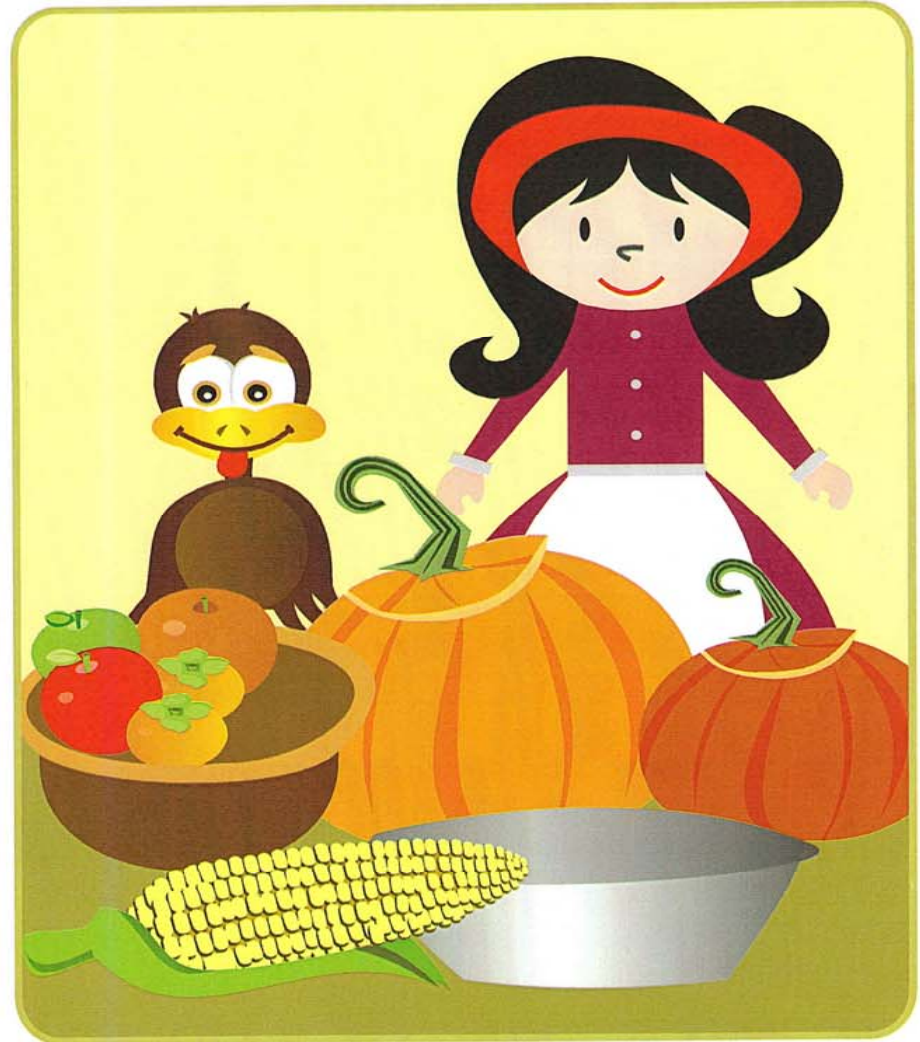
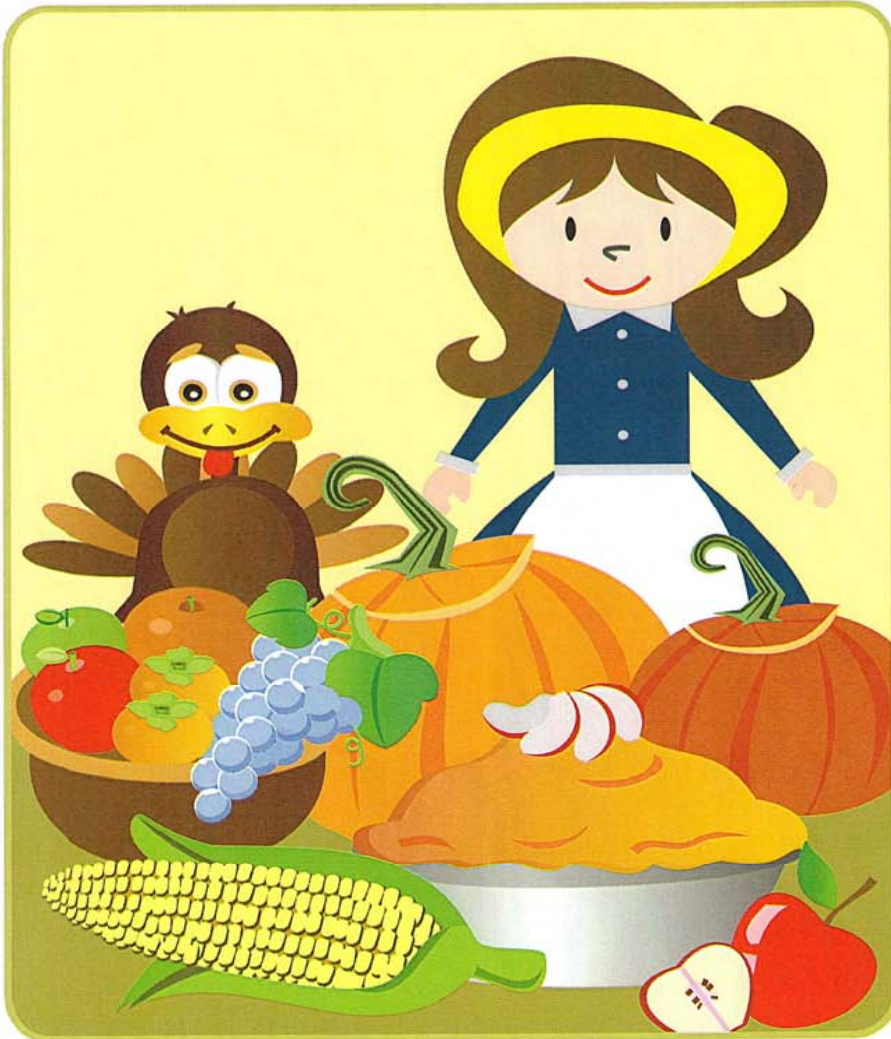
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about the harvest season by reading, singing, and completing some of the suggested activities.



SPOT THE DIFFERENCE

My 5 Senses

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

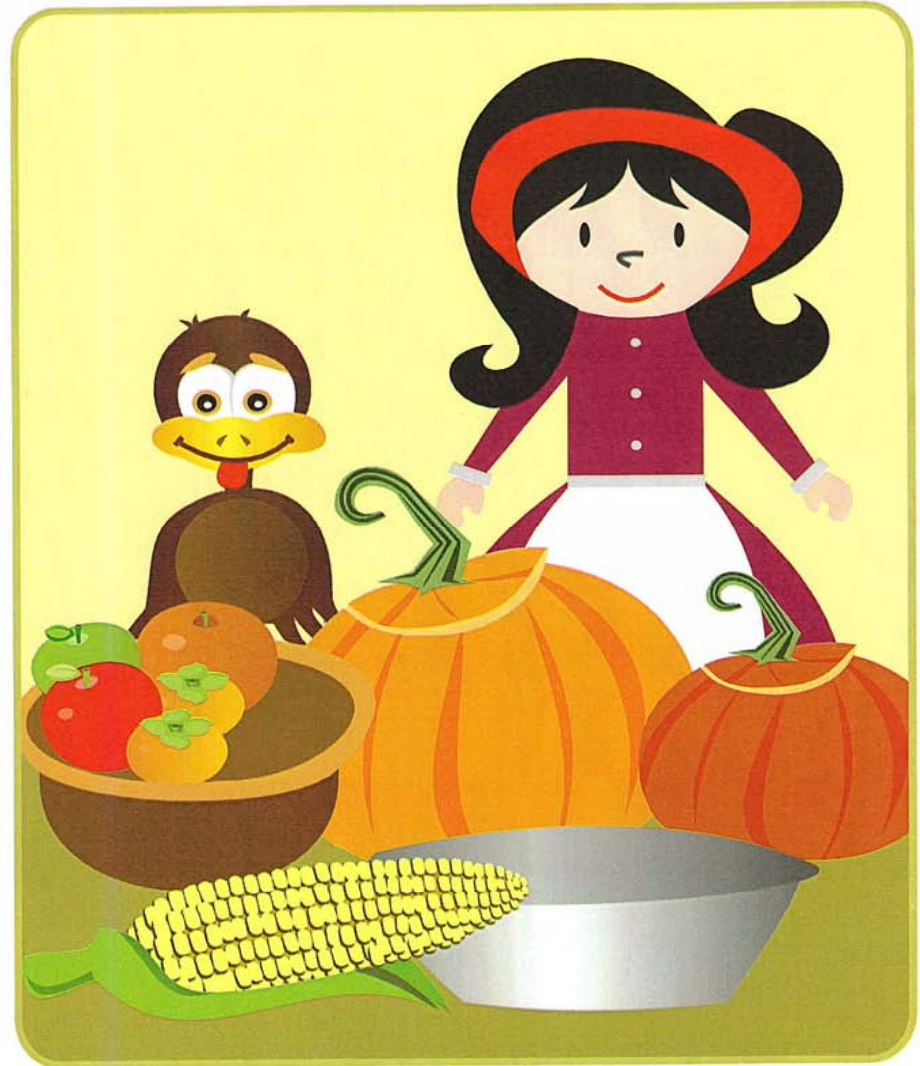
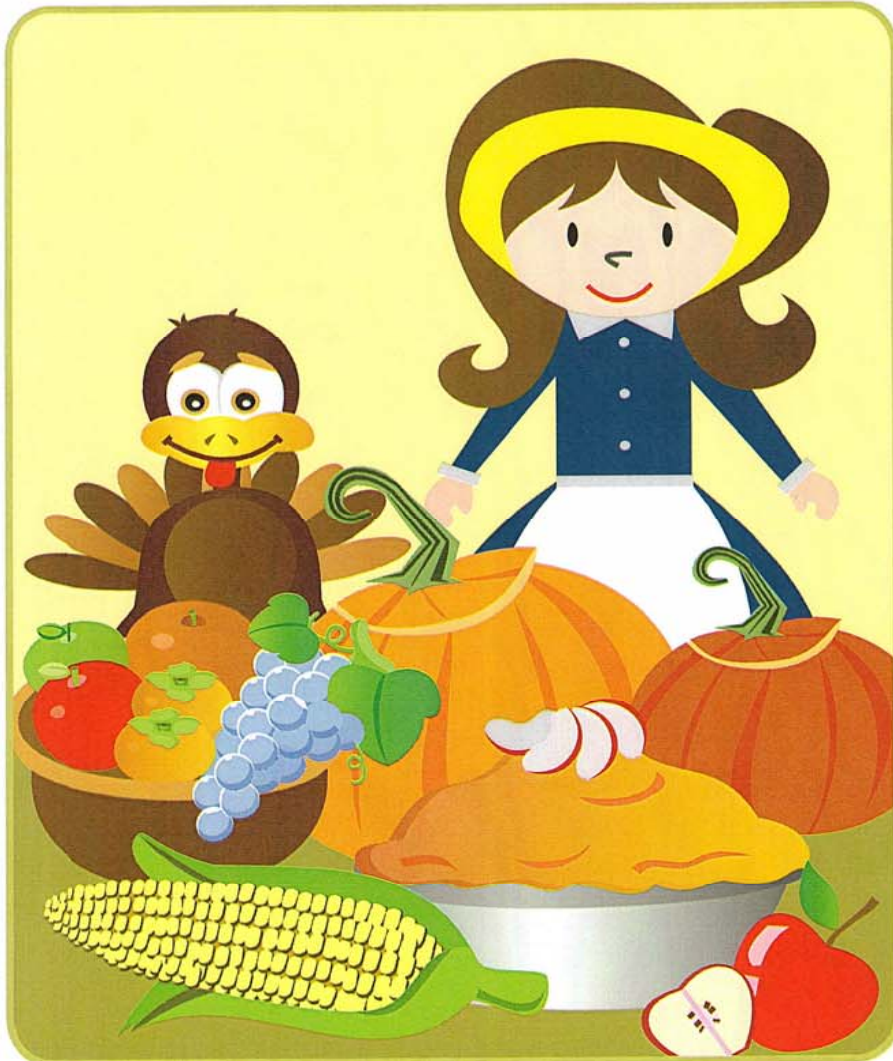




Encuentra la Diferencia

Mis 5 Sentidos

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

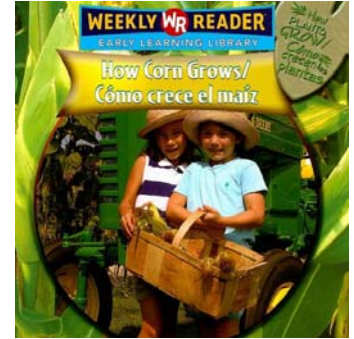
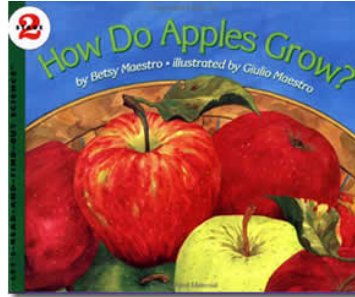
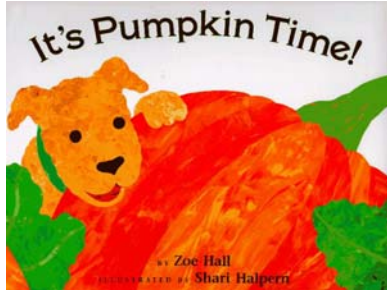




Parent Tip Sheet: Harvest

My 5 Senses

BOOKS



ACTIVITIES

Painting an Apple

What You Need:

- White Construction Paper
- Sponge
- Red Paint
- Paper Plate

What You Do:

Cut an apple shape from white construction paper. Give the apple shape to your child and a paper plate with red paint. Have your child use a small sponge to sponge on red paint and place it on the shaped apple.

Tissue Paper Pumpkin

What You Need:

- White Construction Paper
- Glue
- Paint Brush
- Orange Tissue Paper
- Paper Plate

What You Do:

Give your toddler a small pumpkin shape cut from heavy white paper. Set out some glue on a paper plate and have her spread the glue across the shape with a paint brush. Cut out some 1" orange tissue paper squares. Have your toddler place the tissue squares all over the pumpkin shape.

SONGS

Five Little Apples

Five little apples lying on the floor.
I'll roll one away, and that leaves four.
(make rolling motion with arms)

Four little apples hanging on a tree.
I'll pick one off, and that leaves three.
(pick an imaginary apple)

Three little apples, I know what to do!
I'll put one in my pocket, and that leaves two.
(pretend to put apple in pocket)

Two little apples sitting in the sun.
I'll pick one up, and that leaves one.
(pretend to pick apple up off the floor)

One little apple waiting in my lunch.
I'll eat it up with a crunch, crunch, crunch!
(pretend to take a big bite!)

The Pumpkins are Here

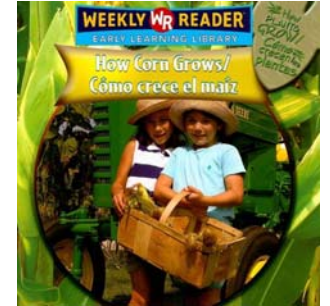
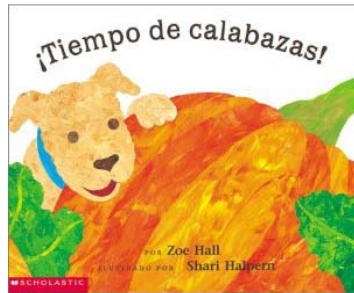
(Sung to: "The Farmer in the Dell")
The pumpkins are here, the pumpkins are there.
The pumpkins, the pumpkins are everywhere.
The pumpkins are up; the pumpkins are down.
The pumpkins, the pumpkins are all around.
The pumpkins are in; the pumpkins are out.
The pumpkins, the pumpkins are all about.
The pumpkins are low; the pumpkins are high.
The pumpkins, the pumpkins all say,
"Good-bye".



Consejos Para Padres: La Temporada de la Cosecha

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Huellas de Manzana

Que Necesita:

- Papel Blanco de Construcción
- Esponja
- Pintura Roja
- Plato de Papel

Que se Hace:

Corte una figura de manzana de papel blanco de construcción. Déle a su niño la figura de manzana y pintura roja en un plato de papel. Deje que su niño ponga la esponja en la pintura y pinte la figura de manzana.

Calabaza de papel de Ceda

Que Necesita:

- Papel Blanco de Construcción
- Pegamento
- Brocha de Pintar
- Papel de Ceda Anaranjado

Que se Hace:

Corte una figura de calabaza de papel de construcción y corte el papel e ceda en cuadritos de 1" pulgada. Déle a su niño una figura de calabaza y los cuadritos de ceda. También déle pegamento en un plato de papel y una brocha. Deje que su niño ponga pegamento en la calabaza con la brocha y pegue los cuadritos encima de la calabaza.

CANCIONES

La Manzana

Tengo una manzanita,
rojo y redondo.
En un árbol se encuentra.
Si usted toma un bocado
Usted verá
¿Qué tan sabroso esta!

Cinco Calabazas

Cinco calabazas sentadas en su casa,
una calabaza se siente muy cansada.

Cuatro calabazas sentadas en su casa,
una calabaza se siente asustada.

Tres calabazas sentadas en su casa,
una calabaza se siente enojada.

Dos calabazas sentadas en su casa,
una calabaza se siente muy frustrada.

Una calabaza sentada en su casa,
una calabaza se siente sorprendida.

Cinco calabazas sentadas en su casa,
y cuando sale el sol se siente muy feliz.



Harvest: BINGO

Playing to Learn

OVERVIEW

Children will play three games as they learn about Harvest time during the fall season. They will be playing pass the pumpkin, harvest memory and BINGO.

SKILLS

- DRDP – #5 SSD5 – Taking Turns
- DRDP – #7 SSD7 – Relationships with Adults
- DRDP – #29 COG3 – Memory and Knowledge
- DRDP – #35 MATH4 – Measurement
- DRDP – #38 PD1 – Gross Motor Movement
- DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- Game Board Pieces: 6 Bingo Cards
- Beans to use as markers
- Calling cards – (extra set for memory)
- Small pumpkin or gourd
- CD with children’s music

Preparation:

- Prepare Take home activity set for each participant: BINGO
 - Print bingo cards and calling cards.
 - Cut out calling cards and place them into a bag.
 - Cut out a second set for memory.

INTRODUCTION

- Introduce topic to Students: Tell children that today we will celebrate harvest time!
- Let children know that there are many vegetables that are harvest during this fall season.
- Some of these vegetables are potatoes, carrots, corn, pumpkins, radishes, artichokes, cabbage, cauliflower, celery, spinach, etc.
- Let them know that many people eat some of these vegetables for their thanksgiving dinner.
- Let them know they will be playing two games as they learn about harvest during fall.

ACTIVITY #1

Pass the Pumpkin:

- Tell children they will first play pass the pumpkin.
- Gather the players in a circle, seated.
- Begin play by giving the pumpkin to someone in the circle. This person must then pass the pumpkin as quickly as possible in an orderly manner around the circle to another player.
- When the teacher calls out "Stop!" whoever is left with the pumpkin is eliminated and must leave the circle.
- Continue to play and eliminate players until only one is left. The last player in the circle is the winner.

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

- Their child’s ability to control large/gross motor movements.
- Their child’s ability to take turns.
- Their child’s ability to interact with peers and familiar adults.
- Their child’s ability to multitask, listen and pass pumpkin.

ACTIVITY #2

Harvest Bingo:

- Instruct children that they will now be playing BINGO as a group and also with their parents.
- Pass out a BINGO card and beans to each child.
- Instruct children how to play BINGO: Let them know that you (teacher) will pull out one image, describe it and show it to the children.
- They will have to place beans on the called image if it is on their card.
- Let them know they have a free space in the center of the card and they can put a bean on it.
- Let them know the winner of the game has to shout, "BINGO" when they make a straight, down, or across line.
- Play a couple of times as a group and then allow children to play with their parents.
- Pass out a Ziploc bag to each child with their own BINGO and calling cards to take home.

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

- Their child's ability to follow verbal instructions.
- Their child's ability to share and take turns.
- Their child's ability to recognize and name emotions – this leads to having empathy for others.

ACTIVITY #3

Harvest Matching & Memory:

- Tell children and parents that they will now use the same cards used for bingo to exercise their memory skills!
- Instruct parents to place all bingo call-out cards face down on the table.
- Children and parents will take turns finding matching feelings cards by turning over two cards at a time.
- If a match is found, the game player receives another turn. If a match is not found, play goes to the other player.
- The player with the most matches at the end of the game is the winner!

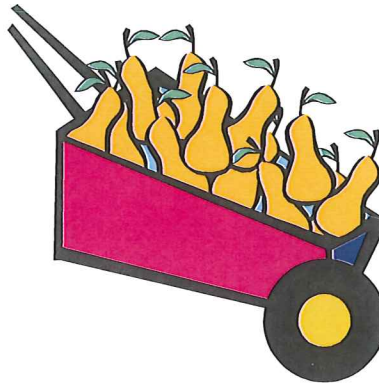
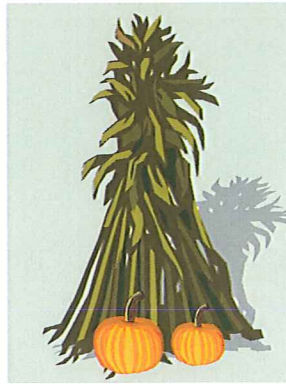
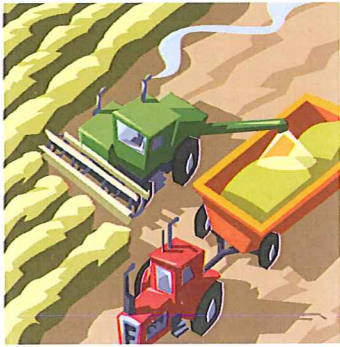
Explain to parents that playing this game helps strengthen the following skills:

- Their child's ability to take turns.
- Their child's ability to process information and recall it from memory.
- Their child's ability to focus on a single task.
- Their child's ability to compare and contrast objects looking for matches.

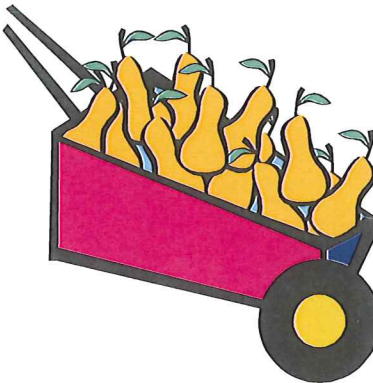
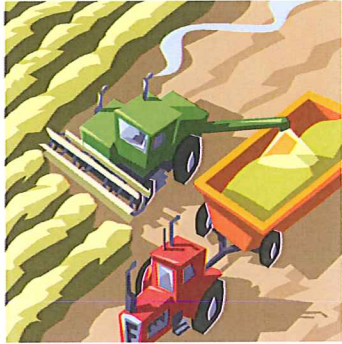
TALK ABOUT IT

- Talk to the children about the game they played.
- Ask them if they can remember what vegetables are harvested during this time of season?
- Ask children what their favorite fruit or vegetable to eat is?
- 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.

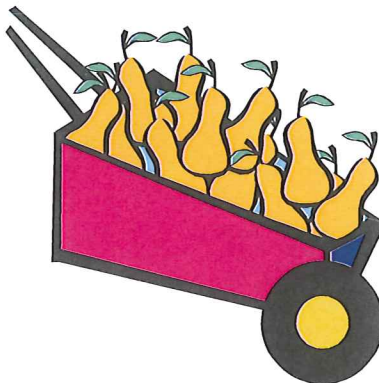
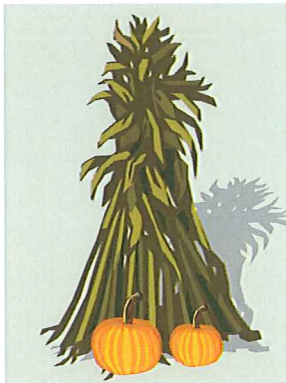
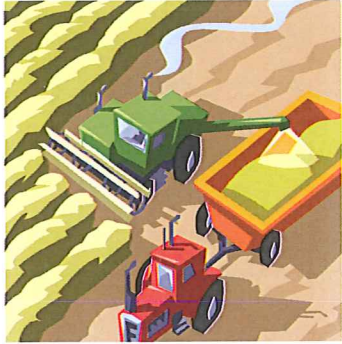
Harvest BINGO



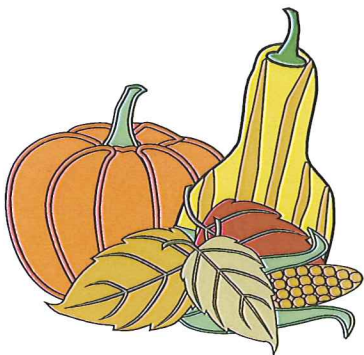
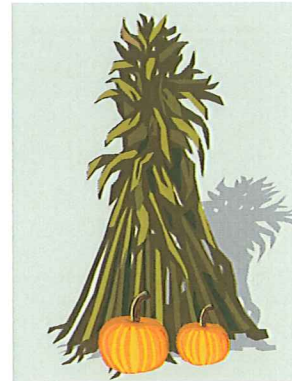
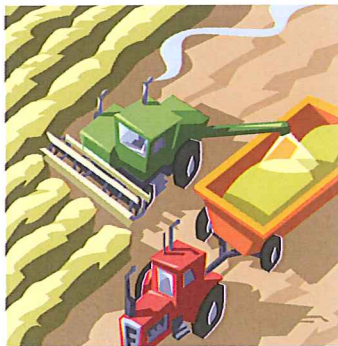
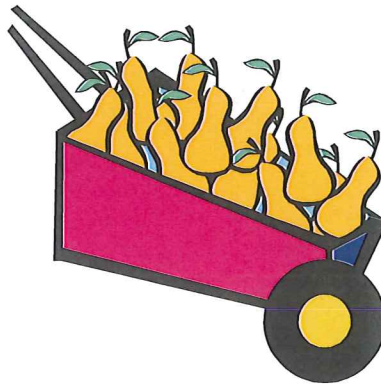
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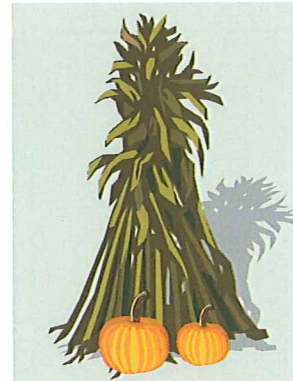
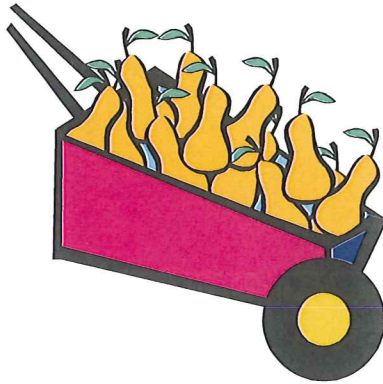
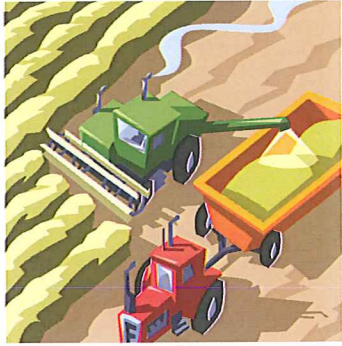
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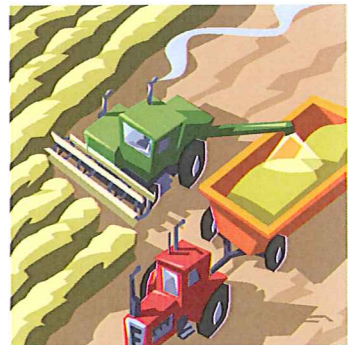
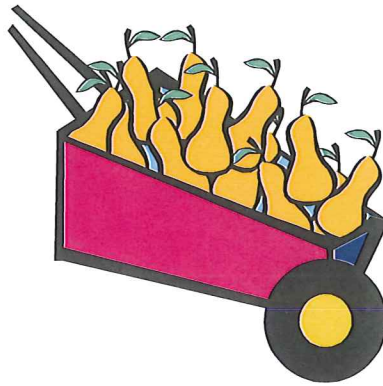
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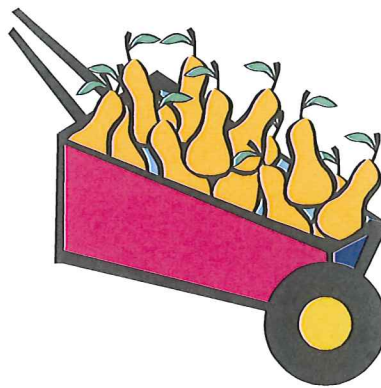
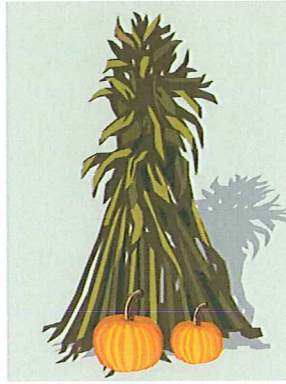
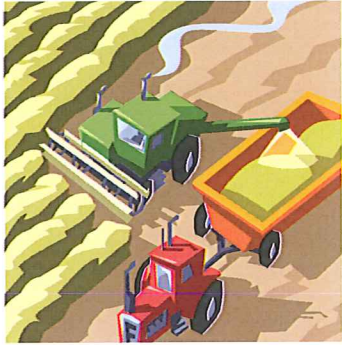
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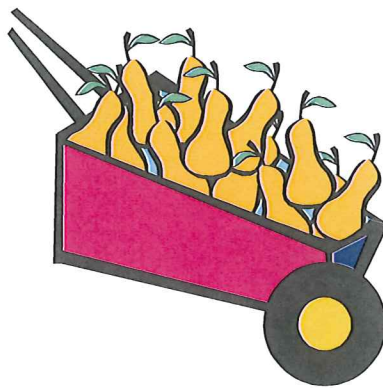
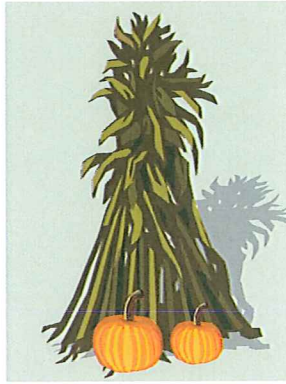
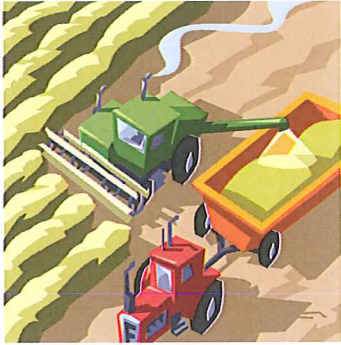


Harvest BINGO



Harvest BINGO







Harvest: Corn Craft

Sesame Street Fun!

OVERVIEW

In this class children will learn that corn is one of many vegetables that are harvest during this time of season. They will listen to a story, watch a Sesame Street video and complete a Corn craft activity.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: How Corn Grows by: Joanne Mattern
- Spanish Book: Como Crece el Maíz por: Joanne Mattern
- English Video/Sesame Street: Big Bird Visits a Farm
- Spanish Video/Plaza Sésamo: La Granja
- Template of Green Cardstock Husk
- Template of Yellow Cardstock Corn
- Small Buttons: White, Yellow, Red, White, and Brown
- Glue

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut out Green and Yellow Cardstock Corn/Husk

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children that today they will be learning about the Harvest that occurs during this time of year.
- Explain to children what Harvest means: A crop that grows and is gathered in season for people to eat.
- Let children know that corn is one type of vegetable that is harvested during this time of fall season.
- Let them know that many people eat corn for their Thanksgiving dinner.
- Ask children if they like to eat corn?

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 – Corn is Growing
 - Spanish – Cinco Calabazas
- [Show Sesame Street Clip: Big Bird Visits a Farm / La Granja](#)

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 make a Corn craft.
- Pass out all material to every child.
- Tell children to glue the husk to the back of the corn.
- Then have them glue the buttons to the front of the corn.
- When they are done gluing the buttons they can glue a ribbon bow to the bottom of the corn.
- At last they will pass a ribbon through the hole on the corn to make the hanger.
- 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:

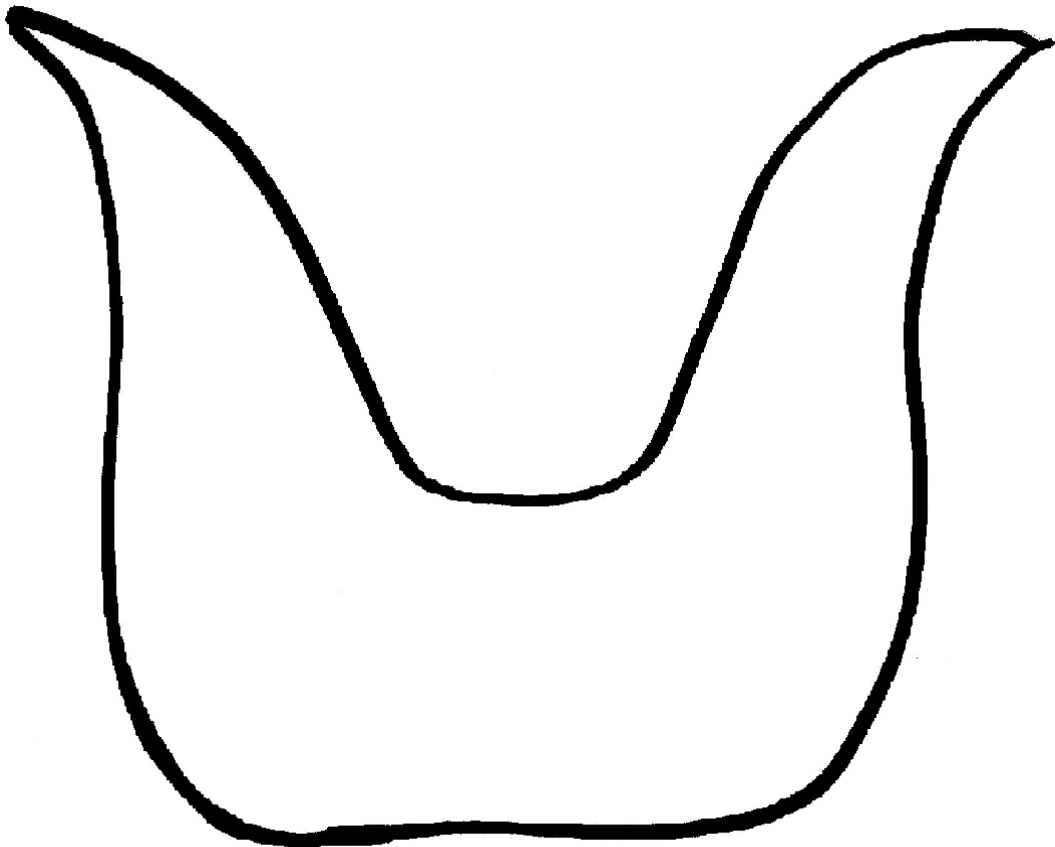
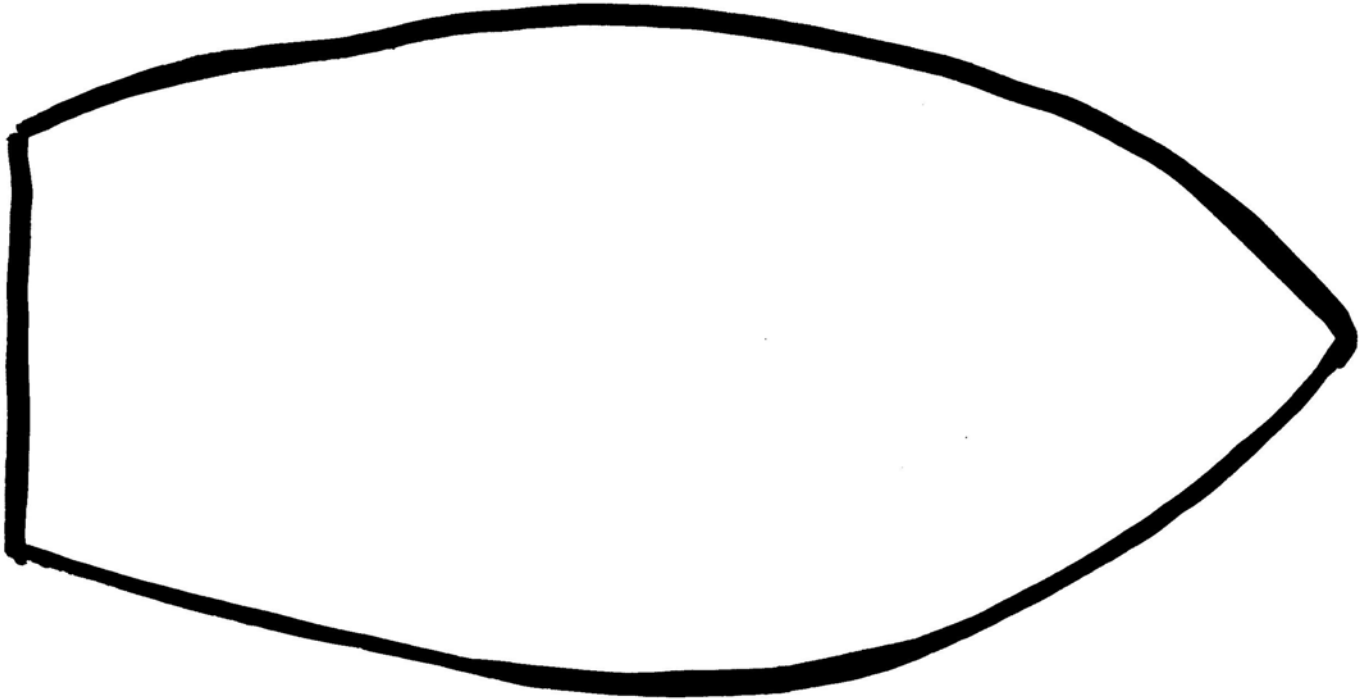
- Discuss what the children learned today regarding Harvest.
- Ask them what is their favorite vegetable to eat during this season?

PARENT TIP SHEET

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



Sesame Street
Fun!

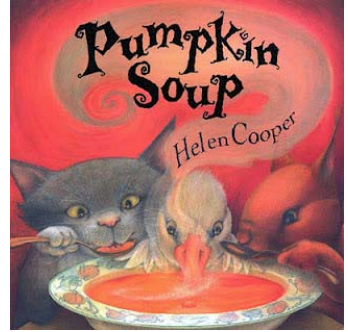
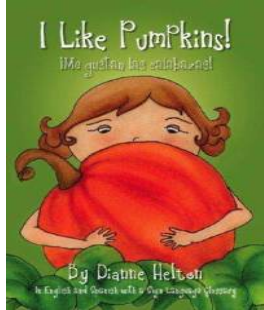




Parent Tip Sheet: Harvest

Sesame Street Fun!

BOOKS



ACTIVITIES

The Inside of a Pumpkin

What You Need:

- Cooked Thin Spaghetti
- Orange Paint
- Pumpkin Seeds
- Paper Plate

What You Do:

Cook the pasta. When the pasta is done drain it and place it on a bowl. Give your child a paper plate, pasta, pumpkin seeds and orange paint. Have your child paint the plate, the pasta and the pumpkin seeds. When your child is done ask your child to touch the pasta and the pumpkin seeds and tell you how it feels. Tell your child this is how the inside of a pumpkin feels.

Apple Prints

What You Need:

- Sponges
- Scissors
- Red Paint
- White Construction Paper
- Paper Plate

What You Do:

Cut a sponge into an apple shape. Give your child the apple shaped sponge and a paper plate with red paint. Have your child dip the sponge into the paint. Then have him press the sponge onto white paper to create apple prints.

SONGS

Corn is Growing

Corn is growing, Corn is growing,
On the Stalk, On the Stalk
Look at all the Corn, look at all the Corn
Yellow and Tall, Yellow and Tall

Ten Little Apples

One little, two little, three little apples
Four little, five little, six little apples
Seven little, eight little, nine little apples, ten
little apples red.

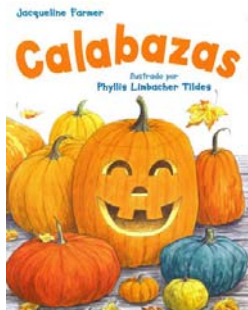
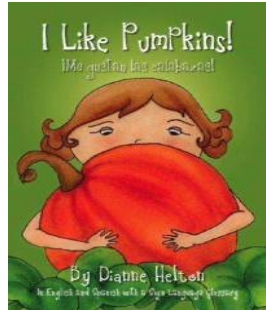
Ten little, nine little, eight little apples
Seven little, six little, five little apples, four
little, three little, two little apples, one little
apple red.



Consejos Para Padres: La Temporada de la Cosecha



LIBROS



ACTIVIDADES

Dentro de una Calabaza

Que Necesita:

- Spaghetti Cosido
- Pintura Anaranjada
- Semillas de Calabaza
- Plato Desechable

Que se Hace:

Cociné la pasta. Cuando este cosida la pasta póngala en un colador y luego la pone en un plato. Déle a su niño un plato de papel, la pasta, y semillas de calabaza. Deje que su niño pinte el plato, la pasta, y las semillas de calabaza. Cuando termine dígale que toque la pasta y las calabazas y le diga como se siente. Dígale a su niño que así es como se siente una calabaza por dentro.

Huellas de Manzanas

Que Necesita:

- Esponjas
- Tijeras
- Pintura Roja
- Papel Blanco de Construcción

Que se Hace:

Corte una esponja en figura de manzana. Déle a su niño la esponja con figura de manzana y pintura roja en un plato de papel. Deje que su niño ponga la esponja en la pintura. Luego deje que su niño ponga la esponja en el papel blanco para crear las huellas de manzana.

CANCIONES

La manzana

Yo tengo una manzana pequeña,
roja y redonda.
En un árbol se encuentra.
Si le das una mordida
Tu veras
¡Qué sabrosa será!

Cinco Calabazas

Cinco calabazas sentadas en su casa,
una calabaza se siente muy cansada.

Cuatro calabazas sentadas en su casa,
una calabaza se siente asustada.

Tres calabazas sentadas en su casa,
una calabaza se siente enojada.

Dos calabazas sentadas en su casa,
una calabaza se siente muy frustrada.

Una calabaza sentada en su casa,
una calabaza se siente sorprendida.

Cinco calabazas sentadas en su casa,
y cuando sale el sol se siente muy feliz.



Harvest: Tissue Paper Pumpkin

Sing
& Play

OVERVIEW

In this activity children will be learning about the harvest season by participating in a book reading, singing a nursery rhyme, playing with toys relative to harvest, and pasting sensory materials on a fun 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 - #28 COG9 – Number
- DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Plumply Dumply Pumpkin by: Mary Serfozo
- Spanish Book: El Circulo de las Calabazas por: Mary Serforo
- Manipulative-Table top toys for activity centers: play dough, play dough cutters and rollers
- Regular size paper plates,
- Pre cut green stems
- Tissue paper: orange and yellow
- Yarn: black and brown
- Pumpkin seeds
- Glue
- Small paper plates and baby wipes

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Talk to children and their parents about harvest season, discussing the different foods and produce that are cropped during this season.
- Explain the activities that children will be doing during class;
 - Book reading (show the actual book)
 - Sing and dance (name the title of the song to be sung/music to be played)
 - Hands-on art activity (describe the activity we will be completing today for take-home)
 - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their art project)
 - Circle time (explain that we will conclude our class on the carpet in circle time)

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Sing and Dance

Tell children that we will now be singing a song. 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 – Five Little Pumpkins
- Spanish – Tres Manzanas Tiene el Árbol

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making their own pumpkin paper plate.
- Show a sample of the completed craft project.
- Pass out materials.
- Instruct children to paste orange and yellow tissue paper on the paper plate with glue.
- After the plate is decorated with tissue paper, ask parents to assist their child in pasting the precut stem pattern onto the top of the plate.
- Children can also paste a piece of yarn to make up the mouth and two pumpkin seeds for the eyes.
- When children are done with their project, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.



ACTIVITY #4

Free Play (Share, play and Socialize):

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

TALK ABOUT IT

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

- Ask children and what they learned about the harvest season?
- Ask children to name some of the food produce they could remember from the story book?
- Ask children to show off their project and describe it to the class.

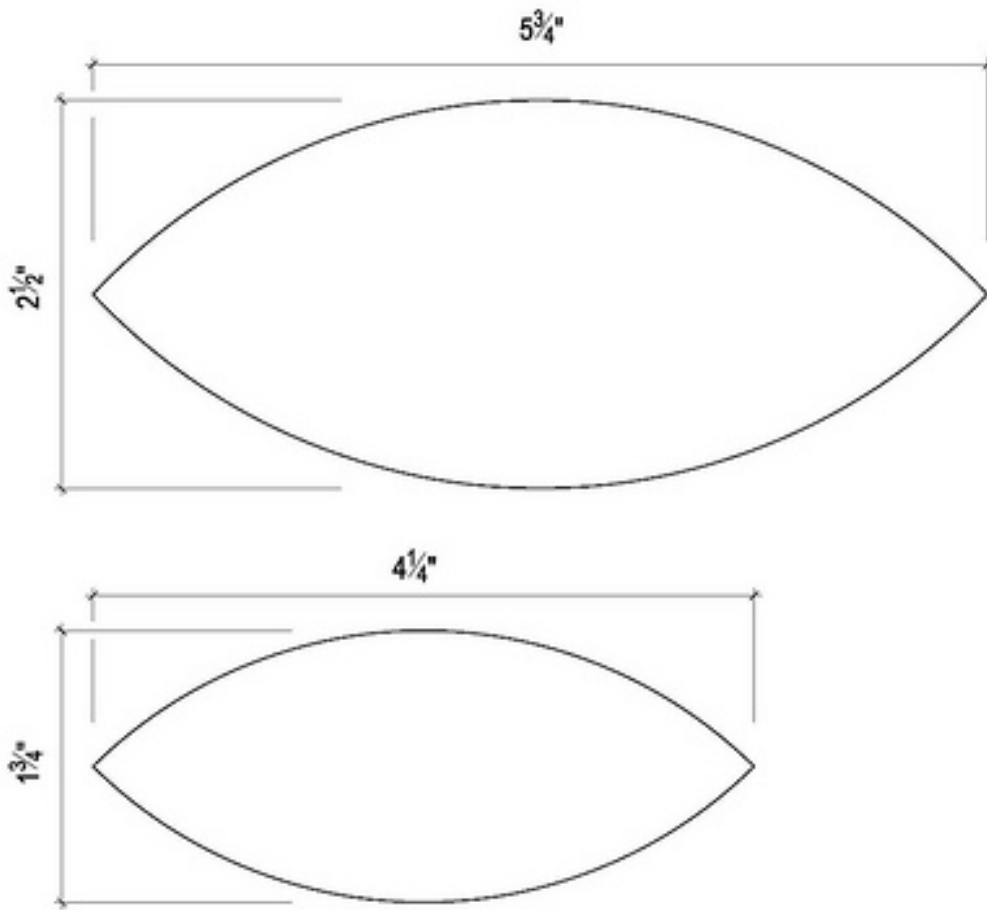
PARENT TIP SHEET

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



Harvest: Pumpkin Stem Template

Sing
& Play

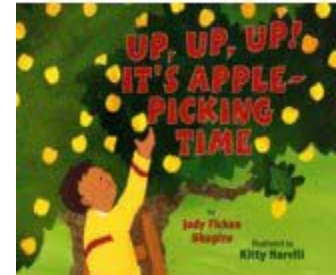
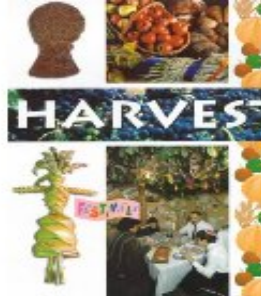




Parent Tip Sheet: Harvest!

Sing & Play

BOOKS



ACTIVITIES

Harvest Poster

What You Need:

- Magazines of harvest
- Safety scissors
- Glue stick
- Card stock or construction paper.

What You Do:

Provide assistance to your child on making a poster of your child's favorite fruits and vegetables from harvest season using pictures from old magazines. Have your child practice using safety scissors and paste or glue stick to allow your child to do it with some assistance and yet allow him to take the lead. When done talk to your child about names of his favorite fruits and vegetables from harvest.

Apple Pudding Paint

What You Need:

- One apple cut in half
- White sheet of paper
- Different pudding flavors; banana-yellow color, chocolate-brown color, and carrot or pumpkin - orange color

What You Do:

Children at this age may be interested in creating art in different ways. Try cutting an apple in half and carving a simple shape or design for your child to dip in pudding and then stamp onto the sheet of paper. Your child will surely have fun painting and tasting his messy edible art work project. Talk to your child about the textures of pudding, colors, and the difference of taste.

SONGS

Scarecrow, Scarecrow

Scarecrow, Scarecrow, turn around Scarecrow,
Scarecrow, touch the ground Scarecrow,
Scarecrow, reach up high Scarecrow, Scarecrow
touch the sky Scarecrow, Scarecrow bend down
low scarecrow, Scarecrow touch your toe.
I like to let the children pretend to be scarecrows
standing in a corn field.

Five Little Pumpkins

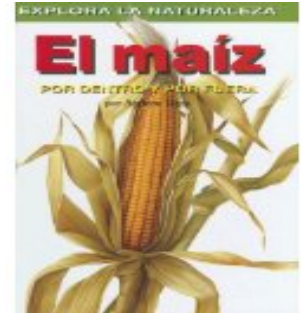
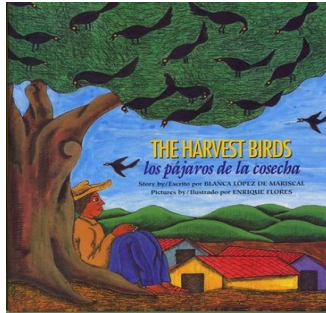
Five little pumpkins sitting on a gate
(five fingers up)
The first one said "Oh my it's getting Late"
(Hands on Cheeks)
The second one said "There's a chill in the air"
(arms around self)
The third one said "But we don't care"
(swing pointer finger)
The fourth one said "We're ready for some
fun!" (hand in air)
The fifth one said "Let's run, run, run!"
(running motion)
So woooo went the wind, and out went the
lights,
And the five little pumpkins rolled out of
sight!



Consejos Para Padres: La Temporada de la Cosecha

Canta y Juega

LIBROS



ACTIVIDADES

Póster de la Cosecha

Que Necesita:

- Revistas de la cosecha
- Tijeras para niños
- Pegamento
- Papel de dibujo empastado

Que se Hace:

Ayúdele a su hijo a hacer un póster de sus frutas y vegetales favoritas de la temporada de cosecha. Usen fotos de revistas. Promueva que su hijo practique a usar las tijeras y empaste o pegue las fotos. Tal vez su hijo necesite su ayuda pero aun así permita que su hijo tome la iniciativa. Cuando terminen hable con su hijo de los nombres de sus frutas y vegetales favoritas de la temporada de la cosecha.

Estampas de Manzana con Puré

Que Necesita:

- Una manzana cortada a la mitad
- Hojas de papel blanco
- Puré de sabores; Plátano-color amarillo, chocolate-color café, y zanahoria-color anaranjado.

Que se Hace:

Los niños pequeños se interesan en arte creativa de diferentes formas. Corte una manzana a la mitad y remueva las partes de la semilla moldeándola con algún diseño y deje que su hijo la sumerja en el puré para después la estampe en la hoja de papel. Su hijo con seguridad se divertirá pintando y probando el puré al mismo tiempo. Hable con su hijo sobre las texturas, sabores, y colores que usaron del puré.

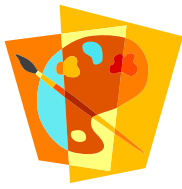
CANCIONES

Tres Manzanas Tiene el Árbol

tres manzanas tengo yo
 en el árbol en el árbol
 tres manzanas tengo yo
 y una se me cayó
 mira mira míralo
 cómo baila cómo baila
 mira mira míralo
 el árbol que tengo yo
 dos manzanas tengo yo
 en el árbol en el árbol
 dos manzanas tengo yo
 y una se me cayó
 mira mira míralo
 cómo baila cómo baila
 mira mira míralo
 el árbol que tengo yo

Cosecha

Van los Pescadores van a cosechar
 Benditas las tierras desechas del mar
 Campos sin cultivo
 Campos de agua y sal
 ¿Quién sembró los peces?
 ¿Quién sembró el coral?
 Campos al cuidado la inmensidad
 Las flores de espuma
 ¿Quién las plantara?
 Van los pescadores y cantando van
 ¿Serán sus canciones las que sembrarán?



Harvest: Owls

Smart Art

OVERVIEW

In this activity children will learn about the harvest season by participating in a read-aloud and painting a ceramic piece that is related to the harvest 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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Animals in Fall by: Martha E. Rustad (English and Spanish Edition)
- Spanish Book: Los Animales del Otoño por: Martha E. Rustad
- Bisque piece: Owl
- Bisque paints: brown, yellow, and orange
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

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

INTRODUCTION

- Introduce topic to students.
- Talk to children about harvest season, discussing the different foods and produce that are cropped during this season.
- Explain to children what Harvest means: A crop that grows and is gathered in season for people to eat.

ACTIVITY #1

Sing a Song:

English Song: Scarecrow, Scarecrow
Sing to the Tune: “Twinkle, Twinkle, Little Star”

Scarecrow, Scarecrow, turn around Scarecrow,
Scarecrow, touch the ground Scarecrow,
Scarecrow, reach up high
Scarecrow, Scarecrow touch the sky
Scarecrow, Scarecrow bend down low
Scarecrow, Scarecrow touch your toe.

Spanish Song: El Otoño Ha Llegado

El otoño ha llegado
Y las hojas se han secado
Sopla el viento
Y las hojas se caen en un momento.

Y como hace frío
La estufa se ha encendido,
El calor del fuego
Me hace sentir como nuevo.

Voy al huerto
Y de granadas lleno el cesto,
Voy al campo
Y un almendro planto.
Viene una ardilla
Y se sienta en la silla;
El zorro tan astuto
Se esconde tras el arbusto.

Qué más puedo decirte
Si el otoño es tan triste.

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

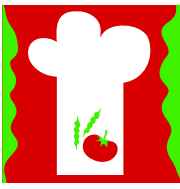
Free Play (Share, Play and Socialize):

- 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.



Harvest: My Delicious Pumpkin

Snack Attack

OVERVIEW

Children will learn about harvesting pumpkins. They will listen to a story about pumpkins and make an edible snack that resembles a pumpkin.

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 - #30 COG4 – Curiosity and Initiative
- DRDP - #41 HLTH1 – Personal Care Routines

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Pumpkin Patch Parable by: Liz Curtis Higgs
- Spanish Book: La Parábola de las Calabazas por: Liz Cutis Higgs
- Pumpkin
- Baby wipes
- Per Child:
 - 1 round sugar cookie
 - 1 tablespoon of Orange and Green frosting
 - 5 raisins
 - Spoon
 - 1 paper plate
 - 1 napkin

PREPARATION:

- Cut the top of a pumpkin and place it onto a table. Place baby wipes on the table so that children can wipe their hands after feeling the inside of the pumpkin.
- 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 today’s class will focus on pumpkins and how they are harvested.
- Ask children if they have seen a pumpkin before? Show children different pumpkins and ask them what color are they?
- Ask them if they have ever touched the inside of a pumpkin? Direct children to go to the table and to take turns placing their hands on the inside of the pumpkin so that they can feel it. Tell children to wash their hands off with wipes before sitting back down in the circle.
- Ask them what we can use a pumpkin for?
- Explain to children the activities that they will participate in today, to include singing a song, participating in a book reading, and making an edible treat which is tied to the topic.

ACTIVITY #1

Sing Along

- Tell children that we will now be singing a song.

The Pumpkins are Here

(Sung to: “The Farmer in the Dell”)

The pumpkins are here, the pumpkins are there. The pumpkins, the pumpkins are everywhere.

The pumpkins are up; the pumpkins are down. The pumpkins, the pumpkins are all around.

Naranja Dulce

Naranja dulce
Limón partido
dame un abrazo
yo te lo pido

Si fuera falso
tu juramento,
en otros tiempos

The pumpkins are in; the pumpkins are out.
The pumpkins, the pumpkins are all about.
The pumpkins are low; the pumpkins are high.
The pumpkins, the pumpkins all say,
"Good-bye".

se olvidarán

Toca la marcha
la marcha toca
a mi casita
yo ya me voy

A la cocina
yo voy corriendo
a comer dulces
y no les doy

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 pumpkin snack:

- Tell children that they will decorate a cookie to look like a pumpkin.
- Children can spread the orange frosting on most of the cookie.
- Instruct them to place a small amount of green frosting on the top of the cookie.
- To finish the cookie, children can create a face on their pumpkin with the raisins.
- Children can spread a small amount of the green frosting onto the bottom of their paper plate to represent the patch that pumpkins grow in.



TALK ABOUT IT

- Discuss what the children learned today about pumpkins.
- Ask children how a pumpkin feels from the inside?
- Ask them what colors and size can a pumpkin be?



Harvest: An Apple Tree Made by Me!

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 what is farmed during the harvest season with a particular emphasis on apples. Children will have the opportunity strengthen fine motor skills by lacing their own apple pie art project.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #29 COG3 – Memory and Knowledge
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #42 HLTH3 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Apple Pie Tree by: Zoe Hall
- Spanish Book: El Árbol de Tara de Manzana (Translation Attached)
- Give-away books
- Handprint apple tree craft kit

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Order apple pie craft kits from Oriental Trading:
http://www.orientaltrading.com/handprint-apple-tree-keepsake-craft-kit-a2-48_5885-12-1.fltr?Ntt=apple+cra

INTRODUCTION

- Introduce topic to students
- Lead children in a discussion about harvest time. Explain that one of the crops that are harvested during this time of year are apples.
- Ask children if they like apples? If they do, ask them what color apples they like?
- Tell them there are red, yellow and green apples.
- Ask them what things you can make with apples? (apple sauce, apple juice, and apple pie)
- Ask them if they have taste apple pie?

ACTIVITY #1

Book Reading:

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

ACTIVITY #2**My Apple Tree:**

- Tell children they will be making their own apple pie.
- Pass out apple tree craft kit to each child.
- Explain to children that they will be painting their hands, and using their handprints to make the leaves on their trees.
- Assist children in painting their palms green and placing it on their tree trunk.
- Tell children it is important to use just a little paint so that their handprints can dry and they can place their apples onto their trees.
- 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:

- Talk about the story that was read, what do students remember?
- Ask children what other fruits they like to eat during this time of season?

PARENT TIP SHEET

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



Book Translation: El árbol de tarta de manzana

Story Time

¡Manzanas!

Y cada día vemos como nuestro árbol de manzanas crece.
En el invierno, nuestro árbol de manzanas esta café y sin hojas.

Pero en la primavera las hojas crecen en cada rama.
¡Mira! Dos pajaritos petirrojos están haciendo su nido en nuestro árbol.

Pequeñas flores rosas brotan de las ramas. Los petirrojos cantan fuerte protegiendo a sus huevos.

Cuando los brotes de las flores se abren, los bebes petirrojos rompen el cascaron de sus huevos.

Ahora nuestro árbol esta cubierto con flores. Y los bebes petirrojos les comienzan a salir las plumas.

Cuando la brisa sopla, los pétalos se caen en el piso.
Mama y Papa Petirrojos enseñan a sus bebes a volar.

Algunos días llueve, y el viento sopla muy fuerte.
Pero nuestro árbol de manzanas es fuerte. Y los Petirrojos están seguros en las ramas.

Pequeñas manzanas verdes crecen en lugares donde las flores solían crecer.

Pronto será verano. Las manzanas crecen y crecen.

Los pequeños petirrojos han crecido. Pero nos visitan cada día.

Las ramas se doblan muy abajo. Están cubiertas de manzanas redondas y grandes.

Ahora es otoño. ¡Las manzanas están rojas y listas para recogerlas!
Llenamos nuestras canastas hasta el borde.

Mama y Papa nos ayudan a pelar las manzanas, a cortarlas, y juntarlas en forma de una concha.
Después ponemos un poco de canela y azúcar sobre ellas.
Mama pone la cacerola en el horno.

Por fin, la tarta es cubierta y lista para ser comida.

¡Nuestro árbol ha crecido una trata de manzana!, ¡Huele muy bien!

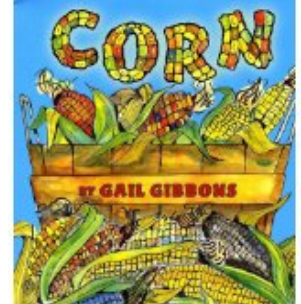
¡Y sabe delicioso! No hay nada tan bueno como una tarta de manzana que tu mismo creces.



Parent Tip Sheet: Harvest

Storytime

BOOKS



ACTIVITIES

Painting with Straw Brushes

What You Need:

- Straw or Hay
- Rubber Bands
- Fall Colors Paints
- Small Bowls or Dishes
- Paper

What You Do:

Have your child cut and bundle straw into "paintbrushes", then wrap rubber bands around straw bundles to hold them together. Assist your child by setting out paints in small bowls or dishes. Ask your child to Lay paper on a tabletop or tape to an easel or other vertical surface. Your child will enjoy painting on the paper using the straw brushes and paint with fall colors.

Paper Bag Pumpkin Painting

What You Need:

- Lunch Size Paper Bags (1 bag for each pumpkin)
- Newspaper
- String or Green Ribbon
- Paint – Orange, Green, and Black
- Paint Brushes

What You Do:

Ask your child to stuff newspaper into each paper bag, then ask your child to tie paper bag closed with string or green ribbon. Tell him these will be his pumpkins. Have your child set out paints and their paper bag pumpkins. Have your child paint his/her paper bag pumpkins as he/she chooses.

SONGS

I Had a Little Nut Tree

I had a little nut tree
 Nothing would it bear
 But a silver nutmeg and a golden pear.
 The King of Spain's daughter
 Came to visit me
 And all for the sake of my little nut tree.

Apple Harvest

Up in the green orchard there is a green tree,
 The finest of pippins that ever you see;
 The apples are ripe and ready to fall,
 And Richard and Robin shall gather 'em all.



Consejos Para Padres: La Temporada de la Cosecha

Hora de
Cuentos

LIBROS



ACTIVIDADES

Pintar con Pinceles de Paja

Que Necesita:

- Paja o Heno
- Ligas Elásticas o Hilo
- Pintura de Colores del Otoño
- Platos de Papel o Tazones Pequeños
- Papel de Dibujar

Que se Hace:

Pídale a su hijo/a que corte paja en forma corta y la ponga en un bulto para hacer "pinceles". Amarre el bulto de paja con las ligas o bandas de goma para mantenerlas juntas. Ayude a su niño/a a vaciar pinturas en tazones o platos de papel. Pídale a su niño/a que coloque papel sobre una mesa, o cualquier otra superficie vertical. Su hijo/a disfrutara pintando sobre el papel con las escobillas de paja y las pinturas.

Calabaza de Bolsa de Papel

Que Necesita:

- Bolsas de Papel Tamaño Almuerzo (1 bolsa para cada calabaza)
- Periódico
- Cinta o Hilo verde
- Pintura- Anaranjada, Verde, y Negra
- Pinceles

Que se Hace:

Pídale a su hijo/a que rellene las bolsas de papel con periódico y las ate o cierre con cuerda o cinta verde. Estas bolsas son sus calabazas. Pídale a su hijo que pinte las bolsas de calabazas con los colores que él o ella elijan.

CANCIONES

Tres Manzanas tiene el Árbol

Tres manzanas tengo yo
en el árbol en el árbol
tres manzanas tengo yo
y una se me cayó
mira mira míralo
cómo baila cómo baila
mira mira míralo
el árbol que tengo yo.

Dos manzanas tengo yo
en el árbol en el árbol
dos manzanas tengo yo
y una se me cayó
mira mira míralo
cómo baila cómo baila
mira mira míralo
el árbol que tengo yo

Cosecha

Van los Pescadores van a cosechar
Benditas las tierras desechas del mar
Campos sin cultivo
Campos de agua y sal
¿Quién sembró los peces?
¿Quién sembró el coral?
Campos al cuidado la inmensidad
Las flores de espuma
¿Quién las plantara?
Van los pescadores y cantando van
¿Serán sus canciones las que sembrarán?