



# Winter: Winter Bear



## OVERVIEW

In this activity children will learn about winter and the cold weather that comes with the season. They will also learn about how a Polar bear lives in the cold weather and will make a craft activity that deepens 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 - #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: Polar Bear What Do You Hear by: Bill Martin and Eric Carle
- Spanish Book: Oso Polar Que es ese Ruido por: Bill Martin and Eric Carle
- Tempera Paint colors: white
- Pre traced polar blue bears (one per child).
- Tooth brushes (one per child).
- Blue construction paper (one per child).
- Baby wipes and paper plates.

### PREPARATION:

- Prepare a sample project for demonstration purposes.

## INTRODUCTION

- Introduce topic to students.
- Explain to children and their parents that winter is one of the four seasons in the year. Ask children to explain how the weather feels during winter.
- Explain that one animal that lives in the cold weather are polar bears. Polar bears live in the North Pole where winter is the longest season of the year and it snows the most.

## 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 – Polar Bear
- Spanish – Mi Hombre de Nieve

## ACTIVITY #3

Instruct the children that they will now be making their own "Winter Bear Scene".

- Pass out materials or have them available to children.
- Have children finger paint to color their Polar Bear.
- When done finger painting have children paste the polar bear with glue to their art project.
- Provide some snow flakes for the children to decorate their art work.
- Have children clean up and put things away. Sing the "Clean Up" song.

## TALK ABOUT IT

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

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

## PARENT TIP SHEET

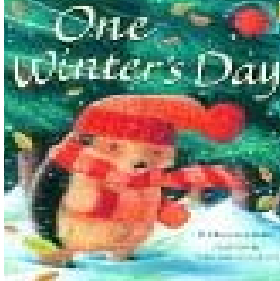
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the winter by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Winter



## BOOKS



## ACTIVITIES

### Forest Tree

#### What You Need:

- Pine Tree Template
- Green construction paper
- Sprinkle silver glitter
- Glue, white paint and a straw.

#### What You Do:

Make a pine tree template to make a frosty forest tree. Dilute white paint with water and glue on the green construction forest tree template paper. Sprinkle silver glitter over the wet paint. When the paint is dry shake off any excess glitter.

### It's Snowing

#### What You Need:

- Paper Plate
- Markers/Crayons
- White Mini Snowflake Cutout
- Red Tongue Cutout
- Cotton Balls
- Glue and Tape
- Scissors

#### What You Do:

Draw a partially open mouth on a paper plate for your child. Then have your child color the plate and draw a nose and eyes to complete the face. Then have your child glue cotton balls around the plate so they resemble a hood. Have your child glue a mini snowflake cutout on the tongue cutout. Next, help your child by cutting a slit in the mouth, slide the tongue into the slit, and then tape the tongue in place.

## SONGS

### Polar Bears

A polar is big and white.  
To all the seals he is a fright!  
He likes to swim in chilly seas  
Without a snuffle, cough or sneeze!  
His furry paws won't slip on ice.  
To be bear would sure be nice!

### It's January

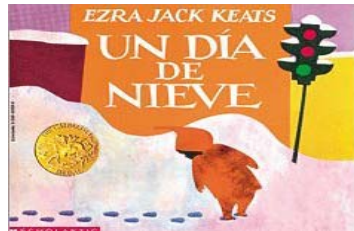
January is the first month of the year.  
At the stroke of midnight everyone will cheer.  
Oh the weather's very cold.  
Hello, new year; goodbye, old!  
January is the first month of the year.



# Consejos Para Padres: Invierno



## LIBROS



## ACTIVIDADES

### El Pino Forestal

#### Que Necesita:

- Plantilla de árbol de Pino
- Papel de dibujo verde
- Brillos de color plata
- Resistol, pintura Blanca, y un popote.

#### Que se Hace:

Haga una plantilla de árbol de Pino para hacer un pino congelado en la Montana. Revuelva pintura y resistol blanco y riegüelo en el papel. Riegüele los brillos sobre la pintura mojada. Cuando la pintura este seca sacuda el papel para quitar el brillo suelto.

### Esta Nevando

#### Que Necesita:

- Plato de Papel
- Marcadores/Crayones
- Un pequeño Copo de Nieve Cortado
- Una lengua Roja
- Bolas de Algodón
- Pegamento y Cinta
- Tijeras

#### Que se Hace:

Dibuje una boca parcialmente abierta en un plato de papel para su niño. Luego haga que su niño coloree el plato y dibuje una nariz y ojos para completar la cara. Luego haga que su niño pegue bolas de algodón alrededor del plato para que parezca un gorro. Haga que su niño pegue el pequeño copo de nieve en la lengua. Luego ayude a su niño cortando una raja en la boca, ponga la lengua por la cortada, y luego con la cinta pegue la lengua en su lugar.

## CANCIONES

### El Invierno ya Llegó

EL invierno ya llego  
Corre que te corre  
Y tendrás calor.  
Si hace frío, guantes y bufanda.  
Si es que nieva, gorro con pompón.  
Y si llueve, abre tu paraguas.  
El invierno ya llego.  
Corre que te corre  
Y tendrás calor.  
Ten cuidado, no pises los charcos.  
Ponte el abrigo para el frío.  
Cuando hay hielo, anda con cuidado.  
El invierno ya llego.

### Mi Hombre de Nieve

Mi hombre de nieve es feliz y está muy gordo  
Con la boca, la nariz , dos ojos y en la cabeza  
un sombrero.  
Mi hombre de nieve es feliz y está muy gordo  
Con la boca, la nariz , dos ojos y en la cabeza  
un sombrero.  
La, la, la, la...  
Mi hombre de nieve es feliz y está muy gordo  
Con la boca, la nariz , dos ojos y en la cabeza  
un sombrero.  
Ta ta ta da da, ta ta da , mi hombre de nieve  
Ta ta ta da da, ta ta da , mi hombre de nieve  
Ta ta ta da da, ta ta da , mi hombre de nieve  
Ta ta ta da da, ta ta da , mi hombre de nieve



# Winter: Snowman Fun!

## Barney & Friends

### OVERVIEW

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

### SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Snowman by: Joan Early Macken
- Spanish Book: Snowman por: Joan Early Macken
- English Barney Clip: Barney: It's C-C-Cold!
- Spanish Barney Clip: Barney-el Invierno
- 11 x 17 Construction paper: blue/green for background scenery
- Small white cotton balls
- Snowman template printed on white cardstock
- Felt: orange, brown, black, blue, red
- Wiggly eyes
- Small buttons
- Black yarn
- Glue

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut Snowman template into pieces: Cardstock Body
- Cut snowman template into pieces: Felt hat, hands, nose, and boots
- Place the 11 x 17 Construction paper at each activity station on table(s).

### INTRODUCTION

- [Show opening Barney & Friends clip](#)
- Introduce topic to students: Explain to children that winter is one of the 4 seasons we have throughout the year.
- Ask children if they can think of some signs that let us know that winter is here. What type of clothes do we have to wear during winter to keep us warm? What holidays do we celebrate?
- 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 – Falling Snow
  - Spanish – En Invierno Hace Frío
- **Show Barney & Friends clip:** Barney: It's C-C-Cold! / Barney-el Invierno

## 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 their very own snowman.
- Instruct children to first take the snowman body and glue it to the blue/green construction paper.
- Ask parents to assist children in gluing the cotton balls onto the snowman body.
- Instruct children to color the hat, boots, arms and nose of the snowman. They can then glue these parts onto their snowman
- Children can finish their project by gluing the wiggly eyes, yarn mouth and buttons onto the snowman.
- 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 Winter.

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

## TALK ABOUT IT

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

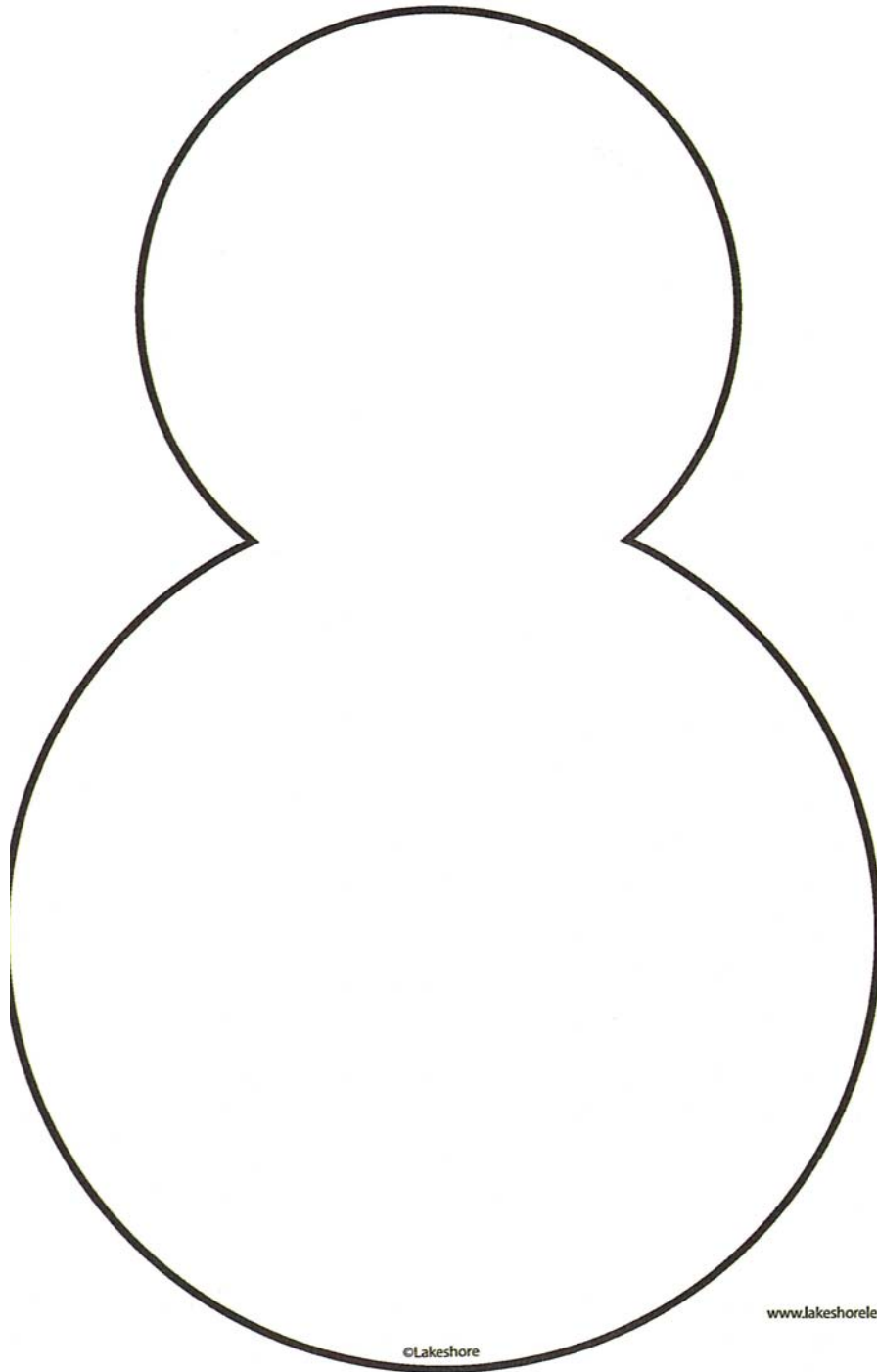
- Discuss what the children learned today about the winter season.
- Ask children if they remember when winter occurs (before spring, after fall).
- Ask them to share what their favorite thing to do in the winter is (go to snow, celebrate Christmas/Hanukah, drinking hot cocoa).
- **Show closing Barney & Friends clip**

## PARENT TIP SHEET

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

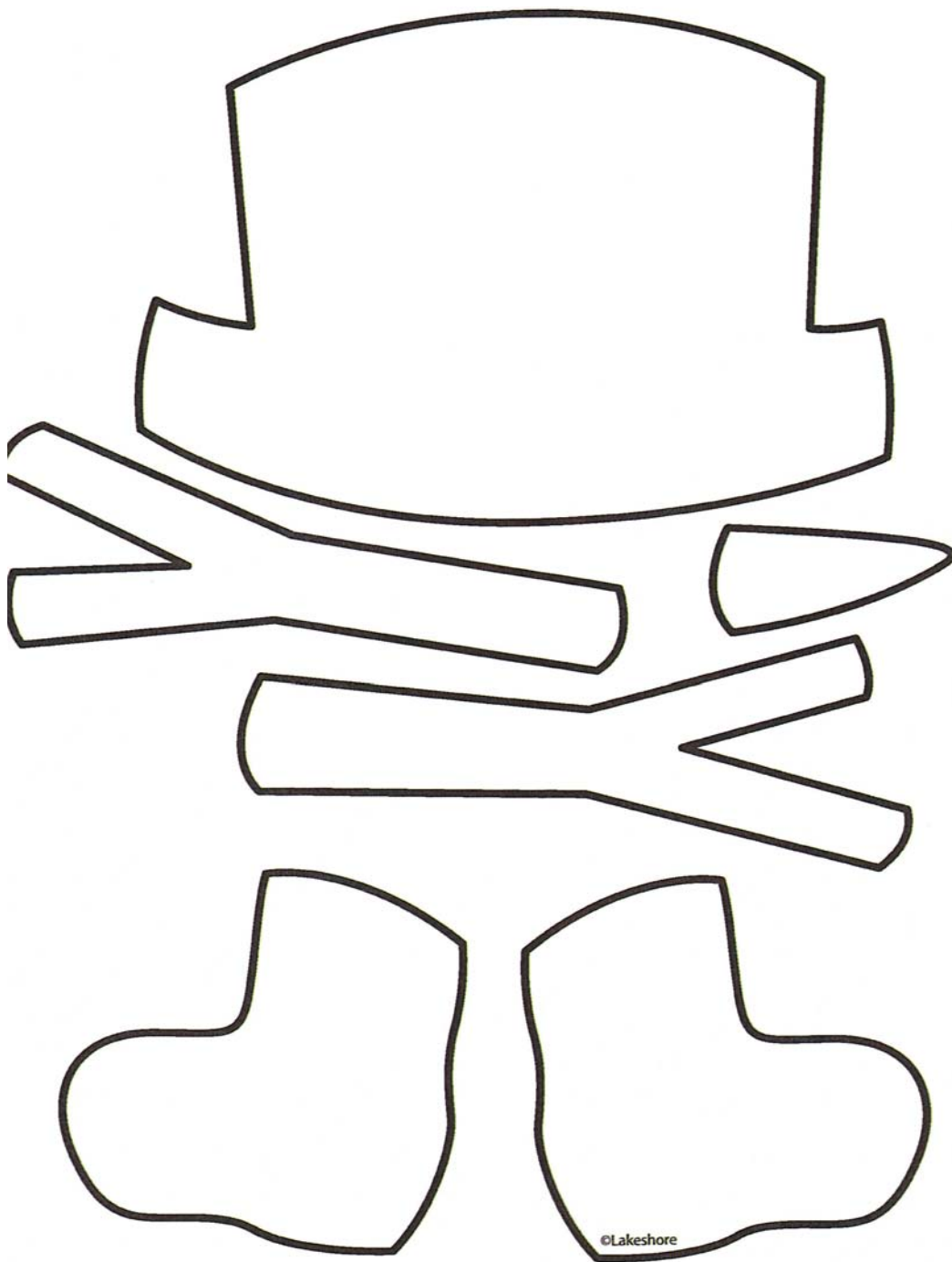


## Snowman Template



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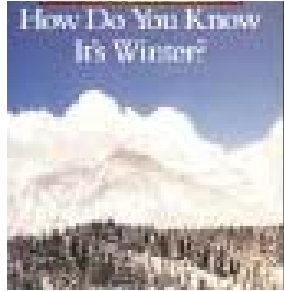
[www.lakeshorelearning.com](http://www.lakeshorelearning.com)



# Parent Tip Sheet: Winter

## Barney & Friends

### BOOKS



### ACTIVITIES

#### Paper Plate Snow Man

##### What You Need:

- Paper plate (regular)
- Paper plate (small)
- Cotton balls
- Pint brush
- Orange and black paint
- Glue

##### What You Do:

Once you provide all the materials assist your child on decorating the snowman by gluing cotton balls with glue on the paper plates once is decorated have your child paint brush to decorate it and paint the eyes with black paint and the tummy bottoms with orange paint.

#### Snow Flake Hand Prints

##### What You Need:

- Blue construction paper.
- Yarn and whole puncher.
- White paint and scissors.
- Glue and Sprinkles of blue glitter.

##### What You Do:

Have your child paintbrush his/her hands with white paint to then stamp them on the construction paper left and right hands opposite ways. Then, have your child apply some glue on hand prints and spread some glitter. When glue is dry shake carefully the paper to remove the loose glitter and hole punch the top part and lace some yarn to be hanged.

### SONGS

#### What's the Weather?

Sung to the tune of "If You're Happy and You Know It"

Oh, what type of weather do we have today?  
Is it sunny?  
Is it rainy, dark, and gray?  
Is it cold or is hot?  
Should I wear a hat or not?  
Oh, what type of weather do we have today?

#### Falling Snow

(Sung to "When the Saints Go Marching In")

Oh, when the snow  
Begins to fall,  
I'll build a snowman round and tall.  
Oh, how I love the cold, cold weather  
When the snow begins to fall.

And then I'll lie  
Down in the Snow  
And move my arms and legs just so.

Oh, how I love to make snow angels  
When the snow begins to fall.

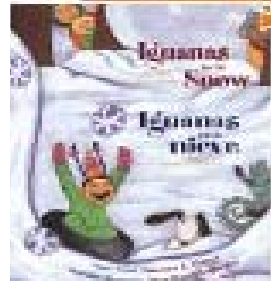




# Consejos Para Padres: Invierno

## Barney Y Amigos

### LIBROS



### ACTIVIDADES

#### El Muñeco de Nieve

##### Que Necesita:

- Dos platos uno pequeño y uno grande
- Bolas de algodón
- Pincel, pintura naranja y negra y pegamento.

##### Que se Hace:

Una vez que proporcione todos los materiales, ayude a su hijo en decorar el muñeco de nieve pegando bolitas de algodón con pegamento sobre los platos de papel. Una vez decorado tiene su pincel de pintura infantil para decorarlo y pinte los ojos con pintura negra y los botones de la panza con pintura naranja.

#### Impresión de mano Para formar una Hojuela de Nieve

##### Que Necesita:

- Papel de construcción azul
- Hilados y perforadora todo
- Pintura blanca y tijeras
- Pegamento y rociador de brillitos azules.

##### Que se Hace:

Que su hijo/a use un pincel con pintura blanca se pinte su mano y pinte una impresión con su mano derecha y siguiendo con la izquierda en el papel de construcción para formar una hojuela de nieve. A continuación, hijo necesita aplicar pegamento en impresiones de la mano y difundir algunos brillitos. Cuando el pegamento está seco agitar cuidadosamente el documento para quitar la escarcha suelta perfore la parte superior y encaje hilo para que se pueda colgar.

### CANCIONES

#### En Invierno Hace Frío

en invierno hace frío  
pero yo me río  
con los guantes  
y el abrigo  
ya no paso frío  
la montaña está nevada  
pero yo me río  
con las botas  
y el gorrito  
ya no paso frío

#### El Pingüino Tiene Frío

si el pingüino tiene frío  
le ponemos el abrigo  
la bufanda y el gorrito  
y el pingüino ya no tiene frío!



# Letter Recognition: Learning My Letters: A, B, C

# 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**

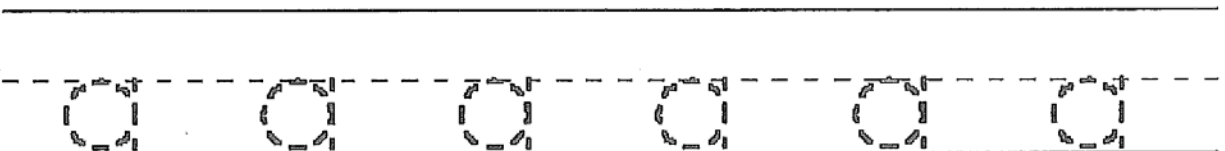
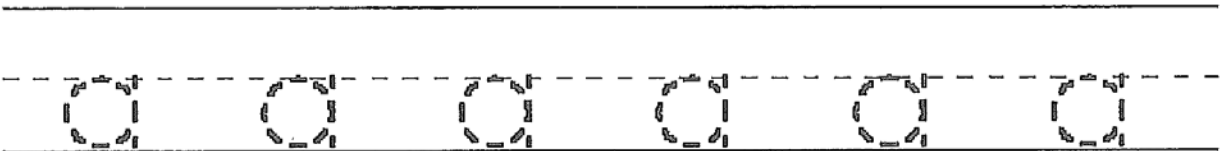
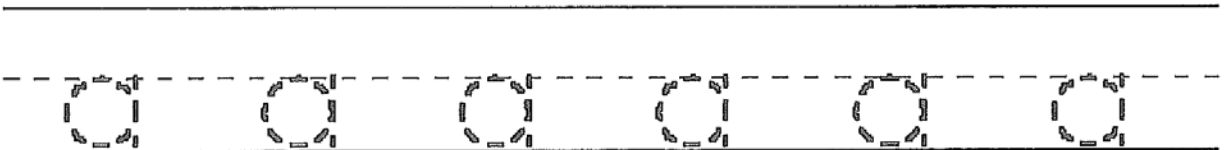
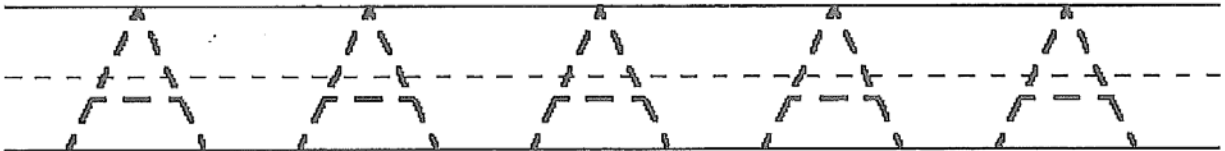
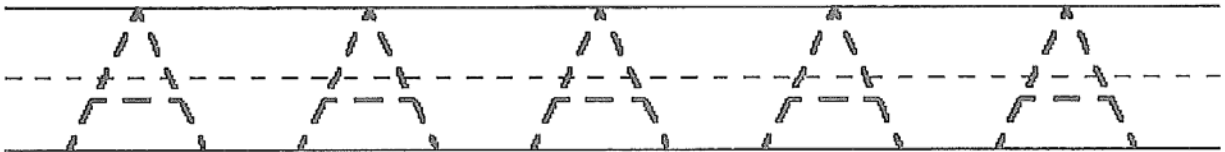
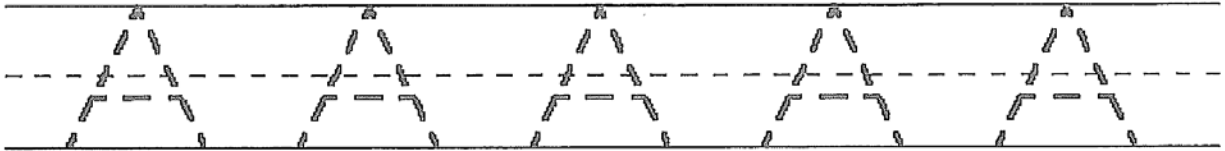
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters A, B, C

**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!

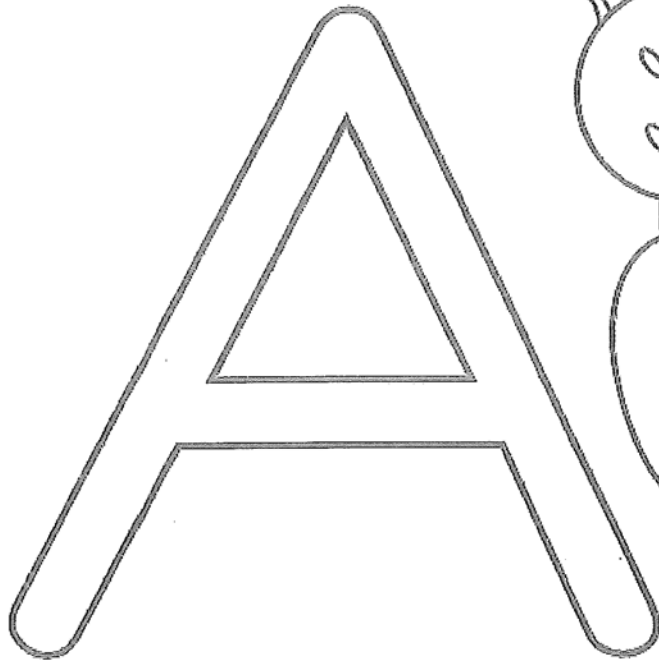
\*\*If you notice a child struggling to trace with finger on IPAD/Kindle Fire/Nook Notebooks and/or on the worksheet, hand the child a tracing worksheet for beginning writers.

Name \_\_\_\_\_

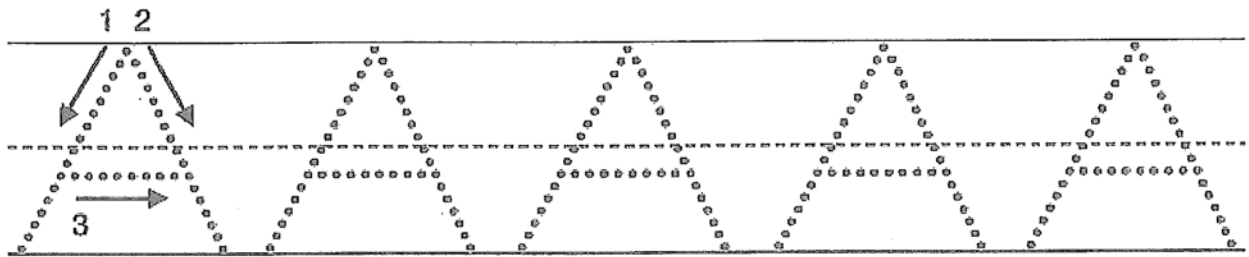


Nombre

Fecha



abeja



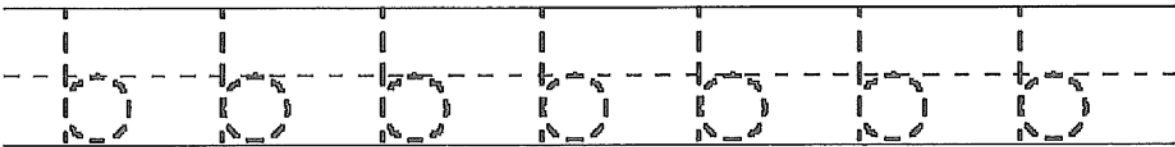
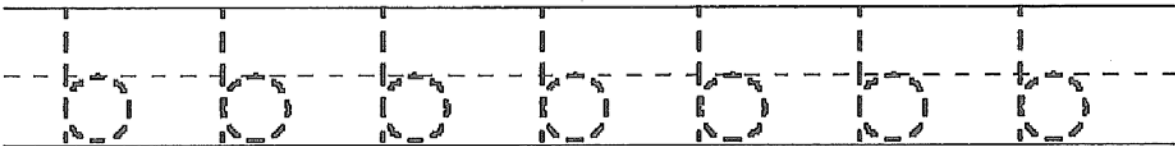
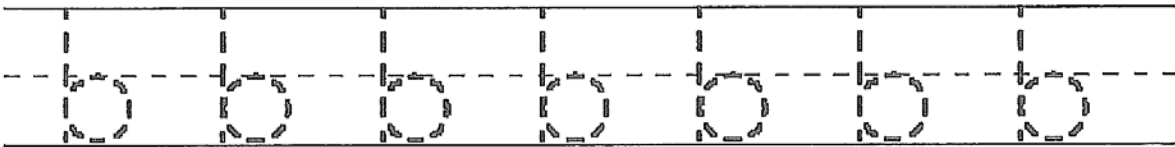
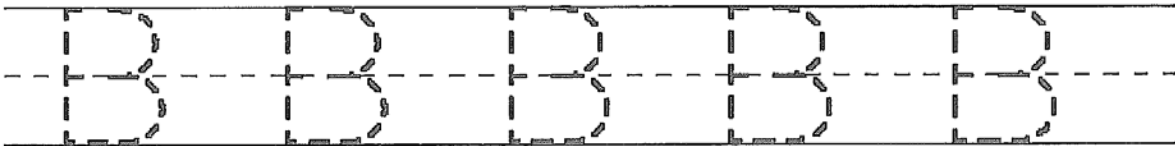
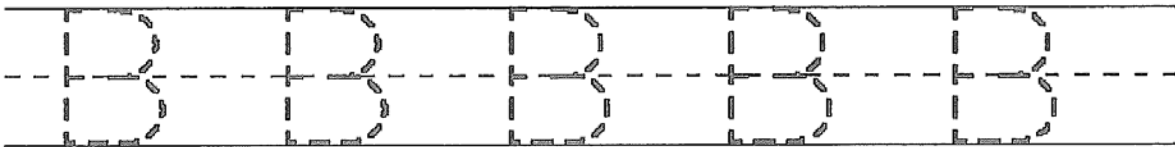
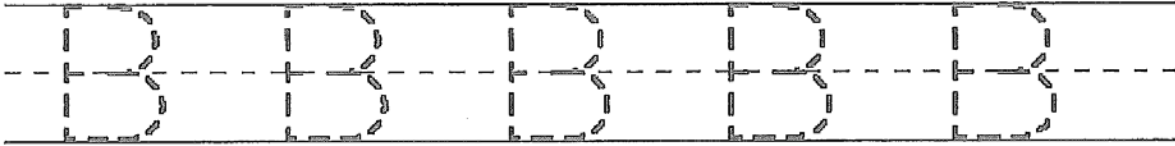
Instructions: trace and then copy letters or words

A a A a A a A a

A a A a A a A a

A a A a A a A a

Name \_\_\_\_\_



Instructions: trace and then copy letters or words

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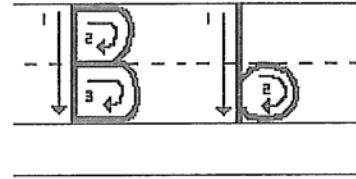
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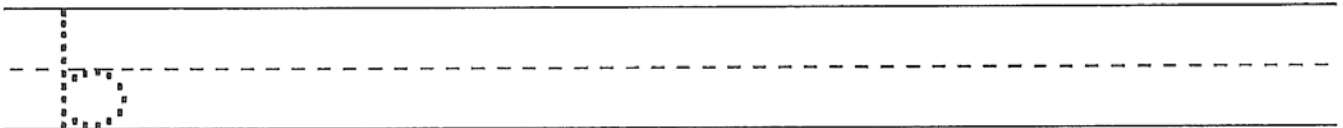
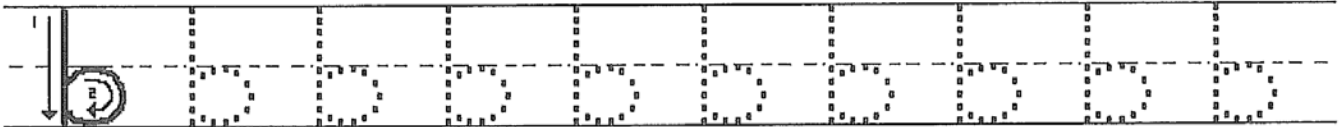
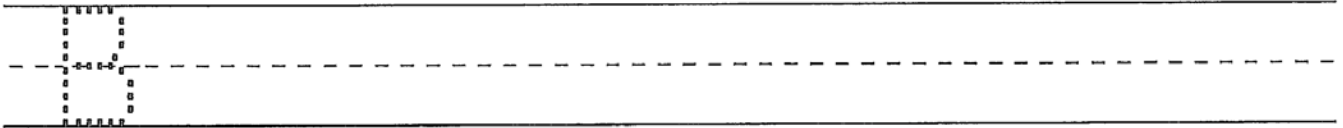
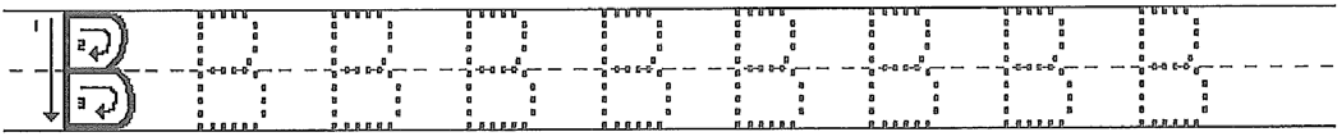
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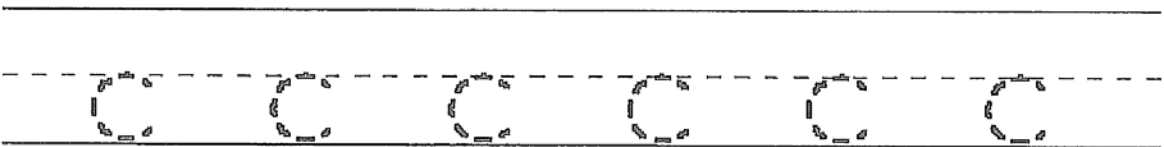
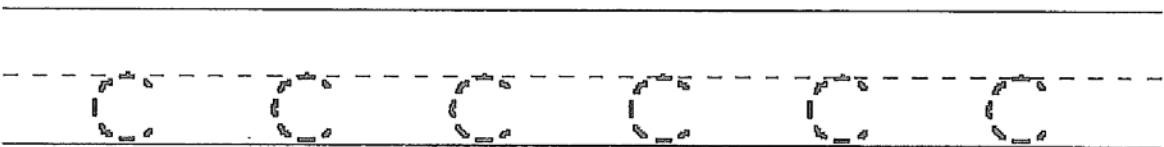
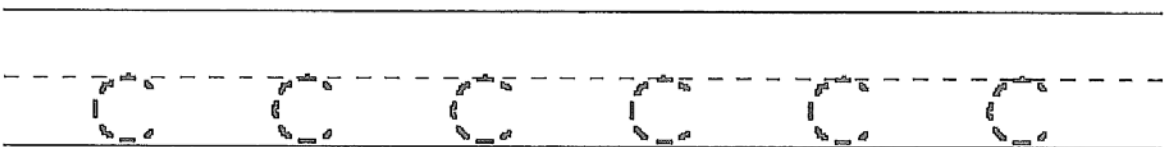
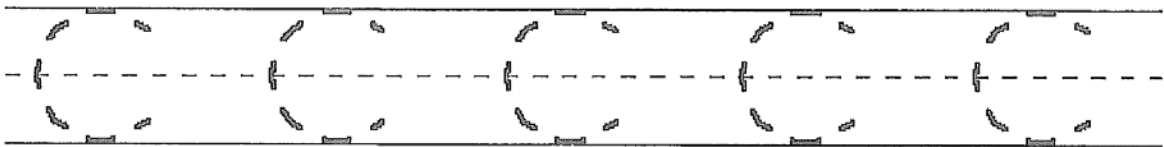
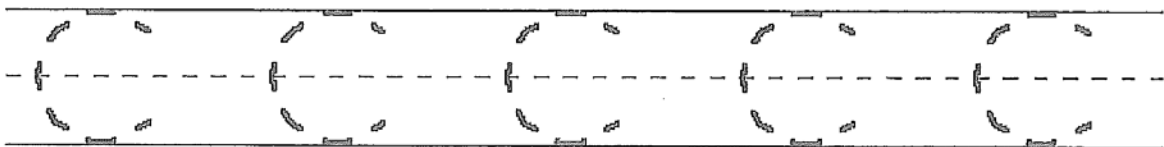
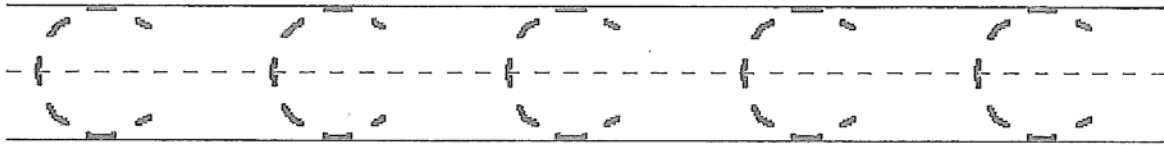
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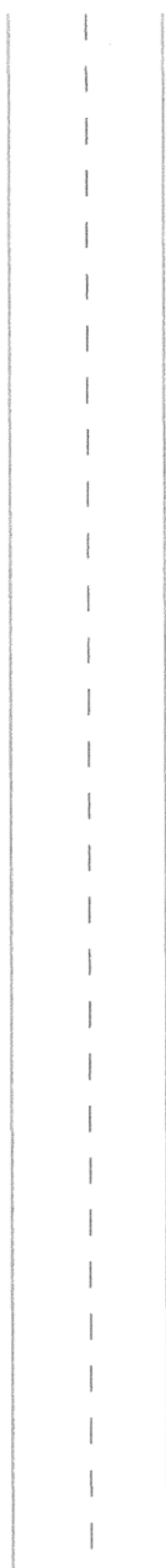
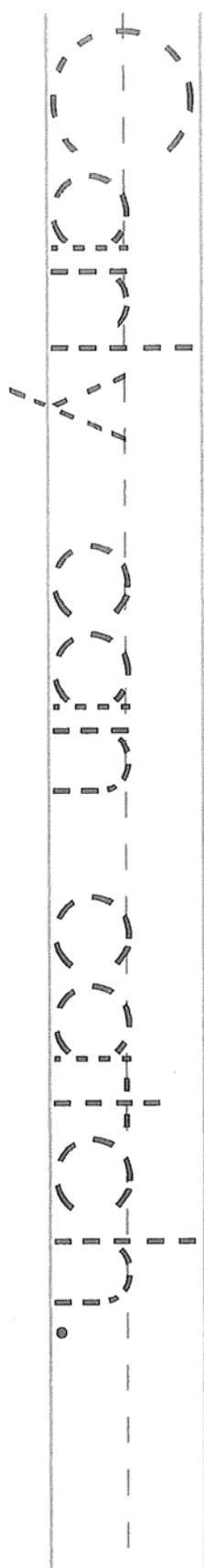
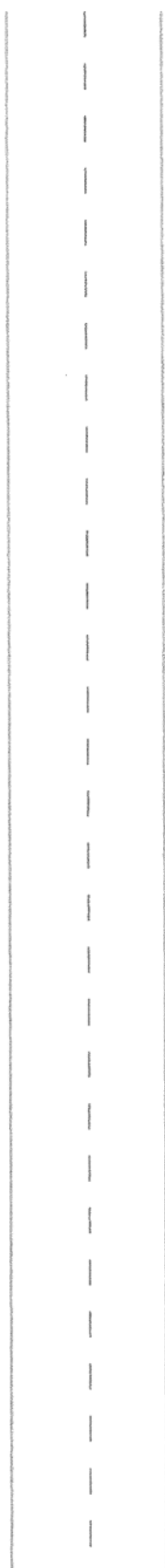
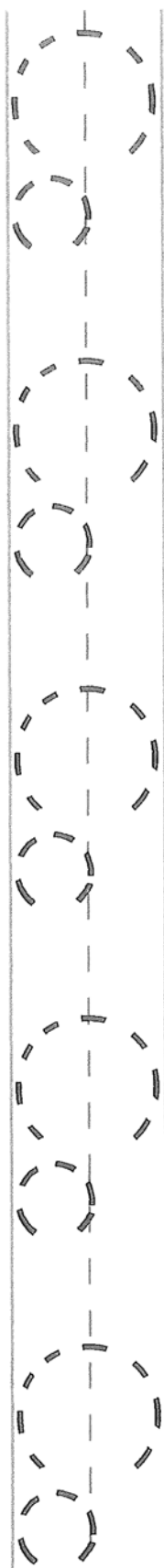
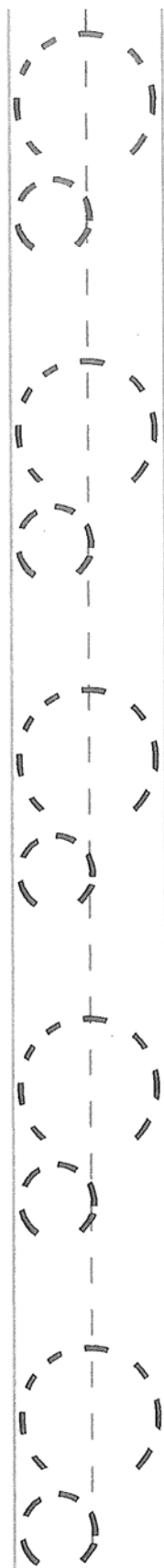
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mueva su ratón sobre  
una letra.*



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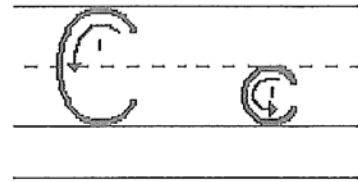
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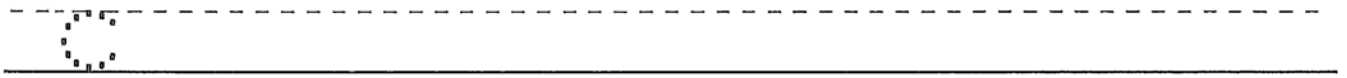
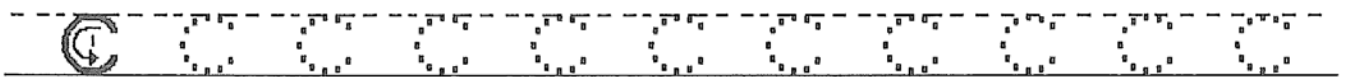
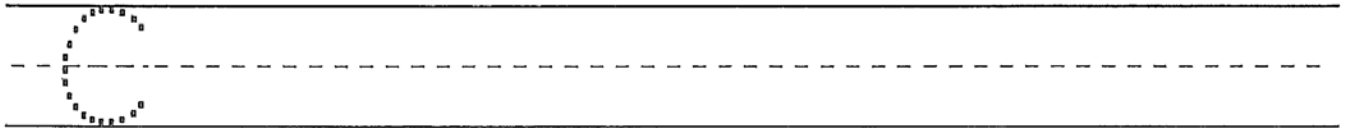
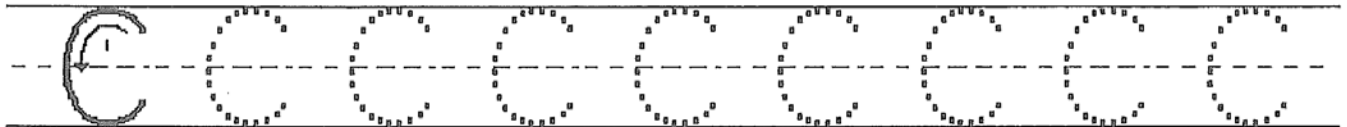
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C  
es para  
**CALABAZA**  
(F)



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





# Introduction

## Cuddle Crew

### INTRODUCTION

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### INFORMATION

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The areas of development we review are:

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- **Intellectual:** Looking, tracking objects, introducing color, imitating, taking rings off spindle, learning object functions, finding things, etc.
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### WRAP-UP

- Parents will receive 5 Baby Bucks for attending each class.
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# Introducción

## Grupo de Bebes

### INTRODUCCIÓN

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

### INFORMACIÓN

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

### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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



## Fine Motor Holding Objects in Fisted Hand

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to grasp an object in her hand.

### EXPERIENCE

1. When the baby is alert, put a small, easy-to-grasp rattle in her hand. (If her hand is tightly fisted, relax her hand by inserting a finger or two and by gently massaging inward toward the palm.)
2. After you put the rattle in her hand, her natural reflex will cause her to grip it, but soon she will probably drop it. When she does, put the rattle back in her hand a few times.

### MATERIALS

Small rattle



# Movimientos Finos

## Agarrar Objetos con el Puño de la Mano

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé agarre un objeto en su mano.

### EXPERIENCIA

1. Cuando el bebé este alerta, ponga una sonaja pequeña que pueda agarrar en su mano. ( Si la mano del bebé esta en un puño muy apretado, relaje su mano insertando un dedo o dos y dando un masaje suave hacia adentro de la palma de la mano.)
2. Después de que ponga la sonaja en la mano del bebé, su reflejo natural le causara que la agarre, pero talvez pronto la suelte. Cuando lo haga, ponga la sonaja de nuevo en su mano algunas veces.

### MATERIALES

Sonaja Pequeña





# Fine Motor Swiping

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to experience reaching for objects.

## EXPERIENCE

Place a dowel rod across the baby's crib or play space, tying it securely at both ends. Suspend two items from the rod so that when the baby waves her hands she will hit the toys. If the baby does not try to hit the items, check the height of the toys. Are they at the best height for her to hit?

Change these items at least once a week; babies—even those who are very young—become bored easily. In a few weeks, you may want to hang objects the baby can mouth (e.g., wide strips of non-raveling fabric).

## MATERIALS

Dowel rod, easy-to-move objects to hang from the dowel such as pieces of fabric, rattles, rings, and so forth.

**Note:** Do not use any objects that the baby could choke on, and closely observe this activity.



## Movimientos Finos

### Golpear Objetos

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé experimente alcanzar objetos.

#### EXPERIENCIA

Coloque una vara de clavija en la cuna del bebé o el espacio de juego amarrándola segura en cada lado. Suspenda dos juguetes de la clavija para cuando el bebé levante las manos pueda golpearlos. Si el bebé no trata de golpear los juguetes, fíjese en la altura de los juguetes. ¿Están en la mejor altura para que los golpee?

Cambie los juguetes una vez a la semana; bebés-incluso los más pequeños-se aburren muy fácilmente. En algunas semanas, es posible que desee colgar objetos que el bebé pueda poner en su boca (por ejemplo, telas que no se deshilachen).

#### MATERIALES

Vara de clavija, objetos que sean fácil de mover para colgar en la clavija como pedazos de tejidos, sonajas, anillos, y otros mas.

**Nota: No** use objetos con los cual el bebé pueda ahogarse, y supervise de cerca esta actividad.



# Fine Motor Mouthing

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to explore toys by mouthing.

## EXPERIENCE

Babies mouth things because this is a major mode of exploration in the early months.

1. When the baby is alert and well fed, put a clean, easy-to-grasp toy in his hand. Many babies seem to enjoy mouthing toys before their hands are ready to guide the toys to their mouths, so you may want to gently guide the toy to the baby's mouth when you are working with him. Let him explore this new texture in his mouth. What does he do? Does this first exploration seem interesting to him?
2. At other times, when the baby is playing, gently guide a toy to his mouth so he can experience this new pleasure.

## MATERIALS

Clean, easy-to-grasp toys of different textures



## Movimientos Finos

### Poner Juguetes en la Boca

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé experimente poniendo juguetes en su boca.

#### EXPERIENCIA

Los bebés ponen cosas en su boca porque este es un modo importante de la exploración en los primeros meses.

1. Cuando el bebé esta alerta y bien alimentado, ponga un juguete limpio que sea fácil de agarrar en la mano del bebé. Muchos bebés parecen disfrutar poniendo juguetes en su boca antes de que sus manos están listas para guiar los juguetes a su boca, talvez usted quiera guiar los juguetes suavemente a la boca del bebé cuando usted este trabajando con él.
2. En otras ocasiones, cuando el bebé esta jugando, suavemente guíe un juguete a su boca para que el bebé experimente este nuevo placer.

#### MATERIALES

Juguetes limpios que el bebé pueda agarrar que sean de diferentes texturas



# Fine Motor Grasping Objects

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to hold objects with both hands.

## EXPERIENCE

When the baby is in a great mood, offer her a toy you know she can hold onto if it is put into her hand. Offer it in front of her to the center of her body (at her midline). She will probably bring both of her hands up because she has not yet learned how to use her hands separately. She may even make a little cage with her hands to grab the object. Wait for her to grab the object by herself.

Babies love to handle different types of fabric and toys. During the day, offer the baby a variety of these items to hold. You may need to pick them up for her frequently, but this is okay. Does this baby have a preference of toys or fabrics to hold?

## MATERIALS

Easy-to-grasp toys of different textures and shapes, fabric swatches  
**Note:** Be sure to avoid toys that could cause choking or allergies.



## Movimientos Finos

### Agarrar Juguetes con las dos Manos

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé agarre objetos con las dos manos.

#### EXPERIENCIA

Cuando el bebé este de muy buen humor, ofrézcale un juguete que usted sabe que puede agarrar si se lo pone en la mano. Ofrézcaselo enfrente de el al centro de su cuerpo (en su línea media). Probablemente levante las dos manos porque todavía no aprendido a usar las manos por separado. Incluso puede que haga una pequeña jaula con las manos para agarrar el objeto. Espere que el tome el objeto por sí mismo.

A los bebés les encanta manejar diferentes tipos de telas y juguetes. Durante el día, ofrezca al bebé una variedad de estos objetos para agarrar. Puede que tenga que recogerlos por el frecuentemente, pero esto está bien. ¿Tiene el bebé una preferencia de juguetes o telas para agarrar?

#### MATERIALES

Juguetes fácil de agarrar de diferentes texturas y formas, diferentes telas  
**Nota:** Asegúrese de evitar los juguetes que pueden causar asfixia o alergias.



## Fine Motor Playing with Toes and Fingers

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to become more aware of fingers and toes.

### EXPERIENCE

1. Put the baby in your lap so he faces you, or place him in an infant seat facing you.
2. Take the baby's hands and wiggle his fingers in front of him. Talk about each finger and then sing "Where Is Thumbkin?" Wiggle the appropriate finger during each part of the song.
3. Take off his shoes and socks and do the same with his toes, this time reciting "This Little Piggy."

#### **Variations:**

Put mittens with interesting designs or characteristics on the baby's hands and gently draw his hands in front of his face so he sees both of them at once. Let his natural arm-waving bring his hands to his attention. If he doesn't discover his hands, bring them to his attention again.

Gently tie a very securely fastened bell on the baby's wrist or ankle. This adds the element of sound to the activity. Watch the baby carefully so he does not remove the wristband or bell.

Draw the baby's hands together, and let him feel each hand with the other. Talk about what it feels like or what is happening (e.g., "You are touching your fingers").

### MATERIALS

Action songs such as "Where Is Thumbkin?" or "This Little Piggy," mittens and brightly colored socks, small bell attached to a wristband



# Movimientos Finos

## Jugar con los Dedos de los Pies y Manos

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé sea más consciente de los dedos de las manos y pies.

### EXPERIENCIA

1. Ponga al bebé en sus piernas para que el la mire a usted, o póngalo en una silla de infante frente a usted.
2. Tome las manos del bebé y mueva los dedos delante de él. Hable sobre cada dedo y luego cante "¿Pulgarcito, donde estas?" Mueve el dedo apropiado en cada parte de la canción.
3. Quítele los zapatos y los calcetines y haga lo mismo con sus dedos de los pies, esta vez recitando "Este dedito".

#### Variaciones:

Ponga mitones con interesantes diseños o características en las manos del bebé y suavemente ponga sus manos adelante de su cara de el para que vea las dos manos a la vez. Deje que mueva sus brazos para que llame su atención. Si no descubre sus manos, tráigalas a su atención de nuevo.

Suavemente ate una campana muy bien sujeta en la muñeca del bebé o el tobillo. Esto añade el elemento del sonido para la actividad. Mire al bebé cuidadosamente para que no se quite la pulsera o la campana.

Ponga las manos del bebé juntos y permítale sentir cada mano con la otra. Hable acerca de lo que se siente o lo que está sucediendo (por ejemplo, "Estás tocando los dedos").

### MATERIALES

Canciones como "¿Pulgarcito, donde estas?" o "Este dedito", mitones y calcetines de colores brillantes, una campana pequeña unida a una pulsera





## Fine Motor Shaking and Banging

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to experience banging and shaking toys.

### EXPERIENCE

Offer the baby one of the suggested toys and hit the toy so that it makes a noise. See if the baby notices the effect. Help her achieve the same effect you did by hitting the toy. You may need to guide her hand to hit or shake the toy. However, when given a new toy, usually a baby will soon try to shake or bang it.

### MATERIALS

Toys that make noise when shaken such as a chime ball; toys that make a noise when hit such as spoons and baking pans



## Movimientos Finos

### Sacudir y Golpear

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé experimente golpear y sacudir juguetes.

#### EXPERIENCIA

Ofrezca al bebé uno de los juguetes sugeridos y golpee el juguete para que haga un sonido. Vea si el bebé nota el efecto. Ayúdele a lograr el mismo efecto que usted hizo golpeando el juguete. Puede que necesite guiar la mano del bebé para golpear o sacudir el juguete. Sin embargo, cuando se le da un juguete nuevo, generalmente un bebé pronto tratará de sacudirlo o golpearlo.

#### MATERIALES

Juguetes que hacen ruido cuando los sacuden como una bola de timbre; juguetes que hacen ruido cuando los golpean como cucharas y cacerolas



# Fine Motor Using Thumb and Fingers

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to begin to use her thumb as well as forefinger to pick up objects.

## EXPERIENCE

Using the thumb and fingers when picking up objects is quite different from using the fingers and palm in a raking grasp.

1. To encourage the baby to use her thumb and fingers, offer a small, lightweight object, such as a block, which can be held between the baby's thumb and fingers.
2. Offer the block repeatedly over several days and watch to see if the baby increasingly uses the thumb and fingers to grasp the block. Each time, hold the block using your thumb and forefinger and offer it to the baby's fingertips rather than to her palm.
3. In a few months, when the baby is good at holding the block in this way, you can practice with small objects such as Cheerios.

## MATERIALS

Small, lightweight toy that is easily held, such as a small block



## Movimientos Finos

### Usar el Pulgar y los Dedos

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé comience a usar el pulgar y el índice para agarrar objetos.

#### EXPERIENCIA

Utilizar el pulgar y los dedos al recoger objetos es bastante diferente de utilizar los dedos y la palma de la mano para agarrar los objetos.

1. Para animar al bebé a usar el pulgar y los dedos, ofrézcale un objeto pequeño y ligero, como un bloque, que se puede agarrar entre el pulgar y los dedos del bebé.
2. Ofrezca el bloque repetidas veces más de varios días y mire para ver si el bebé utiliza cada vez más el pulgar y los dedos para agarrar el bloque. Cada vez, agarre el bloque usando su dedo pulgar y el índice y ofrézcaselo poniéndolo en las puntas de los dedos del bebé envés de la palma de la mano.
3. En unos meses, cuando el bebé pueda agarrar el bloque de esta manera, puede practicar con objetos pequeños como los Cheerios.

#### MATERIALES

Juguetes pequeños y ligeros que sean fácil de agarrar, como un pequeño bloque



## Fine Motor Using Two Hands Separately

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to learn to use his hands separately and to transfer objects between hands.

### EXPERIENCE

Offer the baby an easy-to-grasp toy such as a block, placed slightly off to his side. After a few moments, offer him a second toy. What does he do? Does he drop the first toy to take the other one? Does he transfer the toy from one hand to the other? The idea behind this practice is for the baby to transfer a toy to another hand when offered a second toy and to take a toy in each hand.

To encourage the baby to use both hands, offer him a toy that is held most easily using two hands, such as a medium-sized doll. You will note that he may release and regrasp with one hand and then with the other. This exercise teaches him that his hands can work both together and separately.

### MATERIALS

Easy-to-grasp toys such as blocks (you will need more than one of the same type of toy); medium-sized toy such as a doll



## Movimientos Finos

### Usando las dos Manos por Separado

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé aprenda a usar sus manos por separado y para transferir objetos entre las manos.

#### EXPERIENCIA

Ofrezca al bebé un juguete fácil de agarrar como un bloque, situado ligeramente a su lado. Después de unos momentos, ofrézcale un segundo juguete. ¿Qué hace? ¿Deja caer el primer juguete para tomar el otro? ¿Se transfiere el juguete de una mano a la otra? La idea detrás de esta práctica es para que el bebé transfiera un juguete a otra mano cuando se le ofrece un segundo juguete y llevar un juguete en cada mano.

Para animar al bebé a usar las dos manos, ofrézcale un juguete que se pueda agarrar fácilmente con las dos manos, como una muñeca de tamaño mediano. Usted notará que puede dejar ir el juguete y luego agarrarlo con una mano y luego con la otra. Este ejercicio le enseña al bebé que sus manos pueden trabajar juntos y por separado.

#### MATERIALES

Juguetes que sean fácil de agarrar como bloques (usted necesitara mas de un mismo juguete); juguetes de tamaño mediano como una muñeca



# Introduction

## Cuddle Crew

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- 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.





## Fine Motor Releasing on Purpose

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn voluntary release.

### EXPERIENCE

Babies of this age find taking hold of something easier than voluntarily releasing it. This exercise teaches important release skills.

1. Sit facing baby with a pie pan in front of each of you.
2. When you have his attention, grasp a block and draw his attention to it. Drop it in the pie pan. Make the release exaggerated so that baby sees the action and the block hits the pan with some noise.
3. Do this several times and then let baby try to drop the block in the pan.

You may need to play this game on and off for a few weeks before baby can join in.

### MATERIALS

Pie pans, blocks



## Movimientos Finos

### Soltar objetos al Propósito

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé aprenda a liberar objetos voluntariamente.

#### EXPERIENCIA

Los bebés de esta edad encuentran apoderarse de algo más fácil que voluntariamente liberándolo. Este ejercicio enseña habilidades importantes de liberar objetos.

1. Siéntese frente al bebé con un molde de pastel delante de cada uno de ustedes.
2. Cuando tenga su atención, agarre un bloque y llame su atención hacia el bloque. Deje caer el bloque en el molde de pastel. Cuando libere el bloque hágalo con exageración para que el bebé vea la acción y el bloque golpee el molde y haga ruido.
3. Haga esto varias veces y después deje que el bebé trate de dejar caer el bloque en el molde.

Puede necesitar jugar este juego algunas veces por unas semanas antes de que el bebé se una al juego.

#### MATERIALES

Molde de Pastel, bloque



## Fine Motor Holding and Playing with Objects

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to hold and play with 2 (or 3) things at the same time.

### EXPERIENCE

1. Offer a toy to one of baby's hands and then to the other. Encourage him to hold on to the first when you offer the second. Initially, most babies will drop the first toy when offered the second. Later the baby will begin to hang on to one when given the other. Still later he will play with the two together.
2. When the baby has mastered holding two objects, try the following: Hand baby one block, then give him a second. If he has one in each hand, give him a third block. Watch him carefully to see how he handles the problem. Where can he put it? Does he put two blocks in one hand? Does he appear to think about it, then lay one down, pick up the new one, and then pick up the one he just put down? Does he put one block in his mouth so he can hold the other two?

### MATERIALS

Any kind of material, such as blocks, in pairs or in threes. Materials should be fairly small (but of course, not small enough to swallow) so they can fit in the baby's hand at the same time.



## Movimientos Finos

### Agarrar y Jugar con Objetos

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé agarre y juegue con 2 (o 3) cosas a la misma vez.

#### EXPERIENCIA

1. Ofrezca un juguete a la mano del bebé y luego a la otra. Anime al bebé a sostener el primer juguete cuando le ofrezca el segundo. Inicialmente, la mayoría de los bebés dejan caer el primer juguete cuando se les ofrece el segundo. Después el bebé comenzara a detener un juguete cuando se le de el otro. De todas maneras después va a jugar con los dos juntos.
2. Cuando el bebé ha llegado a dominar dos objetos, pruebe lo siguiente: Déle al bebé un bloque y después otro. Si tiene uno en cada mano, déle un tercer bloque. Mírelo con cuidado para ver cómo maneja el problema. ¿Dónde puede ponerlo? ¿Se pone dos bloques en una mano? ¿Parece pensarlo, luego ponga uno abajo y luego recoja el otro y luego recoja el que puso abajo? ¿Pone un bloque en la boca para que pueda agarrar los otros dos?

#### MATERIALES

Cualquier tipo de material, como bloques, en pares o de a tres. Los materiales deben ser pequeños (pero claro, no tan pequeños para tragarlos) para que puedan caber en la mano del bebé al mismo tiempo.



## Fine Motor Poking Holes

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to exercise her increasing visual acuity and deftness of forefingers by exploratory poking.

### EXPERIENCE

Place toys with small holes in front of the baby. Let her experiment with putting her fingers in the holes to practice poking.

### MATERIALS

A pegboard, other things with holes such as a rotary telephone



## Movimientos Finos

### Tocar Agujeros

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé experimente tocando agujeros con los dedos.

#### EXPERIENCIA

Ponga juguetes con hoyos pequeños enfrente del bebé. Deje que experimente poniendo los dedos en los hoyos para practicar tocarlos.

#### MATERIALES

Un tablero con hoyos, otras cosas con hoyos como un teléfono rotatorio



## Fine Motor Developing Pincer Grasp

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to develop thumb and forefinger (pincer) grasp.

### EXPERIENCE

Put baby in a highchair or walker and put the small things in the tray. Let her work to use her thumb and forefinger to pick up the items.

### MATERIALS

Finger foods such as crackers, cooked peas, Cheerios or other small cereal



## Movimientos Finos

Desarrollando el uso del Dedo Pulgar y el Dedo Índice para Agarrar Cosas

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé desarrolle el uso del dedo pulgar y el dedo índice para agarrar cosas.

### EXPERIENCIA

Ponga al bebé en una silla alta para bebes o en un andador y ponga cosas pequeñas en la bandeja. Deje que trabaje usando su dedo pulgar y dedo índice para levantar los objetos.

### MATERIALES

Comidas que puedan comer con los dedos como galletas, guisantes cosidos, Cheerios o otros cereales pequeños





## Fine Motor Scribbling

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to begin the writing process.

### EXPERIENCE

1. Tape paper to a highchair tray or table.
2. Place the baby in the highchair or booster seat that safely attaches to a table.
3. Sit beside him and scribble with a crayon on the paper. He may want to watch you for the first several times.
4. Hand him the crayon. If he puts it in his mouth, gently redirect the crayon to the paper. If he does not try to make a mark on the paper, take his hand and make the scribbling motion.

Don't worry if he doesn't scribble. He may watch you for several weeks before he is ready to try. If he only wants to put the crayon in his mouth, put the crayon away and bring it out again in a few weeks.

### MATERIALS

Large, oversized crayons; big pieces of paper; adhesive tape



# Movimientos Finos

## Garabatos

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé inicie el proceso de escritura.

### EXPERIENCIA

1. Pegar papel a una bandeja de una silla alta de bebés o a una mesa.
2. Coloque al bebé en la silla alta o en una silla para bebés que este asegurada a una mesa.
3. Siéntese junto a el y haga garabatos con una crayola en el papel. Talvez el bebé la observe las primeras veces.
4. Déle el Crayola. Si se lo pone en la boca, suavemente mueva su mano al papel. Si él no trata de hacer una marca en el papel, tome su mano y haga el movimiento por el.

No se preocupe si no hace garabatos. Talvez la observe por varias semanas antes de que el este dispuesto a intentarlo. Si solo quiero poner el Crayola en su boca, aguarde el crayola y vuelva intentarlo de nuevo en unas pocas semanas.

### MATERIALES

Crayolas grandes; pedazos grandes de papel; cinta adhesiva



## Fine Motor Activating Cause and- Effect Toys

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to make a motion that activates a toy.

### EXPERIENCE

Many cause-and-effect toys are very popular with children this age. They begin as fine motor experiences but also provide important intellectual value (an action leads to an effect) and emotional value (“I can make things happen”).

Show the baby how to activate some of the levers, dials, or buttons on one of her cause-and-effect toys and watch to see what she is able to do. Make a mental note of the motions she does today so you can introduce others later.

### MATERIALS

A cause-and-effect toy is one in which the child’s action causes a subsequent action in the toy, such as a sound or light turning on.



## Movimientos Finos

Activar Juguetes de Causa y Efecto

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé haga un movimiento que active un juguete.

### EXPERIENCIA

Varios juguetes de causa y efecto son muy populares con niños de esta edad. Comienzan como experiencias, pero también proporcionan un importante valor intelectual (una acción lleva a un efecto) y el valor emocional ("Yo puedo hacer que sucedan cosas").

Muestre al niño cómo activar algunas de las palancas o botones en uno de sus juguetes de causa-efecto y vea lo que es capaz de hacer. Haga una nota mental de los movimientos que hace hoy para que pueda introducir otros más tarde.

### MATERIALES

Un juguete de causa y efecto es aquel en el que la acción del niño provoca una acción posterior en el juguete, como un sonido o la luz se enciende.



## Fine Motor Throwing and Dropping

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn more about releasing objects and throwing.

### EXPERIENCE

Many babies like to throw things over the edge of a highchair or play yard. You may think that the baby is trying to tease you, but actually he is exercising his newfound ability to drop and throw. Play throwing games with the baby, although you are likely to tire of this game before the infant does.

If the baby is unable to throw, put the beanbags on a low table that he can stand up next to and let him push them off.

Try tying a string or ribbon on a toy that he likes to drop and attach the other end to the railing of the play yard. Show him how to drop the object, then how to pull the toy back after he drops it. Now he can play the game by himself.

### MATERIALS

Beanbags, ribbon, or string; favorite toys



## Movimientos Finos Lanzar y Dejar Caer

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda más sobre la liberación de los objetos y lanzarlos.

### EXPERIENCIA

A muchos bebés les gusta tirar las cosas al borde de una silla alta de comer o un corral. Usted puede pensar que el bebé está tratando de provocarla, pero en realidad él está practicando su nueva capacidad de dejar caer y tirar. Juegue lanzando juguetes con el bebé, aunque es probable que usted se canse de este juego antes de que el bebé lo haga.

Si el bebé no es capaz de lanzar, ponga un juguete en una mesa baja en la que el bebé pueda ponerse de pie y deje que empuje el juguete.

Intente atar una cuerda o listón en un juguete que le guste tirar y ate la otra punta al riel del corral. Muéstrole cómo dejar caer el objeto y después como jalar el juguete de nuevo después de que lo deje caer. Ahora él puede jugar el juego por sí mismo.

### MATERIALES

Listón o cuerda; juguetes favoritos



## Fine Motor Putting Spoon into Cup

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to put an object into a container.

### EXPERIENCE

Show the baby how to put a spoon into a cup. It may take several aims before she is successful. Give her plenty of time to make attempts.

### MATERIALS

Spoon, cup



## Movimientos Finos

Poner una Cuchara dentro de un Vaso

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé ponga un objeto dentro de un contenedor.

### EXPERIENCIA

Enseñe al bebé a poner una cuchara dentro de un vaso. Puede tomar varios intentos antes de que el bebé tenga éxito. Déle tiempo para hacer intentos.

### MATERIALES

Cuchara, Vaso





# Winter: My Snowman

## Family Storytime

### OVERVIEW

In this class children will learn about winter. 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 winter learning theme.

### INFANT & TODDLER SKILLS

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

### PRESCHOOL AGED SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Snowman by: Raymond Briggs
- Spanish Book: The Snowman por: Raymond Briggs
- Blue construction paper
- Scissors
- 2 toothpicks
- White paint
- Paper plate (2 per table)
- 2 wiggly eyes
- Jewels/buttons
- Flannel (red and black)
- Red yarn
- Glue
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Pre-cut red yarn about 1 ½ inches to be used for the mouth.
- Place white paint into containers and place on each activity table.
- Place blue construction paper at each child's place setting to indicate that it is a workspace.
- Place winter themed library books in classroom for use during the family book sharing portion of the class.
- Prepare give-away books (English/Spanish) for distribution at the end of class.

## INTRODUCTION

- Ask parents and children to sit in a circle on the carpet.
- Introduce the topic of winter to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the winter season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during winter. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe what you might wear in the winter that you would not wear in the summer, what sports are played in the winter and how the earth looks different in the winter than it does in the spring or summer.
- Ask families what are some of the things they like to do when it is cold outside? Go to the snow, drink hot chocolate, etc?

## 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 can predict that the book will be about a Snowman.
- Tell children you will need their help to tell the story. Tell them this story does not have any writing but has a lot of pictures. As you read the story engage the children by asking them questions: Ask children what the name of the boy in the story should be? Ask them more questions about the pictures that are in the pages.

## ACTIVITY #2

### Hands-on Art Activity:

- Tell children they will be doing a Snowman just like in the story.
- Pass out 2 wiggly eyes, jewels for buttons and the nose, red piece of yarn for the mouth, 2 toothpicks for the arms, flannel sheets for the hat and the scarf, scissors and glue.
- Tell children they will use the materials provided to make their snowman.
- Tell children they first need to cut out the snowman shape from the template provided.
- Next, children should paste the template onto the blue construction paper.
- Children can then cut out the snowman's scarf and hat from the felt provided on the table.
- Children can glue onto their snowman the toothpick arms, jewels/buttons for the buttons, wiggle eyes, and red yarn mouth.
- Parents can help their children if needed.



## ACTIVITY #3

### Family Book Sharing:

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

## TALK ABOUT IT

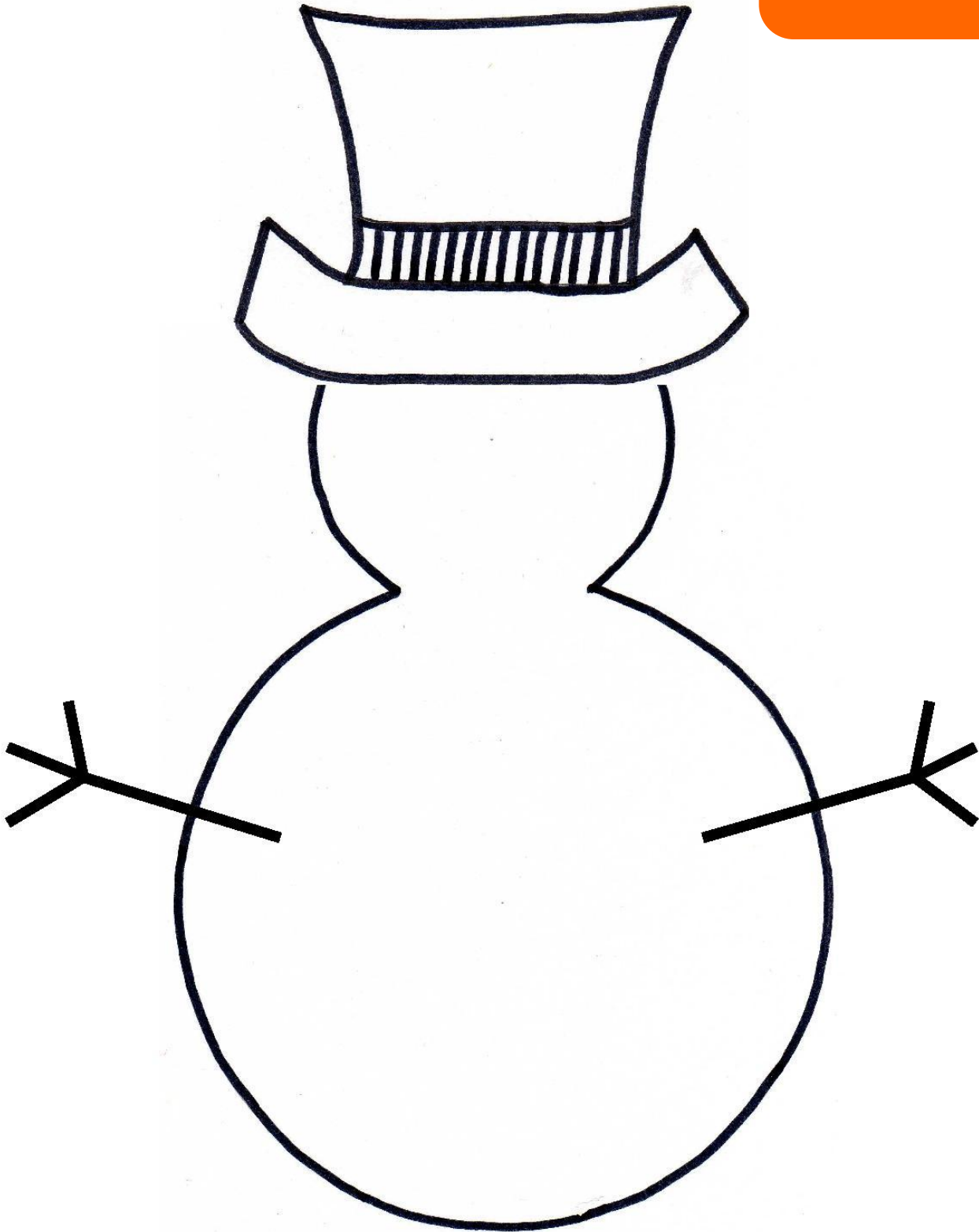
Ask families to go back to the rug or carpet to discuss the following:

- What do you like about winter? Why?
- What new things have you learned about winter today?
- How is winter different from fall?
- 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.



# Winter: Snowman Template

Family  
Storytime





# Winter: Weaving into Winter

## Motor Movements

### OVERVIEW

### SKILLS

### MATERIALS & PREPARATION

### INTRODUCTION

### ACTIVITY #1

<p>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.</p>
<ul style="list-style-type: none"> <li>• DRDP - #5 SSD5 – Taking Turns</li> <li>• DRDP - #12 SSD12 – Shared Use of Space and Materials</li> <li>• DRDP - #13 LLD1 – Comprehension of Meaning</li> <li>• DRDP - #14 LLD2 – Following Increasingly Complex Instructions</li> <li>• DRDP - #35 MATH4 – Measurement</li> <li>• DRDP - #38 PD1 – Gross Motor Movement</li> <li>• DRDP - #39 PD2 - Balance</li> <li>• DRDP - #42 HLTH2 – Healthy Lifestyle</li> <li>• DRDP - #43 HLTH3 – Personal Safety</li> </ul>
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• CD Player/Music</li> <li>• Assorted colorful scarves</li> <li>• Hula hoops</li> <li>• Shoe boxes</li> <li>• Tables</li> <li>• Step stools</li> <li>• Exercise tunnel</li> <li>• Various balls</li> <li>• Paper plates</li> </ul>
<p><b>PREPARATION:</b></p> <ul style="list-style-type: none"> <li>• Prepare all materials and CD of selected songs.</li> </ul>
<p><b>Greet &amp; Welcome Children:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explain that exercise is moving our bodies, thru playing, walking, dancing, stretching, jumping, hopping, and by doing sports like; soccer, football, baseball, and basketball.</li> <li>• Ask children what kinds of exercise they like to do at home, at school, or at the playground?</li> </ul> <p><b>Explain Safety Rules:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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:             <ul style="list-style-type: none"> <li>- A. “Walk side ways,”</li> <li>- B. “Take tiny step.”</li> <li>- C. “Walk backwards”</li> <li>- D. “Take uneven steps”</li> <li>- E. “Freeze”</li> <li>- F. “Fall to the floor”</li> <li>- G. “Rise up”</li> <li>- H. “Hop on one foot”</li> </ul> </li> <li>• 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.</li> </ul>

**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 – Itsy Bitsy Snowman
  - Spanish – Invierno

**ACTIVITY #3**

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

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

**ACTIVITY #4**

*This activity can be done if time permits.*

**Gross Motor Activity:**

- **Paper Plate Skating:**
  - Give each child two paper plates.
  - Demonstrate how the children can use the paper plates as skates to skate around the room (on the carpet).
  - Tell children that when the music begins, they can use their new “skates” to pretend that they are ice skating around the room.
  - Tell children that when the music stops, it is time to “freeze” until they hear the next set of instructions.

**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.

- **Roll the Ball**
  - Ask children to sit down with their legs wide open (or in “criss, cross, applesauce if you have limited space).
  - Explain the activity of having each child take turns passing a ball to another child. When the other child receives the ball, instruct that child to take a turn and pass it to someone new.
  - Explain the different ways of passing the ball by; handing, rolling, and softly bouncing.
  - Play music in the background as children are completing the activity.
  - Have children do three cycles depending on group size.

**ACTIVITY #6****Cool Down:**

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

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

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



## Winter: Music & Movement Songs

## Motor Movements

### ENGLISH

#### **Itsy Bitsy Snowman**

The itsy bitsy snowman was standing in the snow.  
Down came some flakes-  
it made the snowman grow.  
Out came the sun  
to shine its golden rays  
which warmed the little snowman  
and melted him away.

### SPANISH

#### **Invierno**

Invierno, invierno  
¿Por qué nos gustará?  
Por la nieve blanca  
Y por la Navidad.  
El frío del invierno  
Ya tiene solución:  
El gorro, los guantes y la calefacción.  
Me gusta el invierno.  
No sé porque será.  
Por la nieve blanca  
O por la Navidad.  
El frío del invierno  
Tiene una solución:  
El gorro, los guantes  
Y la calefacción.



# Winter: My Snowy Day!

## My 5 Senses

### OVERVIEW

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

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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Snowy Day by: Ezra Jack Keats
- Spanish Book: Un Día de Nieve por: Ezra Jack Keats
- Bells
- Snow (1 scoop of Insta-Snow powder and 2 ounces of water)  
Link for Instant Snow:  
<http://www.stevespanglerscience.com/product/instant-snow>
- Air freshener deodorants-royal pine
- Ginger bread/cookies
- Small toy cars
- Blue construction paper
- White paint
- Search and Find worksheet

#### PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
  - **Hearing:** Bell station
  - **Sight:** Snow scene, cars, construction paper
  - **Touch:** Prepare Snow
  - **Taste:** Gingerbread/cookies
  - **Smell:** Display scented items; royal pine, ginger candle, pecan pie

### 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: Winter
- Tell the children that today they will learn about winter through their five senses.
- Ask them to help you name some signs that let us know that we are in the season of winter (snow, snowman, cold weather, pine trees, holiday music, bells, and holidays).
- Ask children: What type of clothes do we need to wear when we go to the snow to keep us warm? (jacket, boots, scarf, hat, mittens, etc.)

### ACTIVITY #1

10 Minutes

#### Book Reading:

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

<p><b>ACTIVITY #2</b></p> <p>5 Minutes</p>	<p><b>Sing and Dance:</b>  Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.</p> <ul style="list-style-type: none"> <li>• English – The Penguin Song</li> <li>• Spanish - Invierno, Invierno</li> </ul>
<p><b>ACTIVITY #3</b></p> <p>15 Minutes</p>	<p><b>Sensory Stations:</b>  Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> <li>○ <b>Hearing station:</b> Shaking bells: children can play the bells while they sing a winter song with their parent.</li> <li>○ <b>Sight station:</b> Children can make a track of snow using the toy cars to paint on the blue paper just like Peter did in the story</li> <li>○ <b>Touch station:</b> Children can feel the snow: Parents will ask their child how does snow feel?</li> <li>○ <b>Taste station:</b> Invite children to taste items made with ginger (bread/cookies).</li> <li>○ <b>Smell station:</b> Invite children to smell the royal pine, ginger bread candle, pecan pie candle.</li> </ul>
<p><b>ACTIVITY #4</b></p> <p>5 Minutes</p>	<p><b>Search and Find:</b></p> <ul style="list-style-type: none"> <li>• Invite children to complete the I-Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations.</li> <li>• Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.</li> </ul>
<p><b>TALK ABOUT IT</b></p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> <li>• Ask children if they can remember the 5 senses that they used today.</li> <li>• Ask them what color was the snow?</li> <li>• Ask them how the snow felt? (cold, soft, fluffy, etc).</li> </ul>
<p><b>PARENT TIP SHEET</b></p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about winter by reading, singing, and completing some of the suggested activities.</p>





# I-Spy

## My 5 Senses



Snowman

Polar bear

Paw Prints

Sled

Pine Cone

North Star

Scarf

Cottage

Snowflake

Penguin



Muñeco de Nieve

Oso Polar

Huellas

Trineo

Cono de Pino

Estrella Polar

Bufanda

Casa de Campo

Copo de Nieve

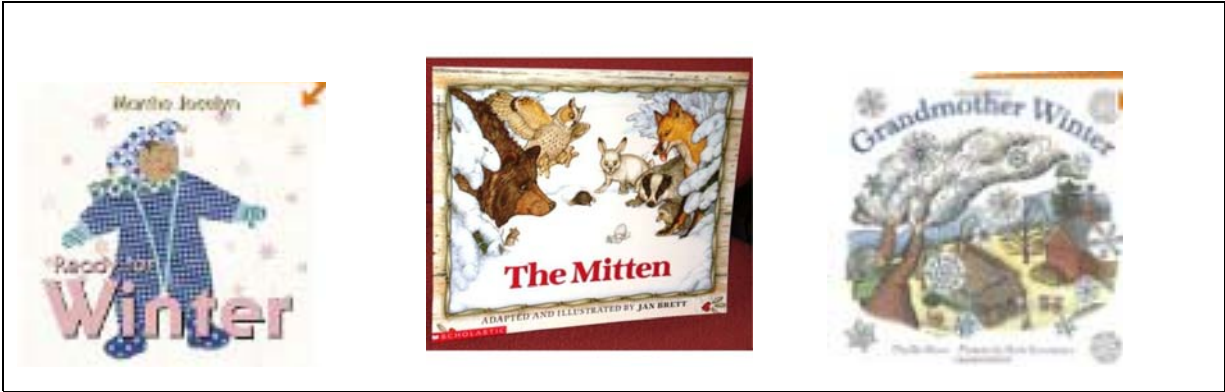
Pengüino



# Parent Tip Sheet: Winter

# My 5 Senses

## BOOKS



## ACTIVITIES

### Snowman

**What You Need:**

- Paper plates (1 dessert size and 1 dinner sized is best)
- Glue
- Construction paper
- Scissors
- Stapler (optional)
- Pencil
- Scotch tape

**What You Do:**

Cut a hole in the small paper plate. Roll a piece of orange construction paper into a cone and tape to secure. Put some glue around the hole and insert the "carrot." Staple or glue your two plates together. Cut and glue on some small black circles to make your snowman's eyes, mouth and buttons. Cut a long strip of paper for your scarf, and fringe the ends. Wrap it around your snowman's neck and glue.

### Penguin

**What You Need:**

- Construction Paper
- Pencil
- Scissors
- Glue
- Black marker
- Google eyes (optional)

**What You Do:**

You will need to trace and cut out 3 foot prints: Two black and one white. Tracing around a foot with the shoe on will make a better Penguin shape. You will also need to cut out two penguin feet. Glue your two black foot prints onto a piece of construction paper. You will need to over-lap them. Next, glue on your penguin's feet, underneath the black body. Glue your white foot print over your black foot prints and your ready to draw on your penguin's face!

## SONGS

### Build A Little Snowman

Build a little snowman,  
Starting with his feet.  
Put on more snow,  
And pack it nice and neat.  
Next to make a round ball  
And place it on the top...  
Then hope the sun doesn't get too hot!

### The Penguin Song

Penguin, penguin flap your little wings!  
Penguin, penguin flap your little wings!

Chasing fish you swim all day,  
You can't fly, but that's OK.

Penguin, penguin flap your little wings!



## Consejos Para Padres: Invierno

# Mis 5 Sentidos

### LIBROS



### ACTIVIDADES

#### Mono de Nieve

##### Que Necesita:

- Platos de papel (1 grande, 1 pequeño)
- Pegamento
- Papel de Construcción
- Tijeras
- Engrapadora (Opcional)
- Lápiz
- Cinta Adhesiva

##### Que se Hace:

Corte un hoyo en papel pequeño. Enrolle un pedaso de papel de construcción anaranjado en cono y métalo en el agujero poniéndole pegamento en el hoyo para que se pegue. Pegue o engrape los dos platos juntos. Corte y pegue círculos negros de papel de construcción para hacer los ojos, la boca y los botones. Corte una tira larga de papel para hacer su bufanda. Póngala alrededor del cuello del mono de nieve y péguela.

#### El Pingüino

##### Que Necesita:

- Papel de Construcción
- Lápiz
- Tijeras
- Pegamento
- Marcador Negro
- Ojos Movibles (Opcional)

##### Que se Hace:

Necesitará trazar y cortar 3 huellas de un pie: Dos negras y una blanca. Si traca la huella con un zapato es mucho mejor. También tendrá que cortar dos mas huellas. Pegue las dos huellas negras juntas. Después, pegue los pies del pingüino debajo del cuerpo. Pegue su huella blanca encima de la negra. Ahora están listos para dibujar la cara de su pingüino!

### CANCIONES

#### Invierno, Invierno

Invierno, Invierno  
Porque que nos gustara?

Por la nieve blanca y por las fiestas que habré,

El frío de Invierno ya tiene solución,  
El gorro, los guantes y la calefacción.

#### El Invierno

El Invierno a llegado  
mucho frío hace hoy  
saltaremos a la comba  
mis amiguitos y yo,  
Si tu quieres calentarte  
tu también vas a saltar  
abrigado con chaqueta  
frío no vas a pasar.



# Winter: Snowball Fight!

Playing to  
Learn

## OVERVIEW

Children will be learning about the season of winter as they play games. They will play Snow Flake Match, Snowball Fight and Winter Patterns.

## SKILLS

• DRDP – #5 SSD5 – Taking Turns • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #8 SSD8 – Cooperative Play with Peers • DRDP – #32 MATH1 – Number Sense of Quantity and Counting • DRDP – #33 MATH2 – Number Sense of Mathematical Operations • DRDP – #38 PD1 – Gross Motor Movement • DRDP – #40 PD3 – Fine Motor Skills

## MATERIALS & PREPARATION

### Materials:

- Snow flake number template
- 2 dice per family
- Beans or markers
- Newspaper or white construction paper
- Tape
- Timer
- Winter pattern worksheet
- Extra winter patterns symbols to complete worksheet
- Scissors

### Preparation:

- Prepare take home activity set for each participant: snow flake counting game.
  - Print copies of game template.
  - Place 25 beans or markers in a bag.
  - Place 2 dice in each bag.

## INTRODUCTION

- Introduce topic to students: Tell children that today's game has to do with winter.
- Ask the children if the weather is cold or hot during winter time.
- Ask them, what are some signs that let us know that winter is here?
- Ask them what clothing items do we wear during this season to keep us warm?

## ACTIVITY #1

### Snowflake Counting Game:

- Each player gets a copy of the snowflake card.
- Roll the dice and add the two number together, then cross that number off of your worksheet. (at first you will need to assist your child with the addition)
- Take turns rolling until all 12 numbers have been crossed off.
- The winner is the first player to cross off all 12 numbers

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

- Their child's ability to take turns.
- Their child's ability to recognize numbers and make simple calculations.
- Their child's ability to use fine motor skills.

**ACTIVITY #2****Snowball Fight:**

- Crumple newspaper or white construction paper into "snowballs".
- Put a tape line down the center of the room.
- Split the parents and children into two teams.
- At the start of the music tell the participants to throw the snowballs over the line but not at the other players.
- The object of the game is to have the least number of snowballs on your side of the room when the timer goes off.
- When the timer goes off have participants count the number of snowballs on their side of the room.
- Have everyone help clean-up prior to the next activity.

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

- Their child's ability to throw and move.
- Their child's ability to count and compare totals.
- Their child's ability to your child's ability to participate in a large group activity.

**ACTIVITY #3****Winter Patterns:**

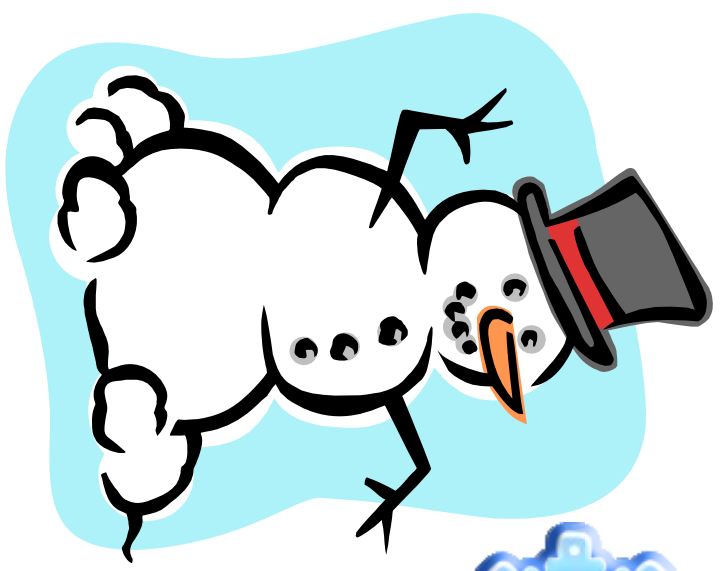
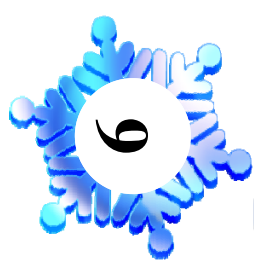
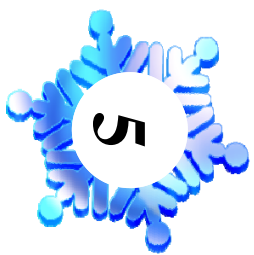
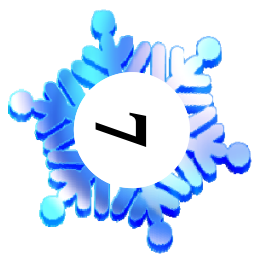
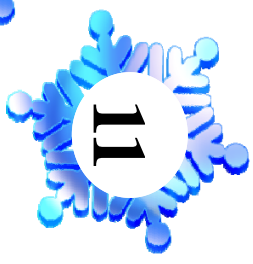
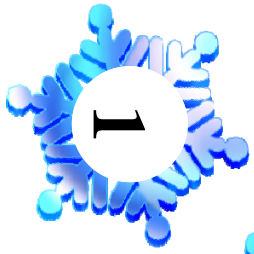
- Have parents cut out the extra winter symbols with their child.
- Instruct parents to go through the worksheet asking their child to complete each pattern.
- Have kids place the missing symbols with the that have been cut out.

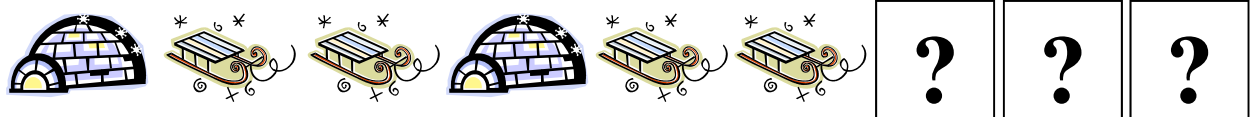
Explain to parents that playing this game helps strengthen the following skills:

- Their child's ability to recognize and predict patterns.
- Their child's ability to use fine motor skills.
- Their child's ability to think logically and solve problems.

**TALK ABOUT IT**

- Talk to the children about the games they played. Ask children how the games they played reminded them of winter.
- Ask them, what are some of the things they have done or will do during winter time?
- Remind Parents that playing games is a good way to teach their children skills that will help them be successful when they go to Kindergarten.
- Give each child a sticker prior to leaving the classroom.











# Winter: My Snowy Bear

## Sesame Street Fun!

### OVERVIEW

In this activity children will learn about bears and winter. After listening to the story, "Chaucer's First Winter" children will create a bear.

### SKILLS

- DRDP - #17 LLD5 - Interest in Literacy
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 - Concepts about Print
- DRPD - #40 PD3 - Fine Motor Skills
- DRDP - #27 COG1 - Cause & Effect

### MATERIALS & PREPARATION

- MATERIALS:**
- English Book: Chaucer's First Winter By: Stephen Krensky
  - Spanish Book: El Primer Invierno de Chaucer (Translation Attached)
  - English Video/Sesame Street: Winter
  - Spanish Video/Plaza Sésamo: El Invierno
  - Blue Construction Paper
  - Brown Paper
  - Cotton Balls
  - Wiggle Eyes
  - Bear Template
  - Glue
  - White Paint

### INTRODUCTION

- PREPARATION:**
- Prepare a sample project for demonstration purposes.
  - Make copies of bear template and cut them out.
- [Show opening Sesame Street/Plaza Sésamo Clip](#)
  - Introduce topic to Students: Tell children that today they will be learning about the season called Winter.
  - Ask children: What are some of the signs that nature provides to us to let us know that winter is here (snow, no leaves on the trees, cold air, winter holidays)
  - Let children know that during winter there are many animals that hibernate. Ask children if they can name some of these animals (bears, badgers, squirrels, fox, raccoons, etc.). Explain to children that hibernation is when animals go into a deep sleep because it's very cold and there is not enough food to eat and it protects them from winter weather.

### 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 - Hibernating Bear
    - Spanish - El Invierno Ya Esta Aquí
  - [Show Sesame Street Clip: El Invierno / Winter](#)

### 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 bear like the one in the story we read today.
- Give each child a sheet of blue construction paper, a sheet of brown paper, cotton balls, glue and white paint.
- Tell the children that they will tear the brown paper into pieces.
- They will glue the cotton balls to the bottom of the blue paper to represent snow.
- They will then glue the brown paper pieces to the bear template to create a bear.
- Next they will glue the wiggle eyes to their bear.
- Lastly, have them finger paint around the blue paper using white paint to represent falling snow.
- 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 Winter.
- Ask them what they remember about the story we read?
- What do they remember about Chaucer and his friends? What did mama and papa want Chaucer to do? Do they remember what hibernation means?

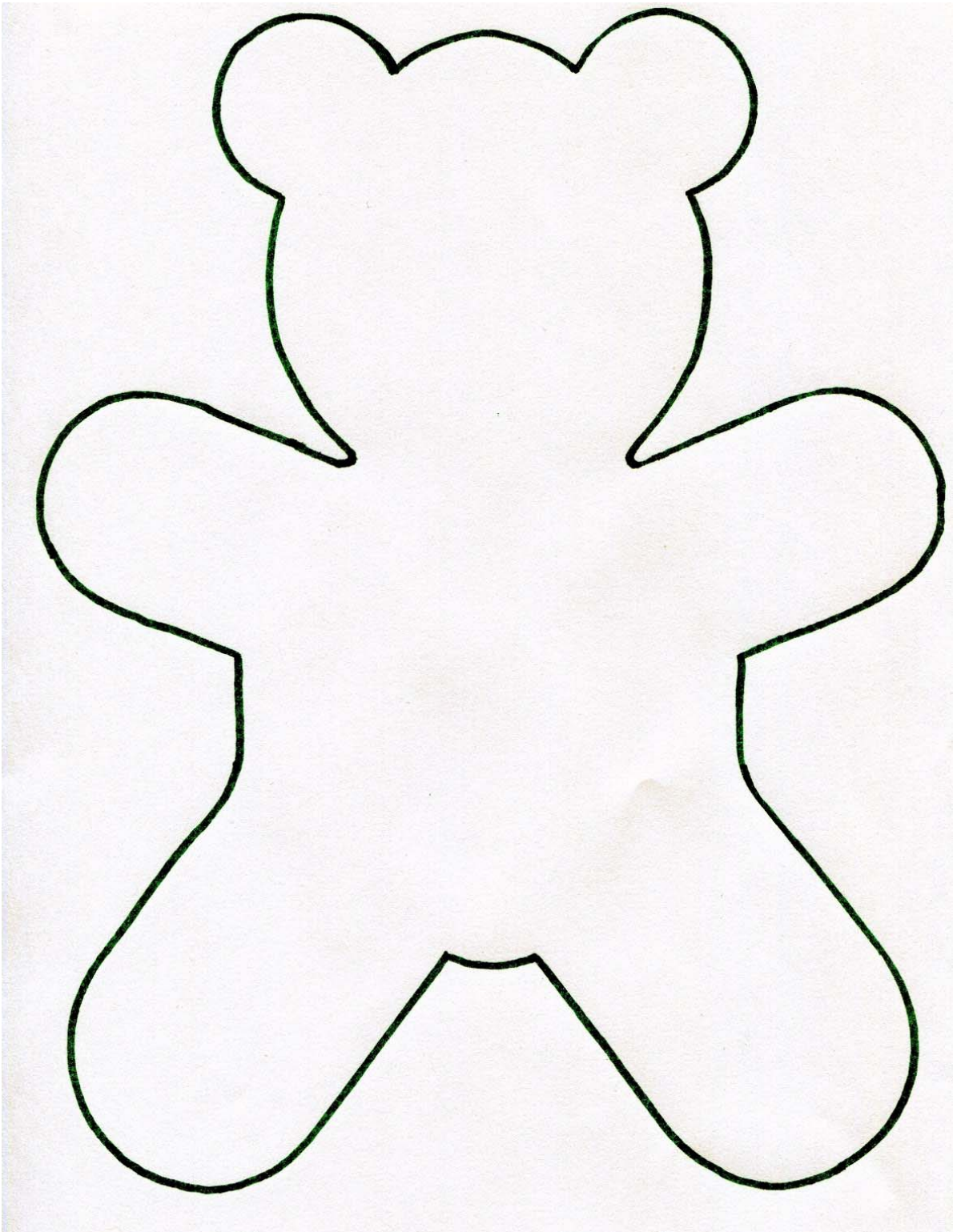
### PARENT TIP SHEET

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



Parent Tip Sheet:  
Winter

Sesame Street  
Fun!





## Translated Book: El Primer Invierno de Chaucer

Sesame Street  
Fun!

Chaucer era un oso curioso.  
El jugaba donde el quería-  
debajo de las piedras, debajo del agua,  
también alto en los árboles.

Los mejores amigos de Chaucer eran Zorro y Ardilla.  
Eran un poco mas grande que el.

"Este invierno," dijo Zorro,  
"te vamos a extrañar mucho."  
"¿De verdad?" pregunto Chaucer.  
"¿Donde voy a estar mientras me extrañan?"  
"Durmiendo," dijo Ardilla. "Es lo que hacen los osos."

Los papas de Chaucer le dijeron que eso era verdad.  
"A los osos nos gusta dormir," le dijo su papa.  
"Nos ayuda a descansar," su mama agrego,  
"lo cual es bueno para osos que están creciendo."  
Chaucer no estaba convencido.

Muy pronto, era tiempo para la siesta de invierno  
de los osos. Los padres de Chaucer cerraron los ojos  
y empezaron a roncar. Chaucer todavía estaba muy despierto.  
Se levanto y se estiro. Después se salio para afuera.

Copos de nieve empezaron a caer del cielo.  
Chaucer capturo uno en su nariz y dos en su lengua.  
Estaban mojados y después se derritieron.

Sus amigos estaban muy sorprendidos de verlo.  
"¿Porque no estas durmiendo?" dijo Zorro.

"Yo tenia curiosidad," dijo Chaucer. "Yo quería  
Ver lo que era el invierno."  
Ardilla movió su cabeza. "Pues, primero deberíamos  
enseñarte lo que debes de saber sobre la nieve.  
Chaucer estaba listo.

Chaucer miro que la nieve hace ver todo diferente.  
"Es como si la tierra esta usando un disfraz," el pensó.  
Se colocaron arriba de la colina.  
"¿Como bajamos?" pregunto.  
"Ahorita vas a ver," dijo Ardilla.

Y tuvieron un paseo divertido.



## Parent Tip Sheet: Winter

Sesame Street  
Fun!

Después de unos días Chaucer aprendió mucho sobre peleas con bolas de nieve.

Después de un mes, el río se congeló.  
"Cuidado," dijo Zorro, mientras pisaban así afuera.  
Ardilla movió la cabeza. "Tienes que acostumbrarte."

Los pies de Chaucer se sentían raros en el hielo.  
Es mejor resbalándose que caminando.

A Chaucer le encantaba todo lo de invierno-  
Las filas brillantes de hielo congelado, los pinos  
vestidos de blanco.

Incluso gozo de las noches frías de invierno.

Una mañana gris, Chaucer, Zorro y Ardilla,  
Estaban explorando.  
Empezó a nevar. Y empezó a soplar el viento.  
Chaucer empezó hacer bolas gigantes de nieve.  
"Este no es un buen tiempo para jugar," dijo Ardilla.

Pero Chaucer sabía lo que hacía.

El les construyó un lugar seguro donde ver la tormenta pasar.

La tormenta terminó.  
El sol salió muy fuerte y los días se hicieron más largos.  
"Viene un cambio," dijo Zorro.  
Ardilla respiró muy profundo. "Ya casi puedo oler las flores."

Pero Chaucer se sentía triste de ver que el invierno se acabó.

Chaucer regresó a la cueva de su familia.  
Cuando llegó, sus padres apenas se estaban despertando.

"¡Esperen que les diga lo que pasa en el invierno!"  
Dijo Chaucer. "Hay mucho que hacer."  
"¿De verdad?" preguntó su mamá.  
"¿Quién hubiera adivinado?" su papá agregó.  
Chaucer quería decirles todo sobre la nieve y  
el hielo. De verdad quería.  
Pero el resto de su historia va a tener que esperar.



# Parent Tip Sheet: Winter

## Sesame Street Fun!

### BOOKS



### ACTIVITIES

#### Snowman

##### What You Need:

- Cotton Balls
- Blue Paper
- Black Marker
- Glue
- Crayons

##### What You Do:

Draw a Snowman for your child with a black marker on blue paper. Have your child glue cotton balls on the snowman to create their snowman. Have them draw a hat, nose and eyes on their snowman to complete it.

#### Snowflake

##### What You Need:

- White Paper
- Marker
- Construction Paper (Color of your choice)
- Glue
- Children Scissors

##### What You Do:

Draw a Snowflake for your child with a black marker on white paper. Then cut the construction paper of your choice into long, one inch wide strips. Show your child how to hold the scissors. Let your child snip off pieces from the strips of construction paper. Then have your child squeeze the glue onto the snowflake template. Let your child fill the template with the snipped pieces -- don't worry if he goes over the lines. Let it dry and then turn it around for you can cut the shape along the dark line. His snowflake is now complete.

### SONGS

#### Hibernating Bear

Tune: "Up On The House Top"

There once was a bear  
Who loved to play  
In the woods - every day.  
But then the winds  
Began to blow  
And soon the ground  
Was covered with snow.

Oh, Oh, Oh, ice and snow.  
Oh, Oh, Oh, I better go-o.  
In my cave to sleep all day  
Until the cold winds go away.

#### Snowflake

I'm a little snowflake, Look at me.  
No other snowflake is just like me.  
I am so unique, as you can see.  
And just as special as I can be!



# Consejos Para Padres: Invierno



## LIBROS



## ACTIVIDADES

<p><b>Mono de Nieve</b></p> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Algodones</li> <li>• Papel Azul</li> <li>• Marcador Negro</li> <li>• Pegamento</li> <li>• Crayolas</li> </ul> <p><b>Que se Hace:</b></p> <p>Dibuje un mono de nieve para su niño en un papel con marcador negro. Deje que su niño pegue algodones en el mono de nieve para crear su mono de nieve. Deje que su niño dibuje una cachucha, nariz y ojos en su mono de nieve para completarlo.</p>	<p><b>Copo de Nieve</b></p> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Papel Blanco</li> <li>• Marcador</li> <li>• Papel de Construcción (el color de su gusto)</li> <li>• Pegamento</li> <li>• Tijeras para niños</li> </ul> <p><b>Que se Hace:</b></p> <p>Dibuje un copo de nieve con un marcador negro en papel blanco. Luego corte papel de construcción de su gusto en tiras largas de una pulgada. Enséñele a su niño como agarrar las tijeras. Deje que su niño corte pedacitos de la tira de papel. Cuando termine de cortar deje que su niño ponga pegamento en el copo de nieve. Deje que su niño ponga los pedacitos de papel encima del pegamento—no se preocupe si se pasa de las líneas. Deje que se seque el copo de nieve y después corte alrededor para terminarlo.</p>
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## CANCIONES

<p><b>El Invierno</b></p> <p>El Invierno a llegado mucho frío hace hoy saltaremos a la comba mis amiguitos y yo si tu quieres calentarte tu también vas a saltar abrigado con chaqueta frío no vas a pasar.</p>	<p><b>El Invierno Ya Esta Aquí</b></p> <p>El invierno ya está aquí Ya esta aquí, ya esta aquí El invierno ya esta aquí El frío nos llego El cielo se a puesto gris Si, muy gris, si, muy gris El cielo se a puesto gris El frío nos llego Las nubes están oscuras Muy oscuras, muy oscuras Las nubes están oscuras El frió nos llego A ponernos las chaquetas A abrigarnos y calentarnos Jugaremos con la nieve El frío nos llego</p>
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# Winter: Winter Mittens

## Sing & Play

### OVERVIEW

In this activity children will be learning about the winter season by participating in a book reading, singing a nursery rhyme, playing with toys musical toys and pasting sensory materials on a fun art 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 - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Seasons- Winter by: Nuria Roca
- Spanish Book: Las Estaciones-El Invierno por: Nuria Roca
- Blue card stock mitten template (2 per child)
- Baby wipes
- Adhesive winter foam shapes
- Paper plates
- Yarn
- Hole puncher scissors
- Yarn

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make mitten templates.

### 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 the Winter Season. Tell children that one of the ways we know winter is here, is that there is frost outside on the ground and it is snowing in the mountains. During the winter, we have to wear special clothes like turtlenecks, sweaters, pants, and jackets to stay warm.
- 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 song/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

#### 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 #2

### Sing & Dance:

- Let children and parents know that we will be dancing and moving our bodies. Instruct both parents and children to follow along and to copy your movements as we sing the song together.
  - English – Itsy Bitsy Snowman
  - Spanish – Invierno

(Songs are available on Parent Tip Sheets)

## ACTIVITY #3

### Hands-on Activity:

- Let children and parents know that they will be making their winter mitten.
- Show a sample of the completed craft project.
- Pass out materials: scissors, mitten template, stickers.
- Explain to parents that this is an introduction for their children on how to use scissors. Explain that parents should allow their children to cut their very own mitten.
- Instruct children to cut their two mittens out. Children can also use the stickers to help decorate their mitten project.
- Ask parents to assist children in hole punching the mitten and assisting their children in lacing the mittens together.
- 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 art projects.
- 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

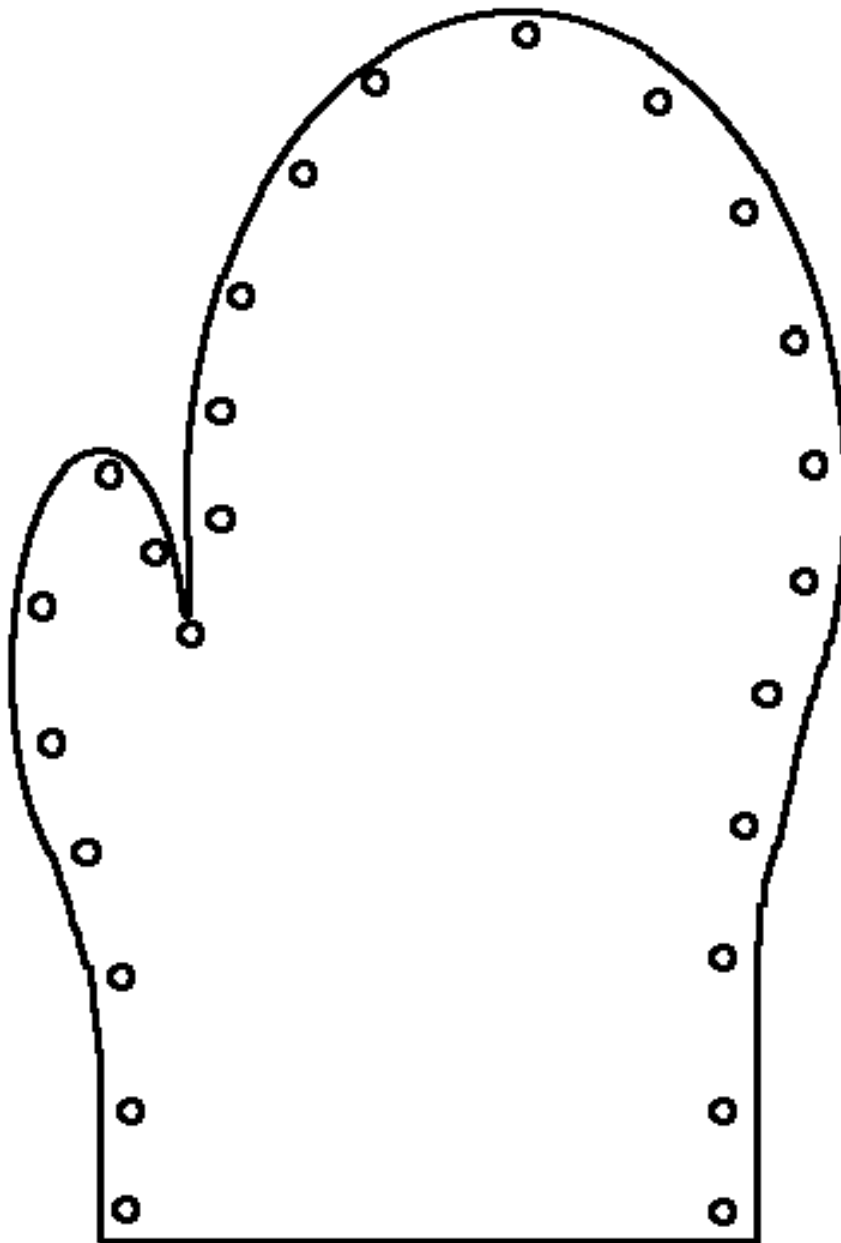
Ask children to go back to the rug or carpet to discuss the following:

- Ask children and what they learned about the winter season?
- Ask if they can recall what they learned about the season based on the book that was read.
- Ask children to show off their project and describe it to the class.

## PARENT TIP SHEET

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

# THE MITTEN



**Print out two copies of the mitten above. Punch holes around the mittens. Sew together with yarn.**

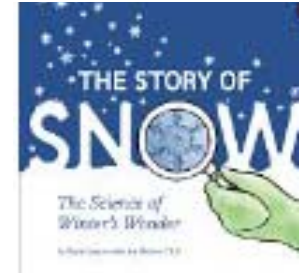
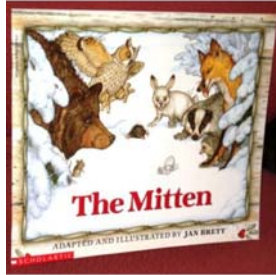
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# Parent Tip Sheet: Winter

## Sing & Play

### BOOKS



### ACTIVITIES

#### Snowmen

##### What You Need:

- Large sheet of light blue construction paper
- Crayons
- Tape
- 3 different size circles stencils made of cardboard

##### What You Do:

Attach the large sheet of paper to the table using tape. Give your child a crayon and have your child trace the stencils on the paper to make snowmen. Have your child decorate the snowmen as desired.

#### Indoor Snow Storm

##### What You Need:

- Cotton balls
- Pair of mittens
- Plastic pail
- Shovel

##### What You Do:

Place cotton balls around the room. Pretend that snowflakes have fallen inside. Give your child a pair of mittens to put on and a plastic pail and shovel. Have your child walk around the room shoveling the snowflakes and putting them in the pail.

### SONGS

#### Itsy Bitsy Snowman

The itsy bitsy snowman was standing in the snow.  
Down came some flakes-  
it made the snowman grow.  
Out came the sun  
to shine its golden rays  
which warmed the little snowman  
and melted him away.

#### Winter is Done!

Five melting snowmen made of snow and ice.  
The first one says, "This day is very nice!"  
The second one says, "I think it's time for spring."  
The third one says, "I can hear the birds sing."  
The fourth one says, "I can feel the warm sun."  
The fifth one says, "I think winter is done!"  
Then drip, drip, drop, they melt away as snowmen do on nice warm day.



# Consejos Para Padres: Invierno

## Canta y Juega

### LIBROS



### ACTIVIDADES

#### Muñecos de Nieve

##### Que Necesita:

- Una hoja grande de papel de construcción azul- bajito
- Crayones
- Cinta
- 3 diferentes tamaños de círculos hechos de cartón

##### Que se Hace:

Pegue la hoja de papel en la mesa. Déle un Crayola a su niño para que trace los círculos en el papel para hacer monos de nieve. Deje que su niño decore los monos de nieve como el desee.

#### Nevando Adentro

##### Que Necesita:

- Bolas de Algodón
- Un par de Mitones
- Un Balde de Plástico y una Pala

##### Que se Hace:

Ponga bolas de algodón alrededor del cuarto. Imagínese que caen copos de nieve adentro. Déle a su niño un par de mitones para que se los ponga y un balde de plástico y una pala. Haga que su hijo camine por el cuarto y levante los copos de nieve con la pala y los ponga en el balde.

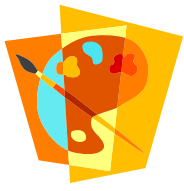
### CANCIONES

#### Invierno

Por campos y valles que hay bajo el sol, se acerca un viejito hurraño y barbón. Es el invierno que vuelve otra vez con su blanca capa de nieve tras él. La noche es muy larga, mejor es dormir y en nuestra cama soñar con el osito que allá entre la nieve de invierno se pone a jugar. Pero al cabo a mí me gusta el frío y me río con esta canción. Si el viejito quiere mandar nieve, que la mande de limón. Y si tú quieres venir conmigo, trae tu gato, vamos a pasear. Si el gatito tiene mucho frío, ilo pondremos a bailar!

#### Gorro y Bufanda

La nieve cae.  
El frío llegó.  
Gorro y bufanda  
me pongo yo.



# Winter: My Own Snowman

Smart  
Art

## OVERVIEW

In this activity children will learn about winter by participating in a read-aloud, singing and painting a ceramic piece that is related to the winter themed lesson.

## SKILLS

- DRDP - #14 LLD2 - Following Increasingly Complex Instructions
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 - Concepts about Print
- DRDP - #40 PD3 - Fine Motor Skills
- DRDP - #8 SSD8 - Cooperative Play with Peers
- DRDP - #27 COG1 - Cause & Effect

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: Frosty the Snowman by: Steve Nelson and Jack Rollings
- Spanish Book: Frosty the Snowman (Translated)
- Bisque piece: Dessert Plate.
- Bisque paints: Blue Light Nautical, Bright Winter Green, Yellow Bright Straw, Bright Grape.
- 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.

## INTRODUCTION

- Introduce topic to students.
- Ask children:
  - Have you ever been at a place where it snows?
  - Do you know if it snows in your town?
  - What else happens during the winter season?

## ACTIVITY #1

### Sing a Song:

**English Song:** Itsy Bitsy Snowman  
**Sung to the Tune:** "Itsy Bitsy Spider"

The itsy bitsy snowman was standing in the snow.  
 Down came some flakes-  
 it made the snowman grow.  
 Out came the sun  
 to shine its golden rays  
 which warmed the little snowman  
 and melted him away.

**Spanish Song:** El Invierno

El Invierno a llegado  
 mucho frío hace hoy  
 saltaremos a la comba  
 mis amiguitos y yo  
 si tu quieres calentarte  
 tu también vas a saltar  
 abrigado con chaqueta  
 frío no vas a pasar.

**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**

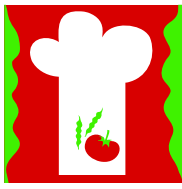
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint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



# Winter: My Snowmen Treat!

## Snack Attack

### OVERVIEW

In this activity children will learn about winter by singing a song, participating in a read-aloud, and creating a winter time snack!

### SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #41 HLTH1 – Personal Care Routines
- DRDP - #40 PD3 – Fine Motor Skills

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Winter by: Nuria Roca
- Spanish Book: El Invierno por: Nuria Roca
- Per Child:
  - 2 Keebler cookies
  - 2 tablespoons of white frosting
  - 6 mini marshmallows
  - 8 mini chocolate chips
  - 2 Fruit roll-ups
  - 1 plastic knife
  - 1 blue paper plate
  - 1 napkin

#### PREPARATION:

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

### INTRODUCTION

- Introduce topic to students: Tell children that they will learn about winter today.
- Ask children if they know what happens during the season of winter?
- Ask them what we might do if we travel to the snow? Snow ski, snow angels, snow men?
- 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.

#### Itsy Bitsy Snowman

The itsy bitsy snowman was standing in the snow.

Down came some flakes-  
it made the snowman grow.

Out came the sun  
to shine its golden rays  
which warmed the little snowman  
and melted him away.

#### Nos Gusta el Invierno

Invierno, invierno  
¿Por qué nos gustará?

Por la nieve blanca  
Y por la Navidad.

El frío del invierno  
Ya tiene solución:

El gorro, los guantes y la calefacción.



## 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 snack:

- Instruct children to first spread the frosting on top of their cookies.
- Tell them that next they will take the fruit roll-ups and they will cut out the snowman scarf and hat.
- Children can place the fruit roll-up pieces onto the cookie when they are ready.
- Children can place two mini chocolate chips onto the cookie for the eyes, and two in the middle for the buttons.
- Tell children to place a small amount of frosting on their blue paper plate so that they can stick their snowman on.
- Children can repeat this process to make a total of 2 snowmen.
- they can place the marshmallow on the bottom of the plate to represent snow flakes.



## TALK ABOUT IT

- Ask children what they learned today about the season of winter?
- Ask them if they have or will go to the snow?
- Ask if they can recall how many buttons we placed on the snowman. How many scarves and hats?



# Winter: Cold Hands, Warm Heart

## 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 discuss the season of winter. Children will have the opportunity to make their own snowy scenery 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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Let’s Look at Winter By: Sarah L. Schuette
- Spanish Book: Veamos el Invierno Por: Sarah L. Schuette
- Oriental Trading mitten handprint kit
- Tempura paint
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Order winter craft kit from Oriental Trading:

[http://www.orientaltrading.com/handprint-mitten-hanging-keepsake-craft-kit-a2-48\\_5447-12-1.fltr?Ntt=winter+craft](http://www.orientaltrading.com/handprint-mitten-hanging-keepsake-craft-kit-a2-48_5447-12-1.fltr?Ntt=winter+craft)

### INTRODUCTION

- Introduce topic to students.
- Engage children in a discussion about the winter season.
- Ask the children questions about winter.
  - Do you feel it’s hot or cold?
  - What kind of clothes do you wear during this season?

### ACTIVITY #1

#### Book Reading:

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

### ACTIVITY #2

#### Winter Keepsake:

- Tell children they will get to make their own winter keepsake.
- Pass out winter keepsake craft kit from Oriental Trading.
- Tell children to first put the mitten parts of the kit upside down, within the heart.
- Next, have children place a small amount of paint onto their hands. Explain to children they will place their handprint onto the top of each one of the mittens,
- Children can finish their project with the embellishments provided in the kit.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.



**TALK ABOUT IT**

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

- Ask children what they liked best about the story.
- Ask them what is their favorite thing about winter?

**PARENT TIP SHEET**

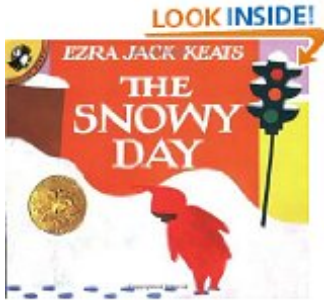
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about winter by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Winter

## Storytime

### BOOKS



### ACTIVITIES

#### Snowman Art

##### What You Need:

- White Paint
- Blue Paper
- Sponge
- Markers

##### What You Do:

Help your child make three circles for the snowman. Then have him/her sponge paint in the circle with white paint. When dry have him/her use markers to give their snowman a mouth, nose, and eyes.

#### Winter Collage

##### What You Need:

- Glue
- Magazines
- White Paper

##### What You Do:

Help your child look through magazines to find pictures of things they like to do in the winter. Have your child cut out pictures and place on the collage.

### SONGS

#### It is Snowing

Sung to the Tune: "Frere Jacques"

It is snowing, it is snowing,  
Falling down, falling down.  
Winter winds are blowing,  
Drifts are slowly growing,  
All around, all around.

#### I'm a Great Big Snowman

Sung to the Tune of "I'm a Little Teapot"

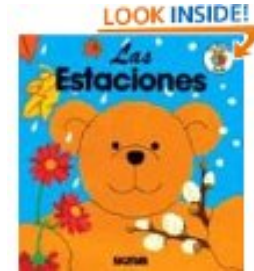
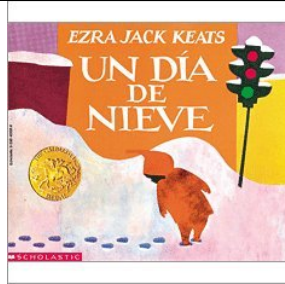
I'm a great big snowman,  
Tall and fat.  
Here's my tummy.  
Here's my hat.  
Raisins for my eyes,  
And a carrot nose,  
I'm all snow from head to toe!



# Consejos Para Padres: Invierno

Hora de  
Cuentos

## LIBROS



## ACTIVIDADES

### Arte de Hombre de Nieve

#### Que Necesita:

- Pintura Blanca
- Papel Azul
- Marcadores
- Esponja

#### Que se Hace:

Ayude a su niño crear tres círculos para representar el hombre de nieve. Con la pintura blanca y la esponja, el niño puede pinar dentro de los círculos. Cuando este seco, el niño puede pintar los ojos, cara, y nariz del hombre de nieve.

### Colage de Invierno

#### Que Necesita:

- Resistol
- Revistas
- Papel Blanco
- Tijeras

#### Que se Hace:

Ayude a su niño a buscar en revistas actividades que le gusta hacer en el invierno. Permita que el niño recorte las actividades y haga un collage en el papel blanco.

## CANCIONES

### Nos Gusta el Invierno

Invierno, invierno  
¿Por qué nos gustará?  
Por la nieve blanca  
Y por la Navidad.  
El frío del invierno  
Ya tiene solución:  
El gorro, los guantes y la calefacción.

### Goro y budanda

La nieve cae.  
El frío llegó.  
Gorro y bufanda  
me pongo yo