



Family: My Family Flower



OVERVIEW

Children will learn about families and will get to create a family flower craft which represents members of their family.

SKILLS

- DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others
- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- 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 - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Mom by: Thessaly Catt
- Spanish Book: Mi Mama por: Thessaly Catt
- Tempera paint colors: Assorted
- Blue and pink construction paper
- Baby wipes and paper plates
- CD: Music in English and Spanish
- Jumbo sized popsicle sticks and glue

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Ask children who is in their family (mom, dad, sister, brother, aunts and uncles).
- Ask what makes their family special? (do they do things for you, do they love you, do they have fun with you?)
- Explain to the students that today they will be learning about families.

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 – My Family
- Spanish – Es Mi Familia

ACTIVITY #3

Instruct the children that they will now be making their own “Family Flower”.

- Pass out materials.
- Have children finger paint the Popsicle stick and glue the stick to the middle of the construction paper.
- Ask parents to assist in painting their child’s hand and using their child’s hand print as petals around the popsicle stick.
- Each petal will represent one of their family members. Children may want to use a different color to represent each member of their family.
- 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

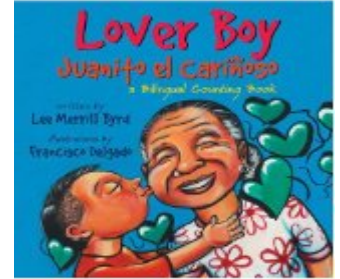
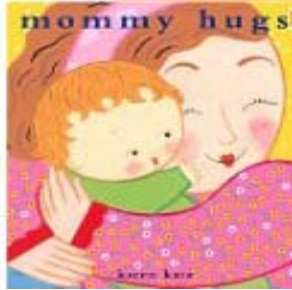
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the family unit by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Family



BOOKS



ACTIVITIES

A Picnic at the Park

What You Need:

- Healthy snacks of fruits and veggies
- Soccer ball
- a Frisbee
- Blanket

What You Do:

Let your children help pick the location or plan the menu. Walk with your child at the park, play with balls, Frisbee, tag, and if the location has equipment of swims and slides play along with your child and have fun.

Doing Chores Together

What You Need:

- Household Items

What You Do:

Working together: there are many ways to spend time with your toddler. Your child is more likely to do small tasks that require short amounts of time like, dusting, putting away laundry and toys.

SONGS

My Family

I love mommy. . .she loves me
We love daddy. . .yes sir e
He loves us and so you see
We are a happy family

I love grandma. . . she loves me
We love grandpa. . .yes sir e
He loves us and so you see
We are a happy family

I love sister, she loves me
We love brother. . Yes sir e
He loves us and so you see
We are a happy family

Daddy is Special

Tune: "Where is Thumbkin"

Daddy is special, daddy is special,
Yes he is, yes he is,
Daddy is special, daddy is special,
Yes he is, yes he is.

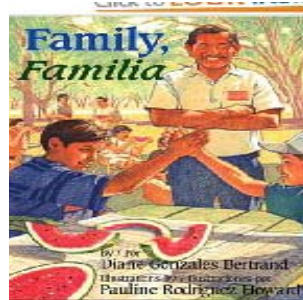
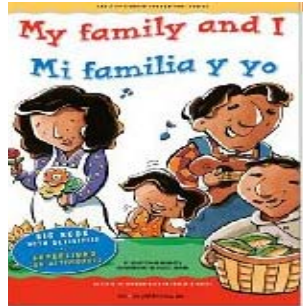
Replace Daddy with other family members.



Consejos Para Padres: La Familia



LIBROS



ACTIVIDADES

Un Día De Campo en El Parque

Que Necesita:

- Bocadillos saludables de frutas y verduras. Una manta, pelotas de fútbol y un Frisbee.

Que se Hace:

Permita que su pequeñín le ayude a elegir la ubicación del parqueo y a planificar el menú. Camine con su hijo en el Parque, juegue a correr, patear pelotas, con el Frisbee y si la ubicación tiene equipo de juego de resbaladilla, y columpios diviértanse jueguen juntos.

Hacer los Deberes del Hogar con Su Pequeñín

Que Necesita:

- Artículos del Hogar.

Que se Hace:

Trabaje junto con su pequeñín: hay muchas maneras de pasar tiempo con su niño. Es probable que su pequeñín pueda hacer pequeñas tareas que requieren corto tiempo como sacudir el polvo, poner los juguetes en su lugar, lavar la ropa y guardarla.

CANCIONES

Es Mi Familia

Mi Mami, Mi Papi
El nene, soy yo
Mi hermana, Mi hermano
Esta es mi familia
Beso a mi mami, beso a mi papi
Beso al nene, soy yo
Beso a hermana, beso a hermano,
Esta es mi familia.

Mi Familia

Tengo una familia muy linda.
Me gusta mucho mi familia.
Dime ¿Quién es parte de tu familia?
Mi familia, mi familia
Mi familia, familia
Mi papá, mi papá
Mi papá, mi papá
Mi familia, mi familia
Mi familia, familia
Mi mamá, mi mamá
Mi mamá, mi mamá
Mi familia, mi familia
Mi familia, familia
Mi hermana, mi hermana
Mi hermana, hermana
Mi familia, mi familia
Mi familia, familia
Mi hermano, mi hermano
Mi hermano, hermano
Mi familia, mi familia



Family: I Love My Family Portrait

Barney & Friends

OVERVIEW

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

SKILLS

• DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others • DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #13 SSD13 – Social Understanding • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy

MATERIALS & PREPARATION

MATERIALS:

- English Book: Mommy Hugs by: Karen Katz
- Spanish Book: Mi Papi por: Mathew Price
- English Barney Clip: Family
- Spanish Barney Clip: Familia
- Large paper plates
- Tempura paint: Any color variety
- Paint sponges
- Various decorations: glitter, gems, foam letters, stickers, etc.
- Glue
- Blue and pink yarn
- Hole puncher

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Show opening Barney & Friends clip
- Introduce topic to students: Tell children that today they will learn about families.
- Ask children what are some fun things they like to do with their family, but first tell them what you like to do with your family to get the conversation started.
- Explain the activities that children will be doing during class;
 - Book Reading (show the actual book)
 - Sing a Song (name the title of the song to be sung/music to be played)
 - Hands-on activity (describe the activity we will be completing today)
 - Book Cuddling (explain to children and parents that lesson themed books will be made available to them to share while all children finish their hands-on activity)
 - Circle time (explain that we will conclude our class on the carpet in circle time)

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Sing Song/Watch Barney Clip:

- Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.
 - English – My Family
 - Spanish – La Familia
- Show Barney & Friends clip: Family / Familia

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 family photo frame that they can take home and put a picture in.
- Ask parents to first help their child by cutting out a circle in the center of the plate, large enough to place a photo behind it.
- Instruct children to first paint their picture frame using the paint sponges on the table. Caution children to lightly dab the paint onto the plate so that it dries quickly.
- Instruct children to decorate their plate using the decorations on the table.
- Children can finish their project by using the foam letters to put their name, their family's last name, or a simple phrase like "My Family" onto the plate. Ask parents to assist children with this step.
- Parents can then hole punch two holes onto the top of the plate and lace yarn into the two holes to create a hanger.
- 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 families.

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

TALK ABOUT IT

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

- Remind children that families come in all different varieties. Some families have one parent, some families have two parents. Some kids have lots of brothers and sister and some kids have none. In some families, grandparents live in the same house as the mom, dad and child and in some families they don't.
- [Show closing Barney & Friends clip](#)

PARENT TIP SHEET

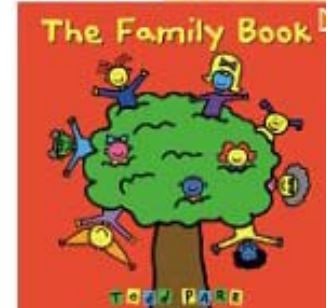
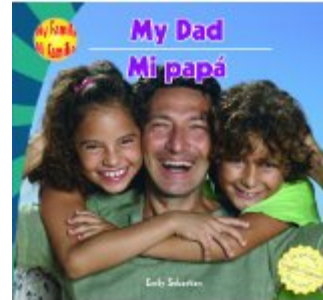
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the family unit by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Family

Barney & Friends

BOOKS



ACTIVITIES

Chalk it Up

What You Need:

- Black Construction Paper
- Chalk (different colors)

What You Do:

Tell your child that they will use different colored chinks to draw faces on the black construction paper. Have your child draw family members on the paper with a white chalk. Then have your child draw different parts of the face using different colored chinks. Ask your child about his/her drawings.

Painting My Family

What You Need:

- White Construction Paper
- Water Paints
- Paint Brush

What You Do:

Give your child construction paper, water paints, and a paintbrush. Have your child draw a portrait of his/her family. When he/she is done talk about the picture he/she painted.

SONGS

My Family

I love mommy. . .she loves me
 We love daddy. . .yes sir e
 He loves us and so you see
 We are a happy family

I love grandma. . . she loves me
 We love grandpa. . .yes sir e
 He loves us and so you see
 We are a happy family

I love sister, she loves me
 We love brother. . Yes sir e
 He loves us and so you see
 We are a happy family

This is Tiffany

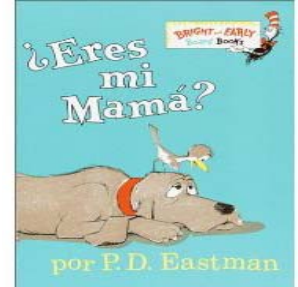
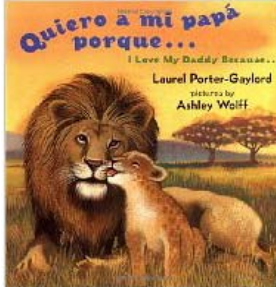
This is Tiffany over here. She has on a bright blue dress. This is Tiffany our new friend. We are so glad she is here. This is Patrick over here. He has on new black shoes. This is Patrick our new friend. We are so glad he is here.



Consejos Para Padres: La Familia

Barney Y Amigos

LIBROS



ACTIVIDADES

Dibujar con Gis

Que Necesita:

- Papel de Construcción Negro
- Gis (diferentes colores)

Que se Hace:

Provee los materiales al niño y explíquele que el gis es para dibujar en el papel de construcción. Empiecen a dibujar con el color blanco. Pídale a su hijo/a que dibuje todos los miembros de la familia. Pídale a su hijo/a que dibuje las caras con gises de diferentes colores. Pregúntele y dialogue con su hijo/a sobre sus dibujos.

Dibujar a la familia

Que Necesita:

- Papel de Construcción
- Pinturas de Agua
- Brochas de Pinturas

Que se Hace:

Doble una hoja de papel construcción y enséñele un ejemplo de pintar con pinturas de agua. Utilice calcas o trace figuras de personas para que representen su familia y decoren la tarjeta. Al terminar pregúntele a su hijo/a a quien le gustaría regalar la tarjeta y demostrar afecto.

CANCIONES

La Familia

El papá, el papá,
¿dónde está? Aquí está.
Gusto en saludarte, gusto en saludarte.
Ya se va, ya se va.
La mamá, la mamá,
¿dónde está? Aquí está.
Gusto en saludarte, gusto en saludarte.
Ya se va, ya se va.
El hermano, el hermano,
¿dónde está? Aquí está.
Gusto en saludarte, gusto en saludarte.
Ya se va, ya se va. La hermana, la hermana,
¿dónde está? Aquí está.
Gusto en saludarte, gusto en saludarte.
Ya se va, ya se va.
El bebé, el bebé,
¿dónde está? Aquí está.
Gusto en saludarte, gusto en saludarte.
Ya se va, ya se va.
La familia, la familia,
¿dónde está? Aquí está.
Gusto en saludarte, gusto en saludarte.
Ya se va, ya se va.

Ella es Mi Hermana

Ella es mi hermana, la de naranja una nueva amiga para ti y para mi ella es mi hermana y de verdad. Estamos muy contentos de tenerla aquí.
(Estrofas adicionales)
El es Pablo, y de blanco va...y el es mi hermano de verdad. Estamos muy contentos de tenerlo aquí.
Ese es Beto, vino de gris...el es mi primo de verdad.



Letter Recognition: Learning My Letters: D and E

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

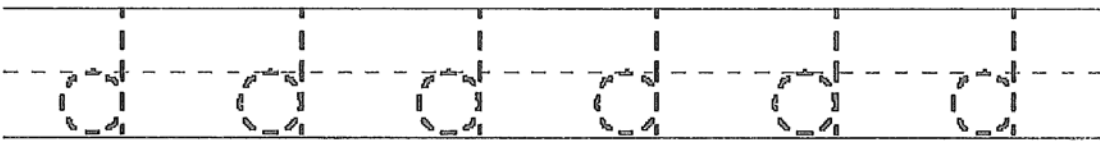
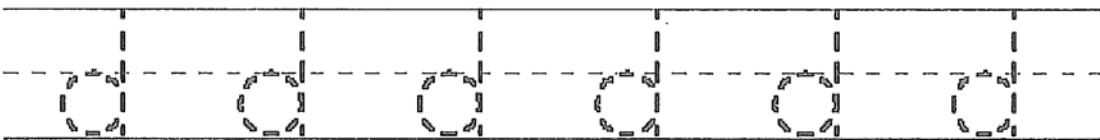
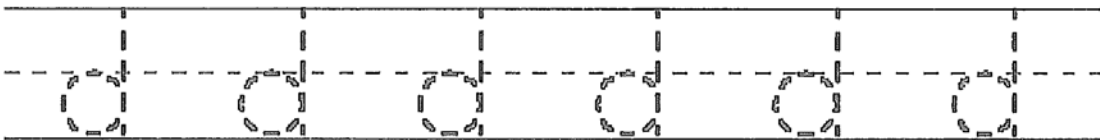
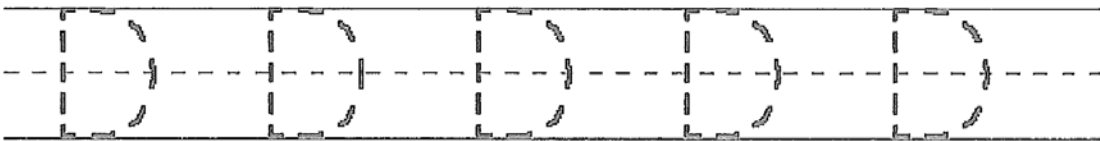
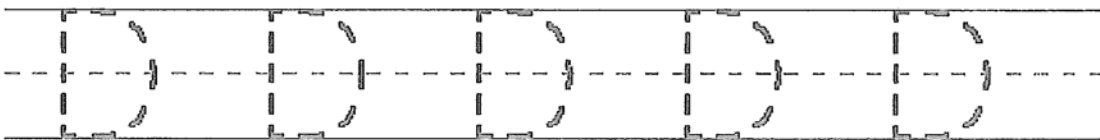
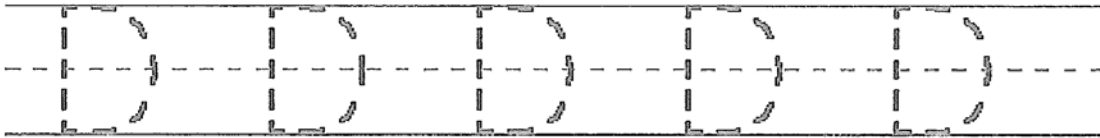
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters D and E

TALK ABOUT IT

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

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

Name _____



Instructions: trace and then copy letters or words

d d d d d d
e e e e e e

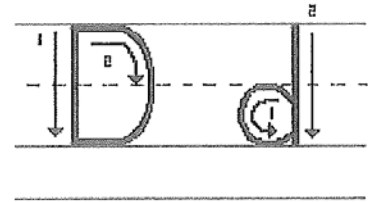
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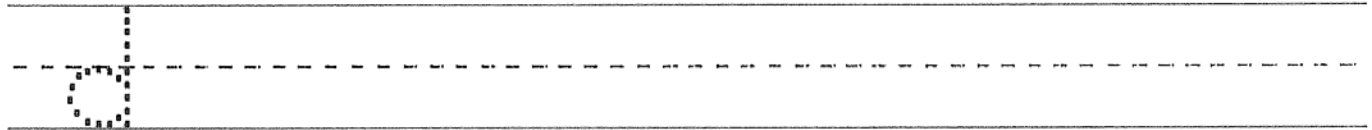
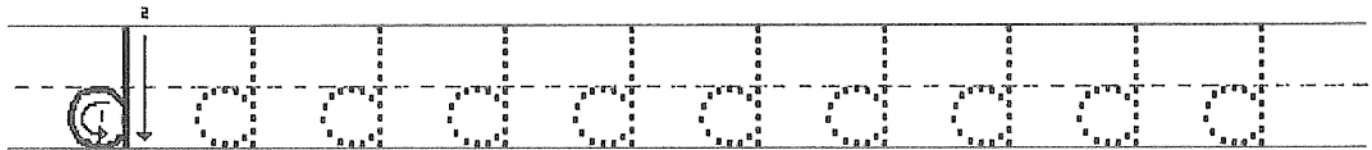
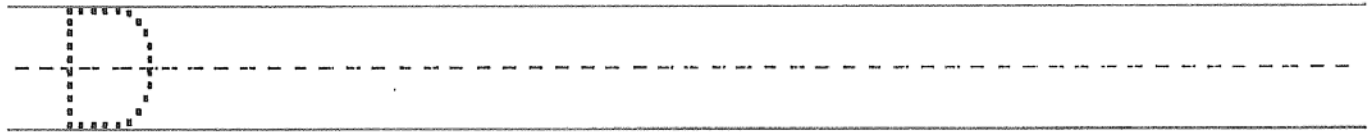
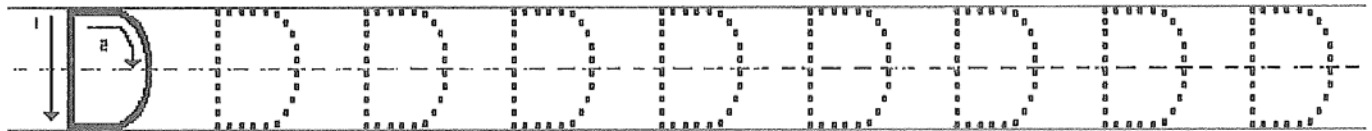
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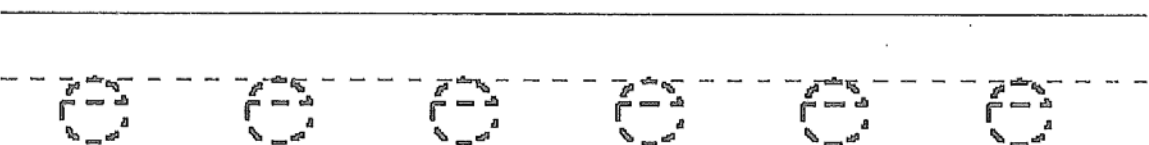
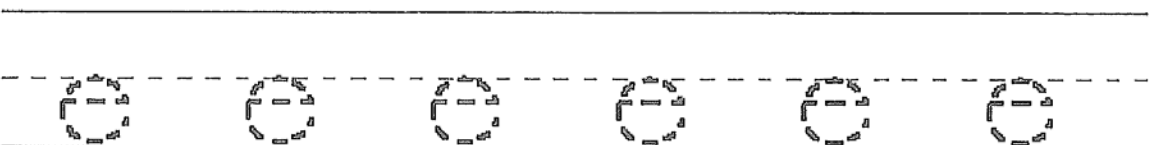
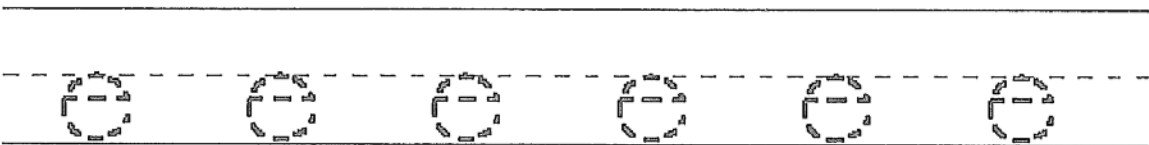
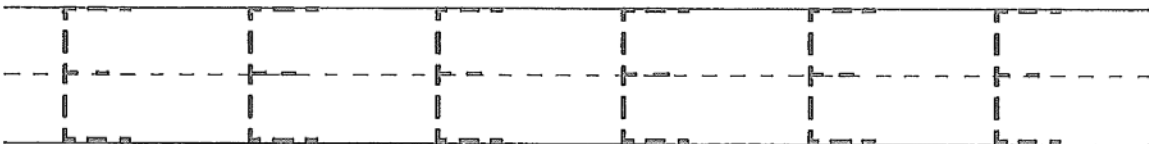
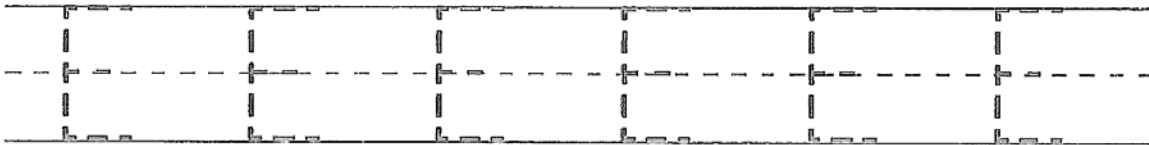
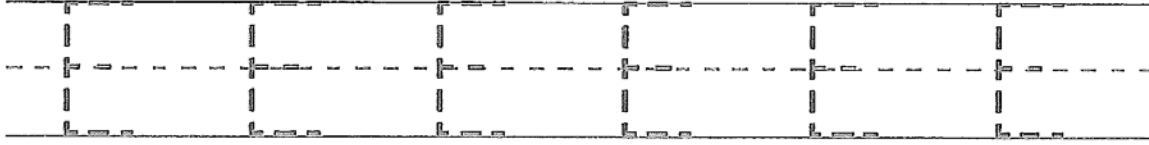
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DINOSAURIO
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*Para ver la animación,
mueva su ratón sobre
una letra.*



Name _____



Instructions: trace and then copy letters or words

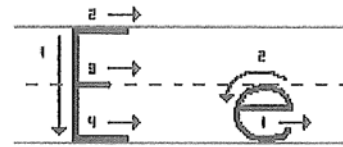
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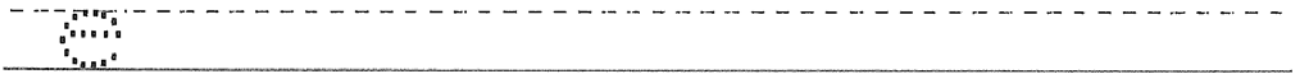
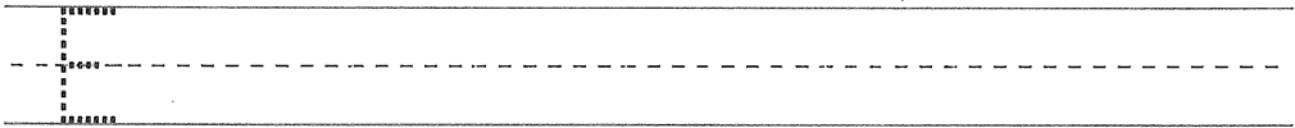
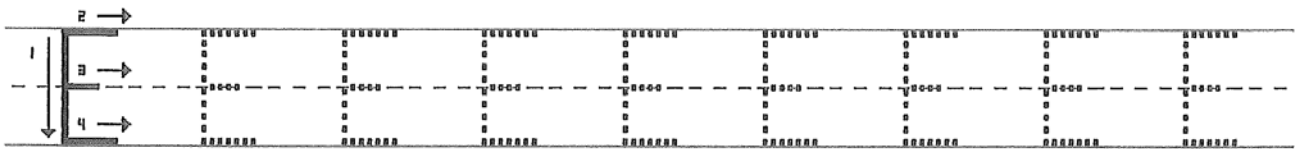
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sets on egg.

Blank handwriting lines for copying practice.

Me llamo:



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





Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Gross Motor Checking Reflexes

Cuddle Crew 1
0-6 months

GOAL

To elicit the baby's reflexes (some of which are temporary).

EXPERIENCE

1. **Hand grasp** (clenched-fist reflex): Lay the baby on her stomach. The baby's hands should touch the surface she is lying on, and they will probably remain fisted. Typically, this reflex is present until about 3 months.
2. **Asymmetrical tonic neck reflex** (ATNR, fencing position): Lay the baby on her back. Place one hand on her chest to stabilize her. While you gently turn her head to one side, watch her arms. Note that when her head is turned to the right, the left arm will flex and the right arm will straighten, and vice versa. Typically, this reflex is present until the baby is about 4 months old.
3. **Moro reflex** (arms up, hands open): Cradle the baby in one arm to support her head, back, and bottom. Place your other hand on her chest. Still cradling the baby, slightly lower the baby's head and body and then quickly return to the beginning position. Note if the baby brings her arms up and extends them with her hands open. Typically, this reflex is present until about 4 months.
4. **Rooting reflex** (sucking): Stroke the corners of the baby's mouth and upper or lower lip. Note if the baby turns her head toward you and tries to suck your finger. (This may not occur just after feeding.) The rooting reflex ends a couple of months after birth when the baby begins to turn her head voluntarily.

MATERIALS

None



Movimientos Gruesos

Chequear los Reflejos

Grupo de Bebes 1
0-6 meses

META

Para obtener los reflejos del bebé (algunos de los cuales son temporales).

EXPERIENCIA

1. **Alcanzar la mano** (apretar la mano en un puño-reflejo): Acueste al bebé sobre su estómago. Las manos del bebé deben tocar la superficie donde el bebé este acostado, y probablemente sus manos permanezcan en un puño. Típicamente, este reflejo está presente hasta los 3 meses.
2. **Reflejo Asimétrico tónico del cuello** (posición de cerca): Acueste al bebé en su espalda. Coloque una mano en el pecho para estabilizarlo. Mientras que gira suavemente la cabeza del bebé hacia un lado, mire sus brazos. Tenga en cuenta que cuando la cabeza del bebé se gira a la derecha, el brazo izquierdo se doblará y el brazo derecho se va enderezar, y viceversa. Típicamente, este reflejo está presente hasta que el bebé tiene 4 meses de edad.
3. **Reflejo de Moro** (brazos arriba, manos abiertas): Abrase al bebé en una mano como si estuviera acostado en una cuna para apoyar su cabeza, espalda, y la parte inferior. Coloque su otra mano en el pecho del bebé. Siga abrazando al bebé, y poco a poco baje la cabeza del bebé y el cuerpo, luego regrese rápidamente a la posición inicial. Note si el bebé pone sus brazos hacia arriba y los extiende con las manos abiertas. Por lo general, este reflejo está presente hasta los 4 meses.
4. **Reflejo de enraizamiento** (chupar): Frote las esquinas de la boca del bebé y también el labio superior o inferior. Note si el bebé voltea la cabeza hacia usted y trata de chupar su dedo. (Esto no puede ocurrir justo después de comer.) El reflejo de enraizamiento termina unos meses después del nacimiento cuando el bebé comienza a girar la cabeza de forma voluntaria.

MATERIALES

Ninguno



Gross Motor Exercising

Cuddle Crew 1
0-6 months

GOAL

For the baby to exercise muscles and to enjoy movement.

EXPERIENCE

With the baby lying on his back, do these exercises in a gentle, slow, and supportive way. Make eye contact and talk softly. Never force, and stop if the baby does not seem to be enjoying the experience.

1. **Knee bends.** Hold onto the baby's calves. Push his legs to his chest, then straighten his legs. Repeat 8 times.
2. **Alternating knee bends.** Hold onto the baby's calves. Bend the left leg while straightening the right. Alternate. Repeat 8 times.
3. **Arm crosses.** While holding the baby's hands, cross his arms over his chest. Straighten the baby's arms at shoulder level. Repeat 8 times.
4. **Arm raises.** Take the baby's hands and lower his arms to his side, then raise them over his head. Repeat 8 times. Do again, this time alternating arms.
5. **Foot-to-hand stretch.** Bring the baby's right calf to his left hand. Straighten his foot and raise his hand over his head so he is not stretched out. Change sides. Repeat 4 times. This exercise enables the baby to move in a reciprocal way across two sides of his body, motions he uses again in crawling.
6. **Sit-ups.** Hold the baby's hands and slowly pull him to a sitting position. If necessary, support his head with one hand while holding his hands with your other hand. Return the baby to his back. Repeat 2–4 times.

MATERIALS

None



Movimientos Gruesos Ejercicio

Grupo de Bebes 1
0-6 meses

META

Para que el bebé ejercite los músculos y disfrute del movimiento.

EXPERIENCIA

Con el bebé acostado sobre su espalda, haga estos ejercicios de manera suave, lentos, y de apoyo. Haga contacto visual y hable en voz baja. Nunca a la fuerza, y pare si el bebé no parece estar disfrutando la experiencia.

1. **Doblar las rodillas.** Agarre las pantorrillas del bebé. Empuje las piernas del bebé contra su pecho, luego enderece sus piernas. Repita 8 veces.
2. **Alternando dobles de rodillas.** Agarre las pantorrillas del bebé. Doble la pierna izquierda mientras endereza la pierna derecha. Alternar. Repita 8 veces.
3. **Cruzar los brazos.** Mientras agarra la mano del bebé, cruce los brazos sobre su pecho. Enderece los brazos del bebé a la altura del hombro. Repita 8 veces.
4. **Levantar los brazos.** Tome las manos del bebé y baje sus brazos a su lado y luego levántelas por encima de su cabeza. Repita 8 veces. Hágalo de nuevo, esta vez alternando los brazos.
5. **Estirar los pies a manos.** Traiga la pantorrilla derecha del bebé a su mano izquierda. Estire la pierna y levante la mano sobre su cabeza para que este estirado. Cambiar de lados. Repita 4 veces. Este ejercicio permite al bebé moverse de manera recíproca a través de dos lados de su cuerpo, movimientos que utiliza cuando gatea.
6. **Abdominales.** Detenga las manos del bebé y lentamente estírelo para que se siente. Si es necesario, apoye su cabeza con una mano mientras sostiene sus manos con la otra mano. Acueste al bebé de nuevo en su espalda. Repita 2-4 veces.

MATERIALES

Ninguno



Gross Motor

Lying on Tummy and Looking Up

Cuddle Crew 1
0-6 months

GOAL

For the baby's back and neck muscles to develop and become stronger.

EXPERIENCE

1. Lay the baby on his tummy on a comfortable pad. Place toys and puppets at his eye level. If he does not seem to like this position (and some babies have a definite preference), put yourself at his level. Talk to him. Hold a puppet or toy at his eye level and encourage him to look at it. Make this a "fun" position for the baby to be in. Gradually increase the "tummy time" from one session to the next.
2. Place a mirror in front of the baby and encourage him to look at himself in the mirror.
3. Lay the baby on his tummy with his arms draped over a small exercise roll. Many babies love this position. This will immediately give him a new vista. Encourage him to hold his head up high by holding or placing an interesting toy above him to attract him.
4. Lay the baby on his tummy over a partially deflated, large beach ball, while steadying his trunk with your hands.

Note: Watch closely during exercises 3 and 4 so the baby does not slip off the roll or ball.

MATERIALS

Comfortable pad; exercise roll such as a small pillow or a rolled up blanket or towel; interesting toys and puppets; mirror; beach ball



Movimientos Gruesos

Acostado Boca Abajo y
Mirando hacia Arriba

Grupo de Bebes 1
0-6 meses

META

Para que los músculos de la espalda y el cuello del bebé se desarrollen y se vuelven más fuertes.

EXPERIENCIA

1. Coloque al bebé boca abajo sobre un cojín cómodo. Coloque los juguetes y títeres a la vista del bebé. Si parece que no le gusta esta posición (y algunos bebés tienen una preferencia definida), póngase a su nivel. Habla con él. Sostenga un títere o un juguete a su altura de los ojos y alentamos a mirarlo. Haga que la posición en la que este el bebé sea "divertida". Poco a poco aumente el "tiempo boca abajo" de una sesión a otra.
2. Coloque un espejo en frente del bebé y anímelo a mirarse a si mismo en el espejo.
3. Coloque al bebé boca abajo con los brazos envueltos sobre un rodillo pequeño de ejercicio. A muchos bebés les encanta esta posición. Esto inmediatamente le dará una nueva vista. Anímelo a mantener la cabeza en alto deteniendo o colocando un juguete interesante por encima de él para atraerlo.
4. Coloque al bebé boca abajo sobre una parcialmente desinflada, pelota de playa grande, mientras usted estabiliza el tronco del bebé con sus manos.

Nota: Vea de cerca durante los ejercicios 3 y 4 para que el bebé no se resbale del rodillo o la pelota.

MATERIALES

Un cojín cómodo; rodillo de ejercicio como una pequeña almohada o una cobija enrollada o una toalla, juguetes interesantes y títeres; espejo; pelota de playa



Gross Motor Balancing on a Bolster

Cuddle Crew 1
0-6 months

GOAL

For the baby's balancing skills to develop further.

EXPERIENCE

1. Place the baby on her tummy, lengthwise on a bolster (long pillow or cushion). With one hand on her hip, slowly roll the bolster to the right and then to the left. When your baby is accustomed to the motions, roll the bolster farther toward each side. Help her extend her arms to feel the floor and pause so she has a chance to feel each hand firmly on the floor. Be sure not to roll the bolster so far that her hand gets caught.
2. Do the same thing with just the baby's legs.
3. Now do the same thing with both the arms and the legs touching the floor.
4. Now, with the baby leaning over the bolster in a crosswise position, place an attractive toy such as a puppet by the bolster, and encourage the baby to reach for the toy as the bolster rolls in that direction. Say, "Can you reach the toy?"

Note: Use your hands to balance the baby carefully so that she does not slip off the bolster.

MATERIALS

Bolster, toy



Movimientos Gruesos

Mantener el Equilibrio sobre una Almohada

Grupo de Bebes 1
0-6 meses

META

Para que las habilidades de equilibrio del bebé se desarrollen aún más.

EXPERIENCIA

1. Coloque al bebé boca abajo, a lo largo de un soporte (almohada o cojín). Con una mano en la cadera del bebé, poco a poco rodé el soporte a la derecha y luego a la izquierda. Cuando su bebé está acostumbrado a los movimientos, rodé el soporte mas adelante para cada lado. Ayúdelo a extender los brazos para sentir el suelo y hacer una pausa para que tenga la oportunidad de sentir cada mano firmemente en el suelo. Asegúrese de no rodar el soporte tan lejos que su mano se atrape.
2. Haga lo mismo con las piernas del bebé.
3. Ahora haga lo mismo con los brazos y las piernas tocando el suelo.
4. Ahora, con el bebé apoyado en la almohada en una posición transversal, coloque un juguete atractivo, como un títere junto de la almohada, y anime al bebé a alcanzar el juguete mientras la almohada roda en esa dirección. Diga: "¿Puedes alcanzar el juguete?"

Nota: Utilice sus manos para equilibrar al bebé con cuidado para que no se resbale del soporte.

MATERIALES

Un soporte (almohada o cojín), juguete



Gross Motor

Placing Weight on Feet

Cuddle Crew 1
0-6 months

GOAL

For the baby to place weight on his feet.

EXPERIENCE

The baby should gradually be able to put more of his weight on his feet when held in a standing position.

Sit down and stand the baby in your lap. Support him with your hands but encourage him to put his weight on his feet.

Place the baby in a bouncer that allows his feet to touch the floor. Many infants seem to like this position.

Note: *Never leave a child unsupervised in a bouncer.*

MATERIALS

Bouncer



Movimientos Gruesos

Colocando Peso en los Pies

Grupo de Bebes 1
0-6 meses

META

Para que el bebé coloque peso en sus pies.

EXPERIENCIA

El bebé poco a poco debe ser capaz de poner más de su peso sobre sus pies cuando es sostenido de pie.

Siéntese y pare al bebé en sus piernas. Apóyelo con sus manos, pero anímelo a poner su peso en sus pies.

Coloque al bebé en un "brinca-brinca" que permita a sus pies tocar el suelo. A muchos bebés parece que les gusta esta posición.

Nota: Nunca deje a un bebé sin supervisión en un "brinca-brinca".

MATERIALES

Brinca-brinca



Gross Motor Rolling Over

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience rolling from front to back or back to front.

EXPERIENCE

Some babies roll over front to back first and others go back to front first. You can use leg crossover exercises with a baby to strengthen the torso muscles needed for rolling.

1. **Front to back:** Position the baby on her tummy. Slowly draw a toy across her field of vision from one side to the other. Then move the toy up and down so she has to look over her shoulder to follow it. In doing so, many babies will roll over to keep the toy in view. Place the baby on her tummy again. Now flex the baby's left knee and fold her right arm under her chest. A turn from front to back may follow automatically.
2. **Back to front:** Lay the baby on her back. Now flex the left hip and raise her left buttock, stretch her right arm out and upward, and then roll her toward the right and onto her tummy.

Rolling over is a skill that infants who are developing typically may master as early as 1 month or as late as 6 months. Don't become impatient and worry if a baby doesn't roll right away. Have fun with the exercises.

MATERIALS

None



Movimientos Gruesos

Dar Vuelta

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de dar vuelta de adelante hacia atrás o de atrás hacia adelante.

EXPERIENCIA

Algunos bebés dan vuelta de adelante hacia atrás y otros de atrás hacia adelante primero. Usted puede utilizar el cruce de ejercicios para las piernas con un bebé para fortalecer los músculos del torso necesarios para dar vuelta.

1. **Adelante hacia atrás:** Coloque al bebé boca abajo. Despacio pase un juguete a través de su campo de visión de un lado a otro. Luego mueva el juguete hacia arriba y abajo para que tenga que mirar por encima de su hombro para seguirlo. De este modo, muchos bebés darán la vuelta para mantener el juguete a la vista.
Coloque al bebé boca abajo otra vez. Ahora doble la rodilla izquierda del bebé y doble su brazo derecho debajo de su pecho. Una vuelta de adelante hacia atrás puede seguir de forma automática.
2. **Atrás hacia delante:** Acueste al bebé en su espalda. Ahora doble la cadera izquierda y levante el trasero izquierdo, estire su brazo derecho hacia arriba, y luego déle vuelta hacia la derecha para que la coloque en su estomago.

Dar vuelta es una habilidad que los niños que se están desarrollando normalmente pueden dominar tan pronto como un mes o tan tarde como 6 meses. No se impaciente y se preocupe si el bebé no se da vuelta de inmediato. Diviértase con los ejercicios.

MATERIALES

Ninguno



Gross Motor Sitting

Cuddle Crew 1
0-6 months

GOAL

For the baby to progress toward sitting upright.

EXPERIENCE

Sit on the floor for a short time with the baby sitting between your legs. Your presence gives the baby a safe feeling, and you can catch him if he begins to waver in this position.

After the baby can sit fairly well on his own but is still not totally ready for independent sitting, prop him up with firm pillows. Put some interesting toys around him to make sitting more fun.

Another way to support a baby is to line a firm box or laundry basket with pillows in such a manner that the baby is supported while sitting.

Note: *Be sure to stay close by with these activities.*

MATERIALS

Firm pillows, box or laundry basket, toys



Movimientos Gruesos

Sentarse

Grupo de Bebes 1
0-6 meses

META

Para que el bebé progrese hacia sentarse en posición vertical.

EXPERIENCIA

Siéntese en el piso por un corto tiempo con el bebé sentado entre sus piernas. Su presencia le da al bebé una sensación de seguridad, y usted puede agarrarlo si empieza a flaquear en esta posición.

Después de que el bebé pueda sentarse bastante bien por si mismo, pero todavía no está totalmente listo para estar sentado solo, apóyelo con almohadas firmes. Ponga unos juguetes interesantes a su alrededor para hacer más divertido sentarse.

Otra forma de apoyar a un bebé es de alinear una caja firme o un canasta de ropa con almohadas de tal manera que el bebé se apoye al estar sentado.

Nota: *Asegúrese de estar cerca con estas actividades.*

MATERIALES

Almohadas firmes, una caja o canasta de ropa, juguetes



Gross Motor Preparing to Crawl

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience more freedom of movement in preparation for crawling.

EXPERIENCE

Put the baby on a firm pillow or bolster and encourage her to scoot over it. This will teach the baby how it feels to have her trunk lifted off of the floor.

Place the baby on a smooth floor (laying face down or on her hands and knees), and put your hand against her feet when she pulls them up under her. When she extends her legs, she will slide forward.

Let the baby crawl over your legs when you are sitting on the floor. Many infants can easily scoot this way.

MATERIALS

Pillow or bolster



Movimientos Gruesos

Prepararse para Gatear

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de más libertad de movimiento en la preparación para gatear.

EXPERIENCIA

Ponga al bebé sobre una almohada firme o un soporte y anímelo a moverse sobre el. Esto enseñará al bebé cómo se siente tener su cuerpo levantado del suelo.

Coloque al bebé sobre una superficie lisa (boca abajo o en las manos y las rodillas), y ponga su mano sobre sus pies cuando el las estire para arriba debajo de el. Cuando extienda sus piernas, el se deslizará hacia adelante.

Deje que el bebé gatee sobre sus piernas cuando usted esté sentada en el suelo. Muchos bebés pueden fácilmente moverse de esta manera.

MATERIALES

Almohada o soporte



Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

- **Communication:** Having back-and-forth communication between infant and caregiver, matching infants' coos and babbles, promote gestures and fist words, encourage reading to babies, etc.
- **Gross Motor:** Exercising, lying on tummy and looking up, rolling over, sitting, bouncing and rocking pulling up, ball rolling. etc.
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- Parents have the opportunity to socialize with other parents that have infants with same age range.
- It's ok if your baby goes to sleep in class. Parents will be able to take activities home.
- If parents have older siblings, child care will be provided while mother and infant are in class.
- We are open to suggestions to help us reach the needs of parents.



Introducción

Grupo de Bebes

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ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Gross Motor Bouncing and Rocking

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience self-bouncing and self rocking. Self-bouncing and rocking give baby a sense of motor effectiveness (i.e., a sense that "I can make this happen!") and they reward motion.

EXPERIENCE

Babies find bouncing and rocking great fun, especially when they can make these actions themselves.

Put baby in a bouncer or activity rocker. Such an apparatus allows the baby to initiate the motion of rocking. Stay close as she bounces. Help her make the motion if she doesn't seem to do it spontaneously.

Play bouncing games with baby on your knee, such as, "Ride a cock-horse, to Banbury Cross, to see an old lady upon a white horse. Rings on her fingers, and bells on her toes, she shall have music wherever she goes." Later, move baby to your ankle and bounce more vigorously.

Some children take to bouncing activities and others don't seem to like them. If your child isn't excited about the bouncing, try it later.

Note: Carefully observe pound restrictions on bouncer chairs and rockers. These are typically not appropriate for babies older than 1 year of age.

MATERIALS

Bouncer, baby activity rocker



Movimientos Gruesos

Saltar y Mecerse

Grupo de Bebes 2
6-12 meses

META

Para que el bebé tenga la experiencia de saltar y mecerse solo. Saltar y mecerse le dan al bebé un sentido de eficacia del motor (es decir, la sensación de que "puedo hacer que esto suceda!") y que recompensa el movimiento.

EXPERIENCIA

Los bebés encuentran saltar y mecerse muy divertido, especialmente cuando pueden hacer estas acciones ellos solos.

Ponga al bebé en un "brinca-brinca" o en una mecedora. Este aparato permite que el bebé inicie el movimiento de mecerse. Manténgase cerca mientras brinca. Ayúdele hacer la moción si no parece que lo hace de forma espontánea.

Juegue juegos de brincar con el bebé en su rodilla y cántele canciones como, "Todos los domingos con papito voy a los caballitos y una vuelta doy." Más tarde, mueva al bebé a su tobillo y salte con más fuerza.

Algunos niños les gustan las actividades de brincar y otros no parece que les gusta. Si su hijo no está muy interesado en brincar, inténtelo más tarde.

Nota: Observe cuidadosamente las restricciones de libras en los brinca-brincas y las mecedoras. Estas no suelen ser adecuadas para los bebés mayores de 1 año de edad.

MATERIALES

Brinca- brinca, mecedora para bebés



Gross Motor Turning and Stretching

Cuddle Crew 2
6-12 months

GOAL

For the baby to build torso muscles and confidence in moving.

EXPERIENCE

Begin with baby in a sitting or crawling position. Put toys slightly out of her reach and encourage her to reach and stretch for them. You may use an apparatus on which the toy is hung slightly out of reach so baby needs to stretch a little to grasp the toy.

When she is sitting, dangle a toy on a short ribbon and encourage her to reach and stretch.

Invite her to grasp the end of a stretchy piece of material. An old sock works well. Pull on the other end and encourage her to pull her end. This tugging will help her to use her arm and shoulder muscles. Don't let go of the fabric too quickly or it will snap her.

For a child who is not yet crawling, put an attractive toy just out of her reach. Encourage her to scoot and stretch to get the toy.

MATERIALS

Toys on short ribbons, stretchy material such as a sock, apparatus for sitting where toy is hung above baby's eye level to encourage reaching



Movimientos Gruesos

Dar Vuelta y Estirarse

Grupo de Bebes 2
6-12 meses

META

Para que el bebé desarrolle los músculos del torso y la confianza en el movimiento.

EXPERIENCIA

Comience con el bebé en la posición de sentado o gateando. Ponga juguetes un poco fuera de su alcance y anímelo a alcanzar y estirarse para agarrarlos. Usted puede usar un aparato en el que se cuelga el juguete un poco fuera de su alcance para que el bebé necesite estirarse un poco para agarrar el juguete.

Cuando el bebé este sentado, cuelgue un juguete en un listón cortó y anímelo a alcanzarlo y a estirarse.

Invite al bebé a agarrar el final de una pieza de material elástica. Un calcetín viejo funciona bien. Jale el otro extremo y anímelo a que jale su lado de el. Este estirón le ayudará a utilizar su brazo y los músculos del hombro. No deje ir el material demasiado rápido o de lo contrario lo golpeará.

Para un bebé que todavía no gatea, ponga un juguete atractivo fuera de su alcance. Anímelo a estirarse y gatear para agarrar el juguete.

MATERIALES

Juguetes en un listón, materiales elásticos como un calcetín, aparatos para que se siente donde el juguete se cuelga sobre el nivel del ojo del bebé para animarlo a alcanzarlo



Gross Motor Pulling Up

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to pull herself up.

EXPERIENCE

Help the baby get the feeling of being on her feet by pulling herself up during play.

Give the baby the opportunity to pull herself to her feet by grasping a dowel rod.

Put her near low furniture when sitting so she can pull herself up when she is ready to try it on her own.

Note: *Protect her so that she does not slip.*

MATERIALS

Dowel rod



Movimientos Gruesos Estirarse para Arriba

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a estirarse para arriba.

EXPERIENCIA

Ayuda al bebé agarrar la sensación de estar en sus pies, estirándose a sí misma durante el juego.

Dé al bebé la oportunidad de ponerse de pie sujetando una vara de la clavija.

Ponga al bebé cerca de muebles bajos cuando este sentado para que pueda estirarse para arriba cuando este dispuesto a intentarlo por su cuenta.

Nota: Proteja al bebé para que no se resbale.

MATERIALES

Vara de la clavija



Gross Motor Playing Crawling Games

Cuddle Crew 2
6-12 months

GOAL

For the baby to sit and crawl in different ways.

EXPERIENCE

Let baby crawl in (or sit in, if not crawling yet) boxes and laundry baskets.

Let baby crawl in a carpet-covered barrel or play tunnel. If you don't have one, make one with blankets and furniture.

Make an obstacle course with foam shapes or boxes and pillows. Create ways for baby to go high, low, in, out, over, and under spaces.

Roll a toy under a table and encourage baby to get it. Or, move an attractive toy around so baby needs to move to find it. Laugh when she finds the toy and have fun with this.

Grab baby by her legs. When she pulls to get away, tug a little and then let her go. Make her work a little to get away (as long as it is fun for her).

Sit by baby and when she leans on you, act like you are falling over. Laugh and tell her she pushed you over. Sit up and let her do it again.

Play crawling Peekaboo. Move around the room, playing Peekaboo from each new place. Encourage the baby to look for you, play Peekaboo, and crawl to join you in each new place.

MATERIALS

Boxes, laundry basket, tunnel, foam-covered shapes and materials, pillows, blankets, balls, interesting toys



Movimientos Gruesos

Jugar Juegos de Gatear

Grupo de Bebes 2
6-12 meses

META

Para que el bebé se siente y gatee de diferentes maneras.

EXPERIENCIA

Deje que el bebé gatee en (o se siente en, si todavía no gatea) cajas y canastas para la ropa.

Deje que el bebé gatee en un barril cubierto de alfombras o un túnel de juego. Si no tiene uno, haga uno con cobijas y muebles.

Haga una pista con obstáculos usando formas de esponjas o cajas y almohadas. Crie maneras para que el bebé vaya alto, bajo, adentro, afuera, sobre, y por debajo de los espacios.

Rodé un juguete debajo de una mesa y anime al bebé a que lo agarre. O, mueva un juguete atractivo para que el bebé necesite moverse para encontrarlo. Ríase cuando encuentre el juguete y diviértase con esto.

Agarre al bebé por las piernas. Cuando se estire para escaparse, estire un poco y luego déjelo ir. Haga que trabaje un poco para escaparse (siempre y cuando sea divertido para el).

Siéntese junto del bebé y cuando se apoye en usted, actúe como si se va a caer. Ríase y dígame que el la empujó. Siéntese y deje que lo haga de nuevo.

Juegue gateando Peekaboo. Muévase por la habitación, jugando Peekaboo por cada lugar nuevo. Anime al bebé a buscarla, a que juegue Peekaboo, y a gatear para unirse a usted en cada nuevo lugar.

MATERIALES

Cajas, una canasta para ropa, túnel, formas y materiales de esponja, almohadas, cobijas, pelotas, juguetes interesantes



Gross Motor Exercising

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop strength, flexibility, and balance.

EXPERIENCE

The following exercises build strength and gross motor skills.

Partially deflate a large beach ball. While helping the baby balance, lay him on his back on the ball. Gently roll the ball back and forth, which encourages baby to lift his head and torso to maintain his balance. Do the same with the baby on his tummy.

Using a smaller beach ball, roll baby face forward until he catches himself with his hands. Somersault him over or let him walk over on his hands.

Put the baby on an appropriate surface (e.g., safe table, carpeted floor) with his hands on the surface and encourage him to walk on his hands wheelbarrow fashion while you support his torso. When he can do this, move your hands to his hips, knees, and then ankles.

Lay the baby lengthwise on a large bolster. Roll the bolster to the left and right as baby reaches out to correct imbalances.

Note: Always make sure the baby is able to breathe properly.

MATERIALS

Oversized beach ball, regular beach ball, bolster



Movimientos Gruesos Ejercicios

Grupo de Bebes 2
6-12 meses

META

Para que el bebé desarrolle fuerza, flexibilidad y equilibrio.

EXPERIENCIA

Los siguientes ejercicios construyen fuerza y las destrezas de movimientos gruesos.

Parcialmente desinfe una pelota de playa grande. Mientras que ayuda al equilibrio del bebé, acuéstelo de espaldas sobre la pelota. Gire suavemente la pelota hacia adelante y hacia atrás, lo cual anima al bebé a levantar la cabeza y el torso para mantener el equilibrio. Haga lo mismo con el bebé en su estomago.

Usando una pelota de playa más pequeña, gire la cara del bebé hacia adelante hasta que se agarre con las manos. Haga una voltereta sobre él o deje que camine sobre la pelota con sus manos.

Ponga al bebé en una superficie adecuada (por ejemplo, una mesa segura, piso alfombrado) con las manos del bebé en la superficie anímelo a caminar con sus manos de manera de carretilla mientras usted apoya su torso. Cuando puede hacer esto, mueva las manos de usted a las caderas del bebé, las rodillas, y luego los tobillos.

Acueste al bebé a lo largo de una almohada grande. Gire la almohada a la izquierda y a la derecha mientras el bebé alcanza a corregir los desequilibrios.

Nota: Asegúrese de que el bebé pueda respirar correctamente.

MATERIALES

Pelota grande de playa, pelota de playa regular, almohada



Gross Motor Crawling Up and Down Stairs

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to crawl up stairs and to come down the stairs.

EXPERIENCE

1. **Crawling up stairs:** Put the baby on the steps and stay with him while he learns to climb. Watch to see that he doesn't turn around or lose concentration as he goes. Later, you might put a gate on the third step so that the baby cannot go too high. The baby can then practice climbing on his own fairly safely.

You can also purchase or make a set of small steps. Many of the various rocking boats available commercially flip over to a stair side that is low, safe, and great for practice. Low footstools and boxes can also be used for climbing practice.

2. **Crawling down stairs backwards:** Position baby on the stairs in a crawling position. Turn him so his feet come down the steps first, the safest way for a baby to navigate stairs independently. Only allow him to come down the stairs in this fashion. Whenever he starts to come down any other way, turn him around so he understands this is the way to come down stairs.

Help the baby turn himself around to get off a bed, hassock, small box, or imitation stairs. Soon he will learn to always turn himself around, and you will feel more comfortable that he knows how to lower himself.

Note: Always supervise an infant on elevated furniture or stairs.

MATERIALS

Steps, low objects to climb on



Movimientos Gruesos

Subir y Bajar las Escaleras

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a subir y bajar las escaleras.

EXPERIENCIA

1. **Subiendo por las escaleras:** Ponga al bebé en los escalones y quédese con él mientras él aprende a subir. Mire a ver si él no se voltea o pierde concentración a medida que avanza. Más tarde, puede poner una puerta en el tercer escalón para que el bebé no pueda ir demasiado alto. El bebé entonces podrá subir las escaleras solo para practicar porque será bastante segura.
También usted puede comprar o hacer una serie de pequeños escalones. Muchos de los varios bancos mecedoras disponibles comercialmente se voltean a un lado que tienen escaleras que son bajas, seguras, y excelentes para practicar. Escabeles bajos y cajas también se pueden utilizar para practicar escalando.
2. Bajando por las escaleras al revés: Ponga al bebé en las escaleras en una posición para gatear. Volteé al bebé para que sus pies vengán abajo del escalón primero, la manera más segura para un bebé navegar las escaleras solo. Sólo permítale bajar las escaleras de esta manera. Cuando comienza a bajar de otra manera, voltéelo para que el entienda que este es la manera para bajar las escaleras.

Ayuda al bebé a voltearse para bajarse de una cama, cojín, pequeña caja, o las escaleras de imitación. Pronto aprenderá a dar la vuelta solo, y usted se sentirá más cómoda que sabe bajarse solo.

Nota: Siempre supervise a un bebé en los muebles altos o escaleras.

MATERIALES

Escalón, objetos bajos para trepar



Gross Motor Ball Rolling

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to push a ball and to play another give-and-take game.

EXPERIENCE

Encourage baby to sit with her legs spread apart. Sit facing her in the same position. Roll a small ball to her, saying "ball," and encourage her to roll it back to you. You may need to guide her hands to push the ball the first several times. Experiment with what is the best sized ball for your baby.

Sing a song about rolling the ball to the baby, whether you make it up yourself or know another one. "I roll the ball to ____, she rolls it back to me." Repeat the song until the baby becomes familiar with it.

MATERIALS

Small, medium, and large balls



Movimientos Gruesos

Rodar la Pelota

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a empujar una pelota y jugar un juego de dar-y-tomar.

EXPERIENCIA

Anime a su bebé a sentarse con las piernas separadas. Siéntese frente a él en la misma posición. Rodé una pelota pequeña a él, diciendo "pelota", y anímelo a rodarla de nuevo a usted. Puede que tenga que guiar sus manos para empujar la pelota las primeras veces. Experimente para ver cual es el mejor tamaño de una pelota para su bebé.

Cante una canción acerca de rodar la pelota al bebé, si usted se sabe una canción o la inventa. "Yo voy a rodar la pelota a ____, el me la va a rodar para atrás a mi. " Repita la canción hasta que el bebé se familiarice con ella.

MATERIALES

Pelotas pequeñas, medianas y grandes



Gross Motor Walking with Support

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience standing and walking in a natural way.

EXPERIENCE

Arrange some boxes and chairs so that they are a few inches apart. (Spread the chairs farther apart as baby gets older.) Play a game in which you put a toy on one of the chairs or boxes and then let baby throw the toy off. Then pick up the toy and move it to another chair or box. Encourage him to go get the toy and throw it off again.

Get a wagon or activity walker. Let the baby push it to walk, if she is interested.

MATERIALS

Boxes and chairs arranged in a trail, small and interesting toys, toy such as a wagon or activity walker that supports child while he walks



Movimientos Gruesos

Caminando con Apoyo

Grupo de Bebes 2
6-12 meses

META

Para que el bebé tenga la experiencia de pararse y caminar de una manera natural.

EXPERIENCIA

Organizar unas cajas y sillas para que estén a unos cuantos centímetros de distancia. (Separe las sillas más alejadas como el bebé vaya creciendo.) Juegue un juego en el que usted pone un juguete en una de las sillas o cajas y luego deje que el bebé tire el juguete al suelo. Luego recoja el juguete y muévelo a otra silla o caja. Anímelo a ir a agarrar el juguete y que lo tire de nuevo.

Agarre un vagón o un andador. Deje que el bebé lo empuje para caminar, si el está interesado.

MATERIALES

Cajas y sillas acomodadas en un caminito, juguetes pequeños e interesantes, un juguete como un vagón o andador que apoye al niño mientras camina



Family: My Family Flower Portrait

Family Storytime

OVERVIEW

In this class children will learn about the family unit, 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 family learning theme.

INFANT & TODDLER SKILLS

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

PRESCHOOL AGED SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Jesse Bear, What Will You Wear? By: Nancy White Carlstrom
- Spanish Book: La Familia Activa De Oso Por: Stella Blackstone
- Construction paper (any colors)
- Green and either orange or brown cardstock
- Children scissors, glue stick, and pencil/pen
- Flower pot template
- Flower foam stickers
- Picture frame
- Glue
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of flower pot template on either orange or Brown cardstock paper.
- Place Family 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 family to the families.
- Engage children in conversation about families. Describe the different kinds of families that there are:
 - Mom, Dad and Child
 - Mom, Dad, Sister(s) and Brother(s)
 - Mom and Child
 - Dad and Child
 - Grandparent and Grandchild
- Ask children if they can think of any other members of their family: Aunts, Uncles, Cousins, Nieces, Nephews, etc.
- Ask children what they like to do with their families. Tell them that families are very special and that we should all appreciate the families we come from.

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Hands-on Art Activity:

- Children will be doing a family hand flower. Show sample.
- Pass out material to families.
- Tell parents they will trace the hands of their child on green cardstock paper. Then the parents will cut the hand print out.
- Have children cut the pot template provided.
- Instruct children to glue their pot onto a piece of construction paper, and then to glue their handprint on top of the pot.
- Tell children that they can then use the flower foam stickers to place at their handprint fingertips.
- Ask parents to name each family member, writing their name next to the flower the family member represents.
- When done parents will place flower in a frame to take home.



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 family unit.

TALK ABOUT IT

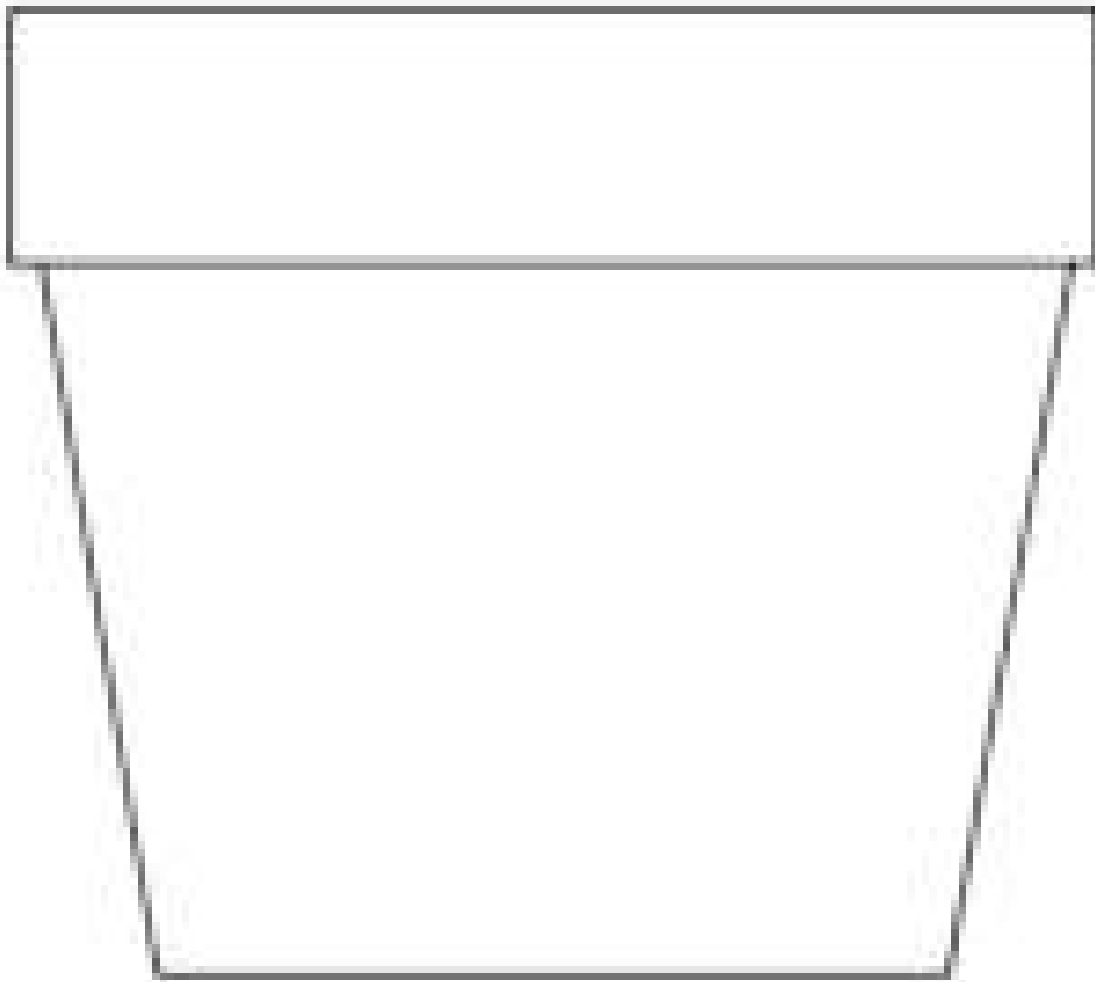
Ask families to go back to the rug or carpet to discuss the following:

- Ask children what they like to do as a family?
- Have them share their family portrait with the class.
- 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.



Family: Flower Pot Template

Family
Storytime





Family: Keeping things Moving!

Motor Movements

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Mat
- Children’s chairs
- Laundry baskets
- Socks

PREPARATION:

- Prepare all materials and CD of selected songs.

INTRODUCTION

Greet & Welcome Children:

- Instruct children to sit around in a circle. Introduce yourself, and ask each child to announce to their friends what their name is. After all children have introduced themselves, let them know that today we are going to talk about the importance of exercise.
- Explain that exercise is moving our bodies, thru playing, walking, dancing, stretching, jumping, hopping, and by doing sports like; soccer, football, baseball, and basketball.
- Ask children what kinds of exercise they like to do at home, at school, or at the playground?

Explain Safety Rules:

- Please ask children to listen at all times and follow instructions, ask children to respect other child’s personal space, and if running is part of the activity, be very careful - do not bump other children or horse play in the classroom.

ACTIVITY #1

Warm Up:

- Have children make a circle. Give each child a colorful scarf, and explain to them that they will be getting their bodies ready to move by playing with their scarf and following the instructions provided by the teacher.
- Set the distance perimeter for the children by modeling to them where the end of the carpet, rug, or wall is, so that they understand the commands that will be given.
- Begin the music. As you give the following commands, move your arms in circles, inwards, upwards, downwards, left and right. Model for the child each command:
 - A. “Walk side ways,”
 - B. “Take tiny step.”
 - C. “Walk backwards”
 - D. “Take uneven steps”
 - E. “Freeze”
 - F. “Fall to the floor”
 - G. “Rise up”
 - H. “Hop on one foot”
- When you are done, ask children how they feel? Ask if they are ready to get their bodies moving? Instruct children to advance to the next activity.

ACTIVITY #2**Music and Movement:**

- Let children know that we will be dancing and moving our bodies. Instruct children to follow along and to copy your movements as we sing the song/listen to the song together.
- Suggested songs:
 - English – If I Were
 - Spanish – A Mi Mamá

ACTIVITY #3

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

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

ACTIVITY #4

This activity can be done if time permits.

Gross Motor Activity

- **Musical Chairs:**
 - Arrange children’s chairs in a circle. Label one chair as the “What’s my Name Chair”.
 - Tell children that when the music plays, they are to walk around the chairs until the music stops. When the music stops, they are to find an empty chair and to sit down in it.
 - The child who has sat in the “What’s my Name Chair” will then be asked to announce to the class what their name is and what their favorite kind of exercise to do is. Repeat this process until every child has had a chance to sit in the special chair and name their favorite kind of exercise.
 - Instruct children to use various methods of movements between musical chair cycles, such as tiptoeing, hopping or skipping.

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.

- **Sock Toss:** Playing an activity such as the sock toss is an ideal way for preschoolers to improve hand-eye coordination, muscle coordination and balance.
 - Place 3 different stations throughout the room. Each station should have an empty basket and a bucket full of unpaired socks.
 - Tell children that the object of the game is to find two socks that match, pair them in a ball and then to toss it into the laundry basket. Tell them they get three tries at each station before they have to move on.
 - Instruct them to gently toss the socks into the basket and to make sure that they don’t throw the socks anywhere else in the room.
 - You can repeat this game increasing the distance between the child and the basket as many times as you like.
 - Another variation involves pairing children into two’s and having one child toss the socks into the air, while the other child tries to catch it in the laundry basket.

ACTIVITY #6

Cool Down:

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

TALK ABOUT IT

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

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



Family: Music & Movement Songs

Motor Movements

ENGLISH

If I Were

If I were a butterfly I'd thank you then for giving me wings.
If I were a robin in a tree I'd thank you then that I could sing.
If I were a fish in the see I'd wiggle me tail and I'd giggle with glee.

But I just thank my parents for making me me.
Oh, You gave me a heart and you gave me a smile,
You gave me freedom and you made me your child
But I just thank my parents for making me me!

If I were a kangaroo you know I'd hop right up to you.
If I were an octopus I'd thank you then for my fine hooks.
If I were a wiggle worm I'd thank you then that I could squirm.

But I just thank my parents for making me me.
Oh, You gave me a heart and you gave me a smile,
Y you gave me freedom and you made me your child
But I just thank my parents for making me me!

SPANISH

A Mi Mamá

Mamita querida de mi corazón,
yo te quiero mucho con todo mi amor.

Por eso te traigo flores,
por eso te canto yo.
Por eso te traigo flores,
con gran emoción.

Mamita querida aunque soy chiquito/a
mi amor es grande,
mas grande que el sol.

Por eso te traigo flores,
por eso te canto yo.
Por eso te traigo flores
con gran emoción.



Family: My Family

My 5 Senses

OVERVIEW

In this activity children will learn about the concept of family 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 - #13 SSD13 – Social Understanding
- 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 - #23 COG4 – Memory

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Family and I by: Gladys Rosa-Mendoza
- Spanish Book: Mi Familia y Yo por: Gladys Rosa-Mendoza
- Family Book: Mommy is a Soft, Warm Kiss
- Motion cards: kiss, hug, smile, saying (I Love You)
- Nursery rhymes
- Baby powder, clothes detergent, lotion, perfume
- Teddy Grahams Crackers
- ½ sheets of construction paper
- Glue sticks, crayons, scissors, stapler
- People templates

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Nursery rhymes
 - **Sight:** Family pictures, Family Book: Mommy is a Soft, Warm Kiss
 - **Touch:** Motion cards: kiss, hug, smile, saying (I love You)
 - **Taste:** Place Teddy Grahams on a plate.
 - **Smell:** Baby powder, laundry detergent, lotion, perfume

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: Family
- Tell the children that today they will learn about families through their five senses.
- Let children know there are many types of families. There are big families and small families.
- Ask children if they have any brothers and sisters? Grandmas and grandpas? Tell them we all have family and they are all different.

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>ACTIVITY #2</p> <p>5 Minutes</p>	<p>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.</p> <ul style="list-style-type: none"> • English – Mi Familia
<p>ACTIVITY #3</p> <p>15 Minutes</p>	<p>Sensory Stations: Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> ○ Hearing station: Parents will sing nursery rhymes to their child. ○ Sight station: Parents will look at family pictures with their children and they will read a book to their child. ○ Touch station: Parents will pick up motion cards and do what they say (give a hug to your child, a kiss, hold their hand, smile, etc.) ○ Taste station: Have children taste Teddy Grahams. ○ Smell station: Children will get to smell different items that people use at home that remind them of a family member (baby powder, lotion, perfume, laundry detergent).
<p>ACTIVITY #4</p> <p>5 Minutes</p>	<p>Search and Find:</p> <ul style="list-style-type: none"> • Invite children to complete the Spot the Difference worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations. • Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.
<p>TALK ABOUT IT</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"> • Ask children if they can remember the 5 senses that they used today. • Ask them what is their favorite thing they like to do as a family?
<p>PARENT TIP SHEET</p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about families by reading, singing, and completing some of the suggested activities.</p>



SPOT THE DIFFERENCE

My 5 Senses

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





Encuentra la Diferencia

Mis 5 Sentidos

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





Family: English Songs

My 5 Senses

Head and Shoulders

Head, shoulders, knees and toes
Knees and toes
Head, shoulders, knees and toes
Knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes
Knees and toes.

Five Fingers on Each Hand

I have five fingers on each hand,
Ten toes on my two feet.
Two ears, two eyes,
One nose, one mouth,
With which to sweetly speak.
My hands can clap, my feet can tap,
My eyes can clearly see.
My ears can hear,
My nose can sniff,
My mouth can say, "I'm me."

The Itsy Bitsy Spider

The itsy bitsy spider crawled up the water spout.
Down came the rain, and washed the spider out.
Out came the sun, and dried up all the rain,
and the itsy bitsy spider went up the spout again.

Where is Thumkin?

Where is thumkin? (hands behind back)
Where is thumkin?
Here I am. Here I am. (bring out right thumb, then left)
How are you today, sir? (bend right thumb)
Very well, I thank you. (bend left thumb)
Run away. Run away. (put right thumb behind back, then left thumb behind back)



Family: Spanish Songs

My 5 Senses

Cabeza y Hombros

Cabeza, hombros, rodilla y pies
rodilla y pies
Cabeza, hombros, rodilla y pies
rodilla y pies
Ojos y orejas y boca y nariz
Cabeza, hombros, rodilla y pies
rodilla y pies

Lo que Tengo

Dos ojitos tengo
Que saben mirar
Una naricita
Para respirar.

Una boquita
Que sabe cantar
Y dos manecitas
Que aplaudirán.

Dos orejitas
Que saben oír
Y dos piecitos
Que bailan así.

La Araña Pequeñita

La araña pequeñita, subió, subió, subió,
Vino la lluvia y se la llevo,
Salio el sol y todo lo seco,
Y la araña pequeñita, subió, subió, subió.

Los Pollitos

Los Pollitos dicen "Pío, pío, pío"
Cuando tienen hambre, cuando tienen frío.
Su mamá les busca el maíz y el trigo,
Les da la comida y les presta abrigo



Family: Family Pictures

My 5 Senses





Family:
Motion Cards

My 5
Senses

GIVE A KISS
DAR UN BESO

GIVE A HUG
DAR UN ABRAZO

SMILE
SONREIR

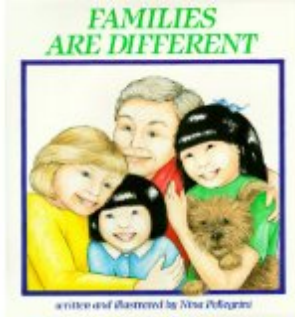
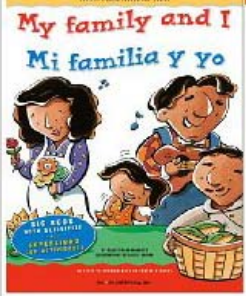
SAY: I LOVE YOU!
DECIR: TE QUIERO!



Parent Tip Sheet: Family

My 5 Senses

BOOKS



ACTIVITIES

Potato Prints

- What You Need:**
- Potato
 - Knife
 - Paints (Different Color)
 - Paper
 - Paper Plate
 - Black Marker

What You Do:

Cut a large potato in half from the top to bottom, so it's a really long oval. Give your child the potato half, different colored paints on a paper plate, and paper. Have your child dip the potatoes in the paint and press them firmly onto the paper. If the potatoes are not cut evenly the shape will not appear clearly. After the paint has dried, help your child add facial features to the ovals with black markers.

Magazine Collage

- What You Need:**
- Magazines
 - Glue
 - Paper
 - Marker

What You Do:

Help your child cut out pictures of families in parent magazines. Have your child glue the pictures onto a piece of paper. Ask your child to name the people in the picture (mom, dad, son, daughter, etc.) and label them with a marker.

SONGS

Mother, May I Go Out to Swim?

"Mother, may I go out to swim?
Out to swim?, out to swim?
Mother, may I go out to swim?"
"Yes, my darling daughter."

"Fold your clothes up neat and trim,
Neat and trim, neat and trim,
Fold your clothes up neat and trim,
But don't go near the water."

I Love Mother

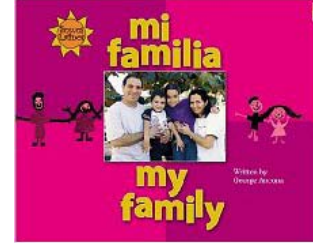
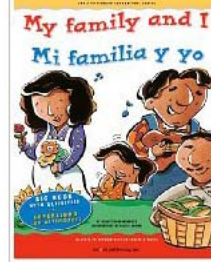
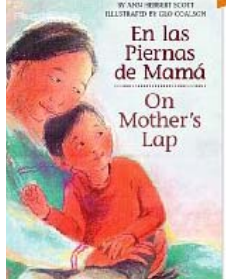
I stand way up on my tippy-toes
While Mother leans over to hear
And then I whisper so no-one else knows,
I love you so much, Mother dear!



Consejos Para Padres: La Familia

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Huellas de Papa

Que Necesita:

- Papa
- Cuchillo
- Pinturas (Distintos Colores)
- Papel
- Plato de Papel
- Marcador

Que se Hace:

Corte una papa por mitad de arriba abajo, para que quede ovalada. Déle una mitad de papa a su niño, un plato de papel con diferentes colores de pintura y papel. Deje que su niño ponga el pedaso de papa en la pintura y luego la ponga en el papel. Cuando la pintura se seque, ayúdele a su niño agregar rasgos faciales con un marcador negro. Deje que su niño pinte en su papel mas personas de la familia.

Colage de Familia

Que Necesita:

- Revista
- Resistol
- Papel
- Marcador

Que se Hace:

Ayúdele a su niño a cortar retratos de familias de la revista. Deje que su niño pegue las fotos en un papel. Pregúntele a su niño que nombre las personas de las fotos (mamá, papá, hija, hijo, etc.) y usted escriba lo que el diga en el papel usando un marcador.

CANCIONES

Mi Familia

Tengo una familia muy linda.
Me gusta mucho mi familia.
Dime ¿Quién es parte de tu familia?

Mi familia, mi familia
Mi familia, familia
Mi papá, mi papá
Mi papá, mi papá

Mi familia, mi familia
Mi familia, familia
Mi mamá, mi mamá
Mi mamá, mi mamá
Mi familia, mi familia

Mi familia, familia
Mi hermana, mi hermana
Mi hermana, hermana
Mi familia, mi familia

Mi familia, familia
Mi hermano, mi hermano
Mi hermano, hermano
Mi familia, mi familia

Mi familia, familia
Mi abuela, mi abuela
Mi abuela, abuela
Mi familia, mi familia

Mi familia, familia
Mi abuelo, mi abuelo
Mi abuelo, abuelo
Mi familia, mi familia
Mi familia, familia



Family: Family Fun

Playing to Learn

OVERVIEW

Children will be interacting with their family as they play various games and sing. This promotes healthy relationships with one another and combines learning and fun.

SKILLS

• DRDP – #1 SSD1 – Identity of Self • DRDP – #5 SSD5 – Taking Turns • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #29 COG3 – Memory and Knowledge • DRDP – #35 MATH4 – Measurement • DRDP – #38 PD1 – Gross Motor Movement • DRDP – #38 PD1 – Gross Motor Movements • DRDP – #39 PD2 – Ballance • DRDP – #40 PD3 – Fine Motor Skills •

MATERIALS & PREPARATION

Materials:

- Head to Toe game cards
- Three bear memory cards
- Farmer in the dell song sheet

Preparation:

- Print and cut Head to toe game cards (1 set for the class)
- Prepare take home activity set for each participant: 3 bears memory.
 - Print copies of the three bears memory game and goldilocks story sheet.
 - Cut memory cards and goldilocks and place in bags.

INTRODUCTION

- Introduce topic to students: Tell children that today we are going to talk about family.
- Tell them that it is very fun to spend time with our families.
- Ask them if they play games at home with their families? Ask them what games do they play at home?
- Name some games that are very fun to play as a family.

ACTIVITY #1

From Head to Toe:

- Shuffle the game cards and place them in a pile.
- Have the first player draw a card, all players will act out the action listed on this card.
- Then the next player draws a new card, all players act out the first card then the second card.
- Repeat this patterns until 10 actions are completed in a row. (if there are more children in the class let each child have a turn drawing a card)
- All players who complete 10 actions for the cards win.

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

- Their child's ability to stretch and move.
- Their child's ability to be patient and wait for their turn.
- Their child's ability to participate in a group activity.

ACTIVITY #2

Sing a Song:

Farmer in the Dell

The farmer in the dell, The farmer in the dell
Heigh-ho, the derry-o, The farmer in the dell

The farmer takes a wife, The farmer takes a wife,
Heigh-ho, the derry-o . . . The farmer takes a wife,

The wife takes a child, The wife takes a child,
Heigh-ho, the derry-o . . . The wife takes a child,

The child takes the cow, The child takes the cow
Heigh-ho, the derry-o . . . The child takes the cow

The cow takes the pig, The cow takes the pig
Heigh-ho, the derry-o . . . The cow takes the pig

The pig takes the dog, The pig takes the dog
Heigh-ho, the derry-o . . . The pig takes the dog

The dog takes the cat, The dog takes the cat
Heigh-ho, the derry-o . . . The dog takes the cat

The cat takes the mouse, The cat takes the mouse
Heigh-ho, the derry-o . . . The cat takes the mouse

The mouse takes the cheese, The mouse takes the cheese
Heigh-ho, the derry-o . . . The mouse takes the cheese

The cheese stands alone, The cheese stands alone
Heigh-ho, the derry-o . . . The cheese stands alone

Te quiero yo

Te quiero yo
y tu a mi
somos una familia feliz
con un fuerte abrazo
y un beso te daré
mi cariño es para ti

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

- Their child's ability to recognize and repeat patterns.
- Their child's ability to interact with peers and familiar adults.

ACTIVITY #3

Three Bears Matching Game:

- Tell children and parents that they will now exercise their memory skills!
- Instruct parents to place all 24 cards face down on the table.
- Children and parents will take turns finding matching items for the 3 bears story by turning over two cards at a time.
- If a match is found, that player receives another turn. If a match is not found, play goes to the other player.
- The player with the most pairs of matches is the winner!
- When you finish playing you can either tell the 3 bears story or play again.

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

- Their child's ability to follow rules and instructions.
- Their child's ability to take turns.
- Their child's ability to concentrate and focus.
- Their child's ability to remember and recall information.

TALK ABOUT IT

- Ask children if they liked the games they played.
- Ask children which game they liked the best?
- Tell them to take their game home and continue to play it as a family.
- 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.

**¿Puedes Mover los
Dedos de los Pies?**



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**¿Puedes Doblar las
Rodillas?**



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**¿Puedes Golpear tu
Pecho?**



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**¿Puedes Mover las
Caderas?**



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**¿Puedes elevar los
hombros?**



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**¿Puedes Doblar las
Rodillas?**



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**¿Puedes Mover tus
Brazos?**



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**¿Puedes Pisar muy
Fuerte?**



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**¿Puedes elevar los
hombros?**



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**¿Puedes Patear
las Piernas?**



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**¿Puedes Doblar
el Cuello?**



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**¿Puedes Mover los
Dedos de los Pies?**



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¿Puedes Aplaudir?



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¿Puedes Golpear tu Pecho?



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¿Puedes Mover tus Brazos?



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¿Puedes Doblar el Cuello?



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¿Puedes Pisar muy Fuerte?



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¿Puedes Mover las Caderas?



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¿Puedes dar Vuelta a tu Cabeza?



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¿Puedes dar Vuelta a tu Cabeza?



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¿Puedes Aplaudir?



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¿Puedes Patear las Piernas?



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¿Puedes Arquear la Espalda?



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¿Puedes Arquear la Espalda?



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**Can You
Wiggle Your Toes?**



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**Can You
Bend Your Knees?**



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**Can You
Thump Your Chest?**



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**Can You
Wiggle Your Hips?**



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**Can You
Raise Your Shoulders?**



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**Can You
Bend Your Knees?**



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**Can You
Wave Your Arms?**



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**Can You
Stomp Your Foot?**



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**Can You
Raise Your Shoulders?**



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**Can You
Kick Your Legs?**



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**Can You
Bend Your Neck?**



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**Can You
Wiggle Your Toes?**



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**Can You
Clap Your Hands?**



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**Can You
Thump Your Chest?**



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**Can You
Wave Your Arms?**



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**Can You
Bend Your Neck?**



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**Can You
Stomp Your Foot?**



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**Can You
Wiggle Your Hips?**



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**Can You
Turn Your Head?**



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**Can You
Turn Your Head?**



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**Can You
Clap Your Hands?**



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**Can You
Kick Your Legs?**



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**Can You
Arch Your Back?**



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**Can You
Arch Your Back?**



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Too Cold



Just Right



Too Hot



Too Soft



Just Right



Too Hard



Too Small



Just Right



Too Big



Mama Bear



Baby Bear



Papa Bear



Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.



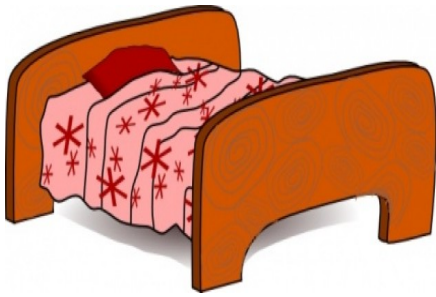
Demasiado Frio



Muy Bien



Demasiado Caliente



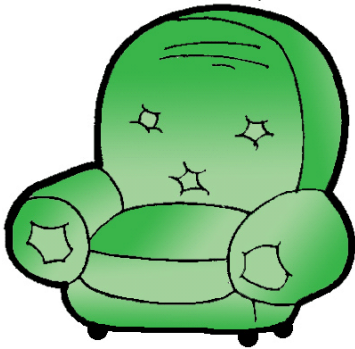
Demasiado Suave



Muy Bien



Demasiado Duro



Demasiado Pequena



Muy Bien



Demasiado Grande



Mama Osa



Bebe Oso



Papa Oso



Érase una vez una casita en un bosque. En la casita vivían tres osos pardos. Papá Oso era grande, Mamá Osa era mediana y Osito era pequeño. Un día Mamá Osa preparó una sopa y la sirvió en un plato hondo grande, otro mediano y otro pequeño. “¡A comer! ¡La sopa está lista!” Papá Oso probó la sopa del plato hondo grande y dijo, “¡Ay, ay, ay, me he quemado, me he quemado! ¡Esta sopa está muy caliente!” “Vamos a dar un paseo mientras se enfría,” dijo Mamá Osa. Y los osos se fueron a dar un paseo por el bosque. En otra casita a las afueras del bosque vivía Ricitos de Oro. Un día Ricitos de Oro salió a pasear por el bosque. De repente olió algo. “¡Qué bien huele! ¡Tengo mucha hambre!” Ricitos de Oro entró en la casita y vio la sopa sobre la mesa. “¡Sopa! ¡Qué bien, me encanta la sopa!” Ricitos de Oro probó la sopa del plato grande y dijo, “¡Ay, me he quemado! ¡Esta sopa está muy caliente!” Luego probó la sopa del plato mediano y dijo, “¡Puaj, esta sopa está muy fría!” Por último probó la sopa del plato pequeño y dijo, “¡Mmm, esta sopa está deliciosa!” Y Ricitos de Oro se comió toda la sopa. “¡No hay más!” “Estoy muy cansada,” dijo Ricitos de Oro. Ricitos de Oro vio entonces una silla grande, una silla mediana y una silla pequeña. “Me voy a sentar.” Ricitos de Oro se sentó en la silla grande. “¡Ay, esta silla es muy dura!” Después se sentó en la silla mediana. “¡Esta silla es muy blanda!” Por último se sentó en la silla pequeña. “Esta silla es perfecta. No es dura ni blanda.” Y Ricitos de Oro se empezó a mecer en la silla. “Delante, detrás, delante, detrás, delante...” “¡Ay!” La silla se rompió y Ricitos de Oro se cayó. “¡Qué le vamos a hacer!” “¡Ahhh!” bostezó Ricitos de Oro. “¡Qué sueño tengo!” Ricitos de Oro fue al dormitorio y vio una cama grande, una cama mediana y una cama pequeña. “Me voy a acostar.” Ricitos de Oro se echó en la cama grande. “¡Ay, esta cama es muy dura!” Después se echó en la cama mediana. “¡Esta cama es muy blanda!” Por último se echó en la cama pequeña. “¡Qué bien! ¡Esta cama es perfecta!” Y se quedó dormida. En eso llegaron los osos a la casa. “¡Qué bien huele! ¡Tengo mucha hambre!” dijo Osito. Los osos se sentaron a comer. “¡Grrr, alguien ha probado mi sopa y hay un pelo dentro!” gruñó Papá Oso muy enfadado. “¡Grrrruuu, alguien ha probado mi sopa y hay un pelo dentro!” gruñó Mamá Osa muy asustada. “¡Grrr uhuhu, alguien se ha comido mi sopa! ¡Sólo hay un pelo dentro!” gruñó Osito llorando. “¡Grrr, algo raro está pasando!” gruñó Papá Oso pensativo. “Estoy muy cansada. Vamos a sentarnos,” dijo Mamá Osa. “¡Grrr, alguien se ha sentado en mi silla y hay un pelo encima!” gruñó Papá Oso muy enfadado. “¡Grrrruuu, alguien se ha sentado en mi silla y hay un pelo encima!” gruñó Mamá Osa muy asustada. “¡Grrr uhuhu, alguien se ha sentado en mi silla y la ha roto! ¡Buaaaa!” gruñó Osito llorando. “¡Grrr, algo raro está pasando!” gruñó Papá Oso pensativo. Los tres osos entraron entonces en el dormitorio. “¡Grrrr, alguien se ha echado en mi cama y hay un pelo encima!” gruñó Papá Oso muy enfadado. “¡Grrrruuu, alguien se ha echado en mi cama y hay un pelo encima!” gruñó Mamá Osa muy asustada. “¡Grrrr uhuhuhuhu, alguien se ha echado en mi cama y todavía está aquí! ¡Buaaaa!” gruñó Osito llorando. Ricitos de Oro se despertó al oír tanto alboroto. “¡Tres osos, ahhh!” gritó aterrorizada. Ricitos de Oro saltó por la ventana. “¡Socorro! ¡Auxilio! ¡Tres osos!” Y corrió y corrió y nunca más volvió. “¡Ala!” dijeron los tres osos sorprendidos. “¡Esa niña corre muy deprisa!” Y colorín colorado, este cuento se ha acabado.



Family: My Family Tree

Sesame Street
Fun!

OVERVIEW

Children will be learning about families by listening to a story, watching a video and making a family tree.

SKILLS

- DRDP – #16 LLD4 – Language in Conversation • DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult • DRDP - #19 LLD7 – Concepts about Print • DRDP – #1 SSD1 – Identity of Self • DRDP – #21 LLD9 – Letter and word Knowledge • DRDP - #22 LLD10 – Emergent Writing

MATERIALS & PREPARATION

MATERIALS:

- English Book: Who is in your Family? By: Robert Skutch
- Spanish Book: Esta es mi Familia Por: Bobbie Kalman
- English Video/Sesame Street: Family
- Spanish Video/Plaza Sésamo: La Familia
- Tree Template on Cardstock
- Cut Out Apples from Red Paper
- Two Shades of Green Ink Pads
- Large Construction Paper – White
- Hand Wipes
- Glue
- Give-away Books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place green paint on paper plates.
- Make copies of tree template and cut them out.
- Cut out apples from red construction paper.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children that we are going to be learning about families.
- Ask them if they know, what is family?
- Tell them that a family can be, “a group of people who live together or don’t live together but help and support each other.
- Tell students there are many different types of families.
- Talk to them about your family members. Ask them who is part of their family?

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Sing Song/Watch Sesame Street Clip:

- Tell children that we will now be singing a song. (The Songs can be found on the Parent Tip Sheet.)
 - English – The Family
 - Spanish – A Mi Mamá
- [Show Sesame Street Clip: Family / La Familia](#)

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 students they are going to do an Apple Tree Handprint Craft.
- Pass out materials to students: tree, apples, glue and ink pads.
- First have children glue their tree trunk onto the large piece of construction paper.
- Have students place their hand on the ink pads, then press their hands down onto the tree to make handprints. It's ok if the handprints overlap to make the tree shape.
- When students are done doing the handprints give them a wipe to clean their hands.
- Have children write their family members names on the apples provided. The students will then glue apples to the tree to represent each member of their family.
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

- Ask children what they learned today in class?
- Ask them to tell you if they have a big or small family?
- Ask them how many apples did they put on their tree?

PARENT TIP SHEET

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



Parent Tip Sheet: Family

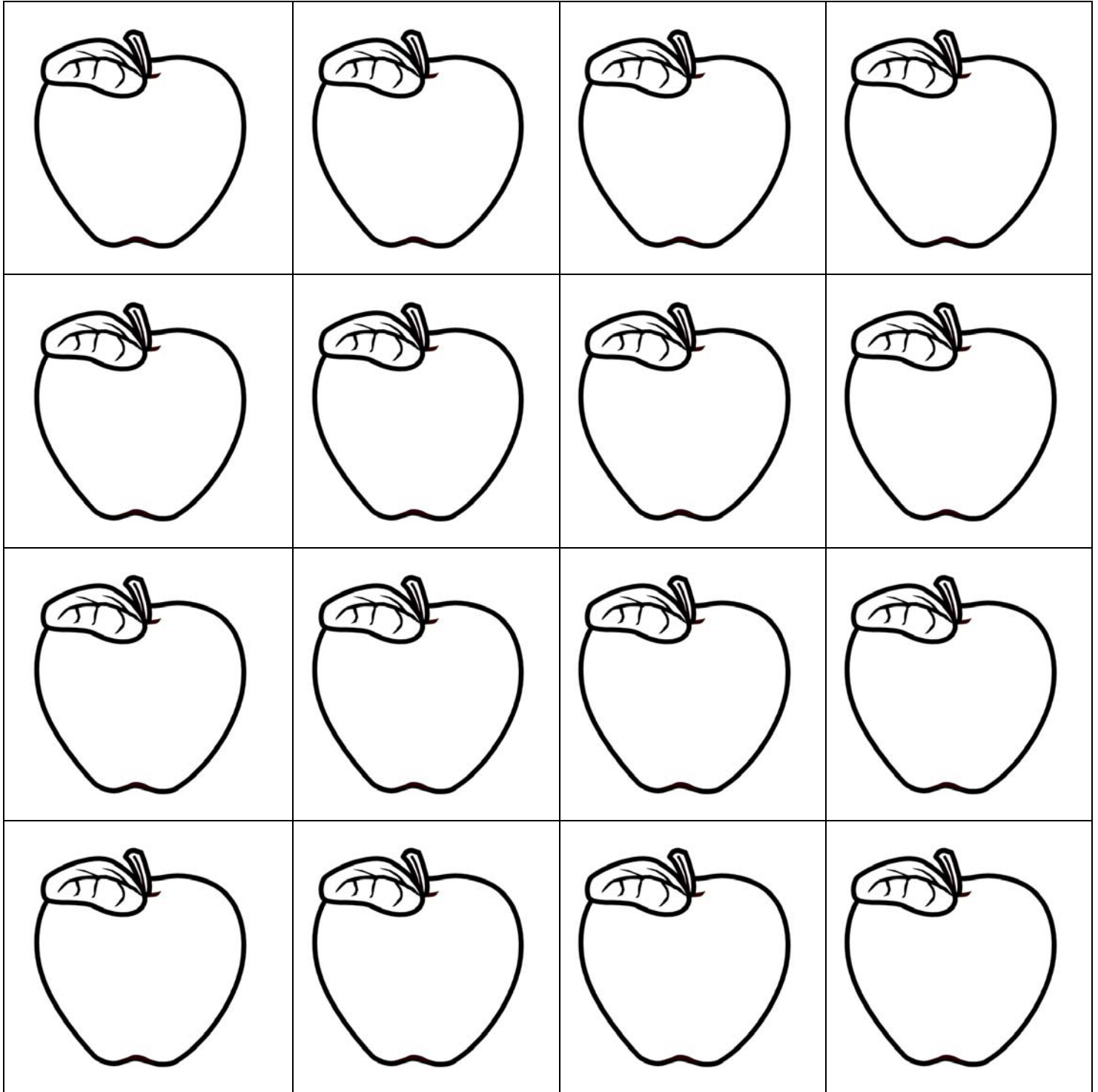
Sesame Street
Fun!





Parent Tip Sheet: Family

Sesame Street
Fun!

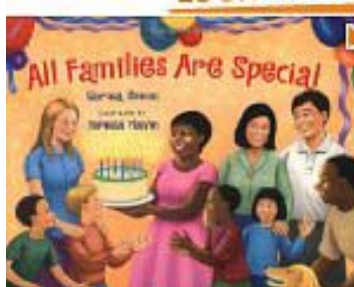
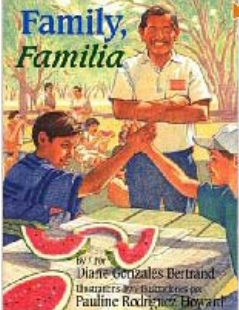
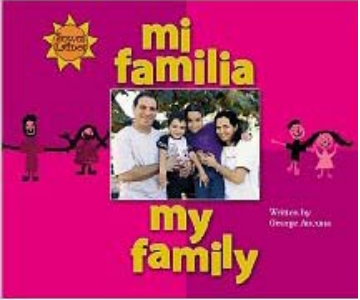




Parent Tip Sheet: Family

Sesame Street Fun!

BOOKS



ACTIVITIES

My Family Quilt

- What You Need:**
- Construction Paper
 - Crayons/Markers
 - Glue
 - Cardboard

What You Do:

Find a picture of each of your family members and have your child cut the pictures into different sizes and shapes. Then have him make a quilt by gluing small pieces of construction paper and the pictures together.

Family Portrait

- What You Need:**
- Paper Plates
 - Yarn
 - Crayons, markers, or paint

What You Do:

Let your child create a picture of their family on the inside of the plate. Then put holes in the sides of the plate and thread the yarn through it. Now you can hang the family portrait on the wall.

SONGS

The Family

This is mama, kind and dear.
(point to child's thumb)

This is papa, standing near.
(point to the pointer finger)

This is brother, see how tall!
(point to the middle finger)

This is sister, not so tall.
(point to ring finger)

This is baby, sweet and small.
(point to little finger)

This is the family one and all.
(wiggle all fingers)

Family Fun

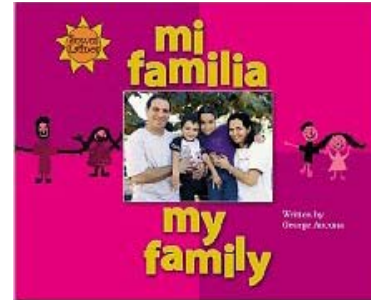
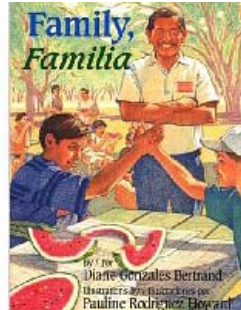
Mommy and me dance and sing.
Daddy and me laugh and play.
Mommy, Daddy, and me
Dance and sing,
Laugh and play,
Kiss and Hug,
A zillion times a day!



Consejos Para Padres: La Familia



LIBROS



ACTIVIDADES

Mi Colcha de Familia

Que Necesita:

- Papel de Construcción
- Crayolas/Marcadores
- Pegamento
- Cartón

Que se Hace:

Encuentre retratos de cada miembro de su familia y haga que su niño recorte los retratos de distintas tamaños y formas. Entonces que haga una colcha de familia pegando pequeños pedasos de papel de construcción y los retratos juntos.

Retrato Familiar

Que Necesita:

- Platos de Papel
- Hilo
- Crayolas, Marcadores, o Pintura

Que se Hace:

Deje que su niño cree un retrato de su familia en la parte de adentro del plato. Ponga hoyos en los lados del plato y enhebre el hilo por ahí. Ahora puede colgar el retrato familiar en la pared.

CANCIONES

Es Mi Familia

Mi Mami, Mi Papi
El nene, soy yo
Mi hermana, Mi hermano
Esta es mi familia
Beso a mi mami, beso a mi papi
Beso al nene, soy yo
Beso a hermana, beso a hermano,
Esta es mi familia.

A Mi Mamá

Mamita querida de mi corazón,
yo te quiero mucho con todo mi amor.

Por eso te traigo flores,
por eso te canto yo.
Por eso te traigo flores,
con gran emoción.

Mamita querida aunque soy chiquito/a
mi amor es grande,
mas grande que el sol.

Por eso te traigo flores,
por eso te canto yo.
Por eso te traigo flores
con gran emoción.



Family Shape of my Family

Sing & Play

OVERVIEW

In this activity, children will be learning about family by participating in a book reading, singing a nursery rhyme, playing with manipulative toys, sponge painting different shapes that will represent each child's family members on a fun art project.

SKILLS

- DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others
- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- 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 - #30 COG11 – Space and Size

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Uncles and Aunts by: Thessaly Catt
- Spanish Book: Mis Tíos y Tías por: Thessaly Catt
- Tempera paint: assorted colors
- Sponge shapes, crayons, and construction paper
- Manipulative-Table top toys for activity centers: people puppets, soft blocks and toys

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Talk to children and their parents about their Family. Let children know there are many types of families. There are big families and small families.
- Ask children if they have any brothers and sisters? Grandmas and grandpas? Tell them we all have family and they are all different.
- 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 – My Mother is a Baker
 - Spanish – Abuelito Dime Tu

(Songs are available on Parent Tip Sheets)

ACTIVITY #3**Hands-on Activity:**

- Let children and parents know that they will be making a Family of Shapes Project
- Show a sample of the completed craft project.
- Pass out materials: construction paper, crayons
- Instruct children to use the sponge shapes to make a project that represents each of the members of their family. Tell children that they will dip the sponges into the paint that is found on the table, identifying the family member that each shape represents (mom-heart, square-brother, circle-dad, etc.)
- Ask parents to assist their children by labeling each shape with the family members name on the art project.
- Tell children that they can continue to decorate their project using the crayons provided.
- 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 families today?
- Ask if they can recall what they learned about the family members in the book that was read.
- Ask children to show off their project and describe their family to the class.

PARENT TIP SHEET

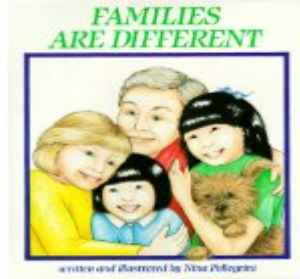
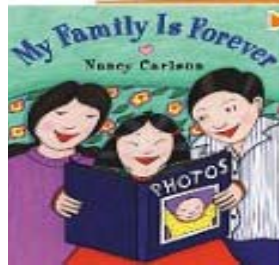
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about the family unit by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Family

Sing & Play

BOOKS



ACTIVITIES

Family Photo Album

What You Need:

- Picture album
- Family pictures
- Construction paper
- Color markers
- Glue

What You Do:

Gather all the family pictures and have your child help you organize the pictures by parents, brothers, sisters, and the rest of family. Mention to your child each person's name, label, and pasted some photos on each sheet of the album's page with their names next to the picture and decorated and label the front photo album.

Play together at Home

What You Need:

- Household Items

What You Do:

Play with your child building blocks, drawing with crayons, play music and dance to the beat of the music encourage your child to dance and move around as you do. If you have younger infants or toddlers encourage them and model to spend time with the younger siblings in order to build the bond between them.

SONGS

Baby Dolly

Hush, my dolly, go to sleep,
Evening shadows softly creep;
Stars a-twinkling in the skies,
Dollies, too, should close their eyes.
All the toys are put away,
Ready for another day;
Waiting for the morning light,
Dollies, too, should say "Goodnight."
Sleepy flowers nod their heads,
Children seek their cozy beds;
Drowsy dreams begin to creep,

My Mother is a Baker

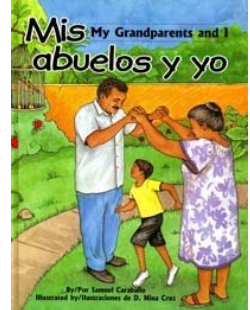
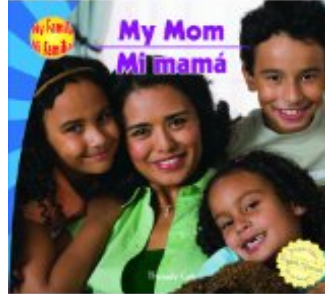
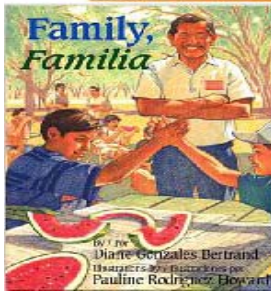
My mother is a baker, a baker, a baker.
My mother is a baker.
She always goes like this, "Yum! Yum!"
My father is a trashman, a trashman, a trashman.
My father is a trash man,
He always goes like this, "Pee Yew."
My sister is a singer...
..."La ta de da, and a toodley doo."
My brother is a cowboy...
..."Yee haw!"
My doggie is a licker...
..."Slurp, slurp."
My kitty is a scratcher...
..."Hssss."
My baby is a whiner...
..."Waaaa."
My grandpa is an engineer...
..."Toot, toot."



Consejos Para Padres: La Familia

Canta y Juega

LIBROS



ACTIVIDADES

Álbum de Fotos Familiar

Que Necesita:

- Álbum de fotos
- fotografías de la familia
- Cartulina, pegamento, y marcadores

Que se Hace:

Reúna fotos de la familia y pídale ayudan a organizar las imágenes por padres, hermanos, hermanas y el resto de la familia. Menciona a su hijo cada persona nombre, etiqueta y pegar algunas fotos en cada hoja de página del álbum con sus nombres junto a la imagen y decorado y etiquetar el álbum de fotos de frente.

Jugar en mi Hogar

Que Necesita:

- Artículos de Hogar

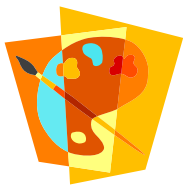
Que se Hace:

Juegue con su pequeñín con los bloques de madera, usen su imaginación y pretendan que están construyendo un edificio. Dibujen con lápices de colores, ponga música y dancen al compás de la música anime a su hijo a bailar y moverse como lo hace usted. Modele a sus hijos ha pasar tiempo y jugar entre hermanos para construir un buen vínculo entre ellos.

Abuelito Dime Tu

Abuelito dime tu,
que sonidos son los que oigo yo,
Abuelito dime tu,
porque yo en la nube voy.
Dime porque huele el aire así,
dime porque yo soy tan feliz.
Abuelito, nunca yo de ti me alejaré
Continua abajo...

Abuelito dime tu,
lo que dice el viento en su canción
Abuelito dime tu,
porque llovió, porque nevó.
Dime porque, todo blanco es,
dime porque yo soy tan feliz
Abuelito, nunca yo de ti me alejaré.



Family: Picture My Family

Smart
Art

OVERVIEW

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

SKILLS

- DRDP - #14 LLD2 - Following Increasingly Complex Instructions
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 - Concepts about Print
- DRDP - #40 PD3 - Fine Motor Skills
- DRDP - #8 SSD8 - Cooperative Play with Peers
- DRDP - #6 SSD6 - Awareness of Diversity in Self and Others

MATERIALS & PREPARATION

MATERIALS:

- English Book: *Lover Boy* by: Lee Merrill Byrd
- Spanish Book: *Juanito el Cariñoso* por: Lee Merrill Byrd
- Bisque piece: Picture Frame
- Bisque paint: blue, pink, and orange
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

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

INTRODUCTION

- Introduce topic to students.
- Explain that a family is a group of persons related to one another by birth and sometimes by marriage. Many families live in the same household.
- Tell children that there are all sorts of families in this world, explaining the different family structures (one parent, two parents, grandparents, aunts and uncles, cousins).
- Ask children to share what family means to them.

ACTIVITY #1

Sing a Song:

English Song: My Family

I love mommy. . .she loves me
 We love daddy. . .yes sir e
 He loves us and so you see
 We are a happy family

I love grandma. . . she loves me
 We love grandpa. . .yes sir e
 He loves us and so you see
 We are a happy family

I love sister. . .she loves me
 We love brother. . .Yes sir e
 He loves us and so you see
 We are a happy family

Spanish Song: Es Mi Familia

Mi Mami, Mi Papi
El nene, soy yo
Mi hermana, Mi hermano
Esta es mi familia
Beso a mi mami, beso a mi papi
Beso al nene, soy yo
Beso a hermana, beso a hermano,
Esta es mi familia.

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

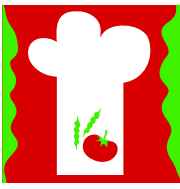
Free Play (Share, Play and Socialize):

- 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.



Family: A Family Snack

Snack Attack

OVERVIEW

Children will learn about families, how they are all different and special. They will listen to a story and create an edible snack.

SKILLS

- DRDP - #1 SSD1 – Identity of Self
- DRDP - #6 SSD6 – Awareness of Diversity in Self and Others
- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH1 – Personal Care Routines

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Family by: George Ancona
- Spanish Book: Mi Familia por: George Ancona
- English Song: My Family and Me!
- Spanish Song: La Familia
- Per Child: (amount is dependant on the number of family members the child creates)
 - Graham crackers
 - Jumbo & mini marshmallows
 - Nutella
 - Assorted candy (peanut butter mini chips, chocolate/peanut butter mini cups, chocolate frosting gel - that can be used with precision)
 - Mini chocolate chips
 - Kellogg's fruit flavored snacks
 - Lollipop sticks
 - Round cookie cutter

PREPARATION:

- Break graham crackers into halves.
- Cut jumbo marshmallows in half (creating a thinner circle - for the face)
- Cut mini marshmallows in half (for the eyes)
- 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 you will be talking about families.
- Tell them that all families are different and special.
- Tell them that every family is different and they have their own way of doing things.
- Ask them what kind of foods do they like to eat? What kind of music do they like? Ask them if they know more languages?
- 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.

My Family

I love mommy. . .she loves me
We love daddy. . .yes sir e
He loves us and so you see
We are a happy family

I love grandma. . . she loves me
We love grandpa. . .yes sir e
He loves us and so you see
We are a happy family

I love sister, she loves me
We love brother. . Yes sir e
He loves us and so you see
We are a happy family

Ella es Mi Hermana

Ella es mi hermana, la de naranja una nueva
amiga para ti y para mi ella es mi hermana y
de verdad. Estamos muy contentos de
tenerla aquí.

(Estrofas adicionales)

El es Pablo, y de blanco va...y el es mi
hermano de verdad. Estamos muy contentos
de tenerlo aquí.

Ese es Beto, vino de gris....el es mi primo de
verdad.

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:

- Take out 1/2 graham cracker. Take the round cookie cutter and press down on the graham cracker.
- Push the lollipop stick in the marshmallow.
- Spread the nutella onto one side of two graham cracker circles.
- Place the marshmallow stick onto the nutella spread side of the graham cracker.
- Sandwich the marshmallow by placing the other nutella sided graham cracker onto the marshmallow stick.
- Children can create a face by using the using the mini marshmallows for the eyes, peanut butter mini chips for the nose, and the chocolate frosting gel for the mouth/hair.



TALK ABOUT IT

- Ask children what we learned in class today?
- Ask children which two people from their family they did for their snack.
- Tell children to remember that we are all different but we are all very special.



Family: Mother's Day Mug

Story Time

OVERVIEW

Story Time classes focus on engaging children in a literacy experience. Children will participate in an interactive read-aloud followed by a corresponding hands-on activity meant to bring the written word to life, deepening the early learning experience. As a group, children and teacher will have a discussion about the relationship they share with their parents. Children will have the opportunity to make a flower pot to give to their mother.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: How Do I Love You? By: P.K. Hallinan
- Spanish Book: ¿Como Te Amo? Por: P.K. Hallinan
- Crayons
- Oriental Trading Mom mug craft kit
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Purchase mom mug craft kit from Oriental Trading:

http://www.orientaltrading.com/design-your-own-mugs-a2-57_6928-12-1.fltr?Ntt=mom+craft

INTRODUCTION

- Introduce topic to students.
- Lead the children in a conversation about their relationship with their parents.
- Explain that there are all different types of families, big and small, living near and far.
- Ask children if they can name some of the members of their family.

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 a little boy and his mother.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

ACTIVITY #2

A Mother's Day Mug:

- Children will create a coffee mug for their mother.
- Have children color the pictures that will be placed on the outside of the coffee mug.
- Tell students to take the cup home to give it to their mom.
- Tell children that they can tell their mom how they feel about them every time they see their mom using the cup!
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.



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TALK ABOUT IT

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

- Ask children to retell the story.
- Ask children to describe with their words how much they love their mother?

PARENT TIP SHEET

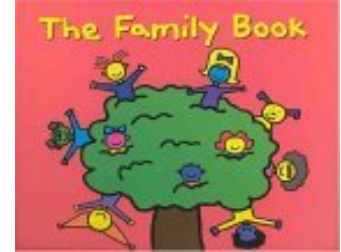
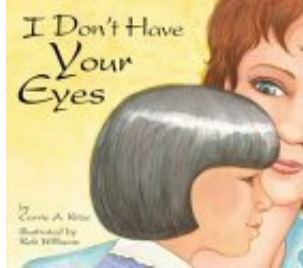
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about the family unit by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Family

Storytime

BOOKS



ACTIVITIES

Family Portrait

What You Need:

- Paper Plates
- Yarn
- Crayons, markers, or paint

What You Do:

Let the children create a picture of their family on the inside of the plate. Then put holes in the sides of the plate and thread the yarn through it. Now you can hang the family portraits on the wall.

My Family Quilt

What You Need:

- Construction Paper
- Crayons/Markers
- Glue
- Cardboard

What You Do:

Have the children bring in a picture of each of their family members (be sure to tell the parents that they will not get the pictures back) and have the children cut the picture into pieces. Then have them make a quilt by gluing small pieces of construction paper and the pieces of the picture.

SONGS

My Family

I love mommy. . .she loves me
We love daddy. . .yes sir e
He loves us and so you see
We are a happy family

I love grandma. . . she loves me
We love grandpa. . .yes sir e
He loves us and so you see
We are a happy family

I love sister, she loves me
We love brother. . Yes sir e
He loves us and so you see
We are a happy family

Daddy is Special

Sung to "Where is Thumbkin?"

Daddy is special, daddy is special,
Yes he is, yes he is,
Daddy is special, daddy is special,
Yes he is, yes he is.

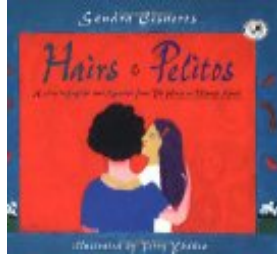
Replace Daddy with other family members



Consejos Para Padres: La Familia

Hora de Cuentos

LIBROS



ACTIVIDADES

Retrato de Familia

Que Necesita:

- Platos de papel
- Estambre
- Crayones, marcadores o pintura

Que se Hace:

Su hijo/a va a pintar un retrato de su familia adentro del plato. Haga hoyos alrededor del plato y permita que los niños usen el estambre para bordar las orillas. Ahora tienen una foto de familia que pueden colgar en la pared.

Mi Colcha Familiar

Que Necesita:

- Papel constructivo
- Crayones / marcadores
- Pegamento
- Carton

Que se Hace:

Una foto familiar será usada para este proyecto (si el proyecto se esta haciendo en grupo asegúrese de decirle a los padres que esta foto no se le regresara.) deje que su hijo/a corte la foto en piezas pequeñas. Después pegaran pedazos de papel y las piezas de la foto para hacer su colcha familiar.

CANCIONES

La Familia

Con sus dedos empezando con el dedo pulgar cual será el papa continúe con el índice cual es la mama, el dedo cordial el hermano grande, el dedo anular es la hermana y el bebe es el dedo meñique.
Dese un abrazo cuando cante la ultima parte.

Este es papa
Esta es mama
Este es hermano grande
Esta es hermana
Este es bebe
Y nos queremos tanto

Mamita Querida

Mamita querida de mi corazón,
Yo te quiero mucho con todo mi amor.

Por eso te traigo flores,
Por eso te canto yo.
Por eso te traigo flores,
Con gran emoción.

Mamita querida aunque soy chiquito/a
Mi amor es grande,
Más grande que el sol.

Por eso te traigo flores,
Por eso te canto yo.
Por eso te traigo flores
Con gran emoción.