



Numbers: Hands of Many Colors



OVERVIEW	Children will learn about the concept of numbers with a focus on numbers 1 -10. They will be read a book about numbers and complete activities meant to establish visual recognition of numbers.
SKILLS	<ul style="list-style-type: none">• DRDP I&T - #9 SSD9 – Interactions with Adults• DRDP I&T - #10 SSD10 – Relationships with Adults• DRDP I&T - #11 SSD11 –Interaction with Peers• DRDP I&T - #17 LLD4 – Reciprocal Communication• DRDP I&T - #18 LLD5 – Interest in Literacy• DRDP I&T - #28 COG9 – Number
MATERIALS & PREPARATION	<p>MATERIALS:</p> <ul style="list-style-type: none">• English Book: Numbers by: Barron• Spanish Book: Los números por: Barron• Tempera paint colors: black, red, green, and white.• 2 sets of number stencils• Paint brushes• Crayons.• Baby wipes• Paper plates. <p>PREPARATION:</p> <ul style="list-style-type: none">• Prepare a sample project for demonstration purposes.
INTRODUCTION	<ul style="list-style-type: none">• Introduce topic to students.• Ask children to count with you (count 1-10) Tell children that numbers help us to: count, know how old we are, keep track of time, and know what date and time it is.• Tell students that they will be learning about numbers today.
ACTIVITY #1	<p>Read Book</p> <ul style="list-style-type: none">• 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	<p>Sing and Dance</p> <p>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 – 5 Little Mice• Spanish – Cinco ratoncitos
ACTIVITY #3	<p>Instruct the children that they will now be tracing numbers making a “Numbers Collage”.</p> <ul style="list-style-type: none">• Provide one piece of construction paper and 3 paper plates to each child.• Ask that parents pour a little bit of paint on the paper plate so that children can use it with the stencil to create a number on their construction paper. 3 plates have been provided for use of 3 different colors for each child. Show the children how to paint using their finger to cover the stencil with paint instead of dipping the stencil in paint. This will help their project dry faster.• Parents can add finger spots to the construction paper, counting them aloud before children stencil the corresponding number on the page to extend the activity.

ACTIVITY #4

Instruct the children that they will now be painting their hands to make "My 5 fingers".

- Have children paint their hands and fingers different colors and have them stamp or print their hands on a piece of construction paper.
- When children are finished with their hand prints, have them label each of their five fingers with numbers 1-5 (with their parents' assistance).
- When children are done with their project, ask them to clean up their area while you sing the "Clean Up" Song.

TALK ABOUT IT

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

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

PARENT TIP SHEET

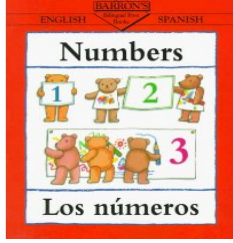
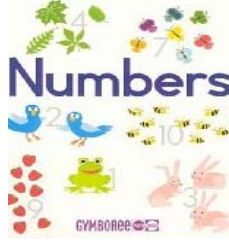
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about numbers by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Numbers



BOOKS



ACTIVITIES

Number Scribble

- What You Need:**
- Non toxic crayons or washable markers.
 - Coloring paper

What You Do:

Provide your toddler with fat crayons or non-toxic, washable markers, and let him scribble on paper then write numbers 1-5 and say it and repeat with your child 1-5. This will get him interested in and give him practice drawing, coloring, writing, and recognizing numbers 1-5.

Toy Count

- What You Need:**
- 5 favorite toys

What You Do:

Play with your toddler a game with his/her favorite toys. While playing start counting the toys and encourage your child to count the toys with you and repeat the process so your child will get the concept of counting.

SONGS

Five Little Mice

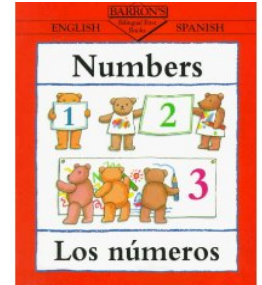
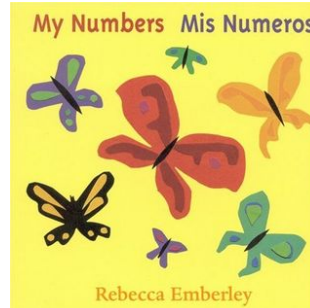
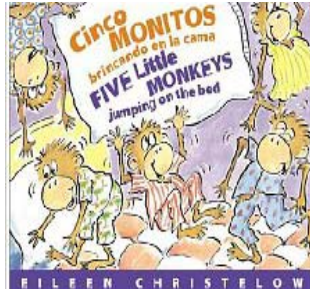
Five little mice came out to play
 Gathering crumbs along the way
 Out came the pussycat sleek and fat
 Four little mice go scampering back
 Four little mice came out to play
 Gathering crumbs along the way
 Out came the pussycat sleek and fat
 Three little mice go scampering back
 Three little mice came out to play
 Gathering crumbs along the way
 Out came the pussycat sleek and fat
 Two little mice go scampering back
 Two little mice came out to play
 Gathering crumbs along the way
 Out came the pussycat sleek and fat
 One little mouse goes scampering back
 One little mouse came out to play
 Gathering crumbs along the way
 Out came the pussycat sleek and fat
 No little mice go scampering back.



Consejos Para Padres: Números

ARTE Explosivo

LIBROS



ACTIVIDADES

Reconocer números 1 al 5

Que Necesita:

- Crayones amplios no tóxicos
- Plumones no tóxicos
- Papel de colorear

Que se Hace:

Prevea crayones o plumones a su pequeñín que no sean tóxicos y papel para colorear y escríbale los números del 1 al 5. Permítale a su hijo/hija que coloree, raye, o escriba garabatos. Antes de que su pequeñín pierda el interés repase los números 1-5.

Jugar y contar artículos 1 al 5

Que Necesita:

- 5 Juguetes favoritos

Que se Hace:

Juegue con su niño cualquier juego con sus juguetes Favoritos. Mientras estén jugando cuenten los juguetes y motive a su niño a contar los juguetes con usted y repita el proceso para que su hijo el comprenda el concepto de contar 1-5.

CANCIONES

Cinco ratoncitos

Cinco ratoncitos de colita gris,
mueven las orejas,
mueven la nariz,
abren los ojitos, comen sin cesar,
por si viene el gato,
que los comerá,
comen un quesito,
y a su casa van,
cerrando la puerta,
a dormir se van.

Diez Perritos

Yo tenía diez perritos.
Yo tenía diez perritos.
Uno se cayó en la nieve.
Ya no más me quedan nueve. De los nueve
que tenía,
De los nueve me quedaban
Uno se comió un bizcocho ... ocho.
Uno se golpeó su frente ... siete....

...Regresaron otra vez,
y otra vez yo tengo diez.
¡Son diez!



Numbers: My Own Book of Numbers

Barney & Friends

OVERVIEW

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

SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #28 COG9 – Numbers Cause & Effect • DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Baby's First 1,2,3 Book by: Nicola Baxter
- Spanish Book: El Primer Libro 1,2,3 del Bebe por: Nicola Baxter
- English Barney Clip: Numbers
- Spanish Barney Clip: Numeros
- Ladybug templates copied onto cardstock
- Finger paint: red, yellow, orange
- Black pom poms
- Construction paper
- Flashcards with numbers 1, 2, and 3

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Cut Ladybug Templates out, cutting each ladybug in half.

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Tell children that today they will be learning about numbers.
- Count the fingers on you hand to demonstrate what numbers 1-5 are. Ask children if they know how old they are and to show using the fingers on their hands.
- 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:

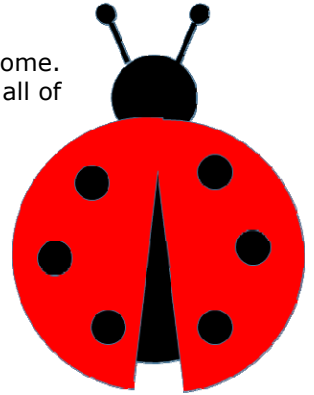
- Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.
 - English – One, Two, Buckle my Shoe
 - Spanish – Cinco Lobitos
- **Show Barney & Friends clip:** Numbers / Numeros

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 matching ladybug halves based on the number of dots on each ladybug's back.
- Instruct children to find the matching ladybugs. When they find the matching ladybug, they can paste the two halves onto a sheet of construction paper and finger paint it.
- Repeat this process until children have found the matches for numbers 1, 2, and 3
- Children can finish their project by gluing pom poms onto the antenna of the ladybugs.
- 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 numbers.

- 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 numbers and counting.

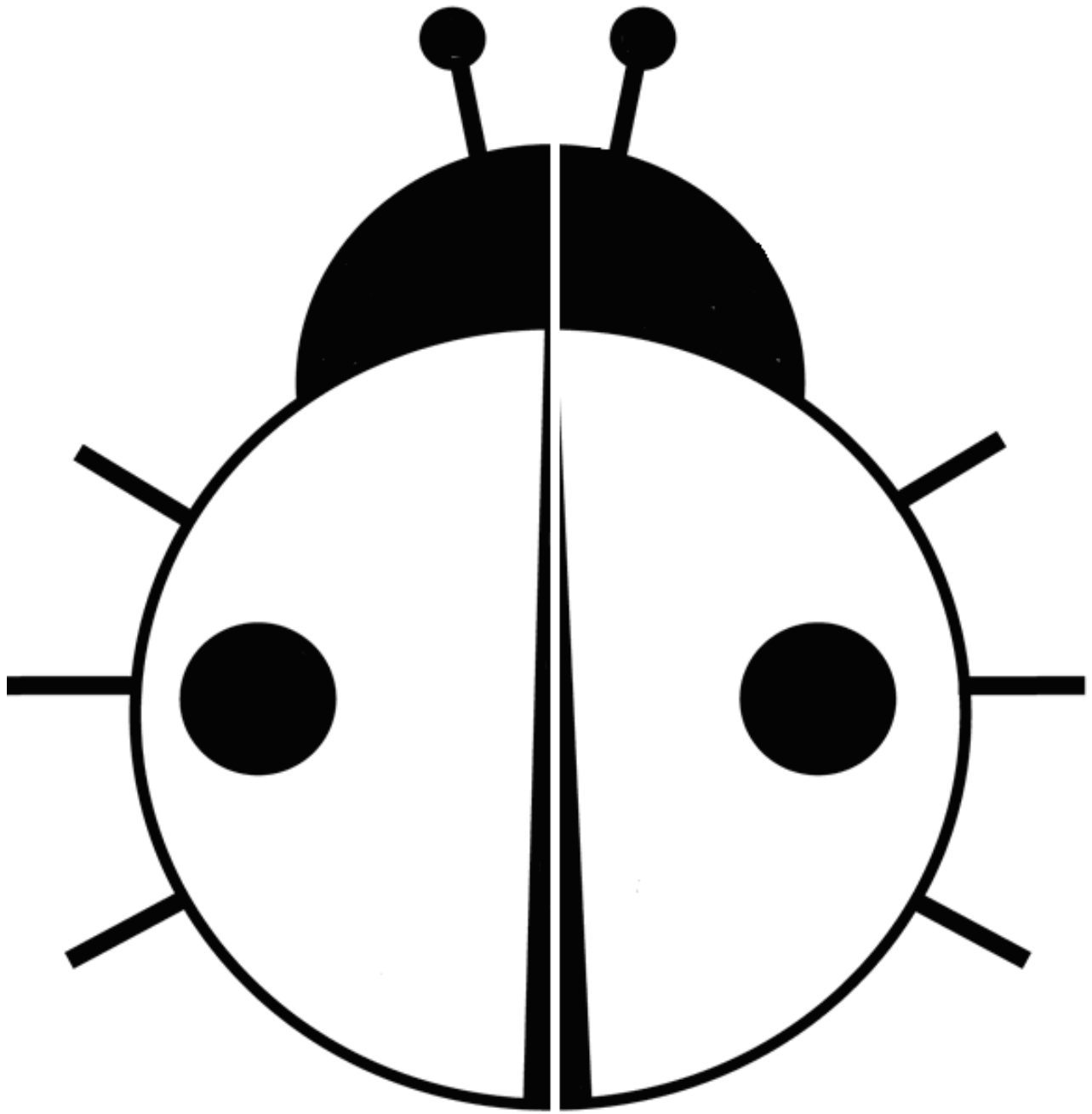
TALK ABOUT IT

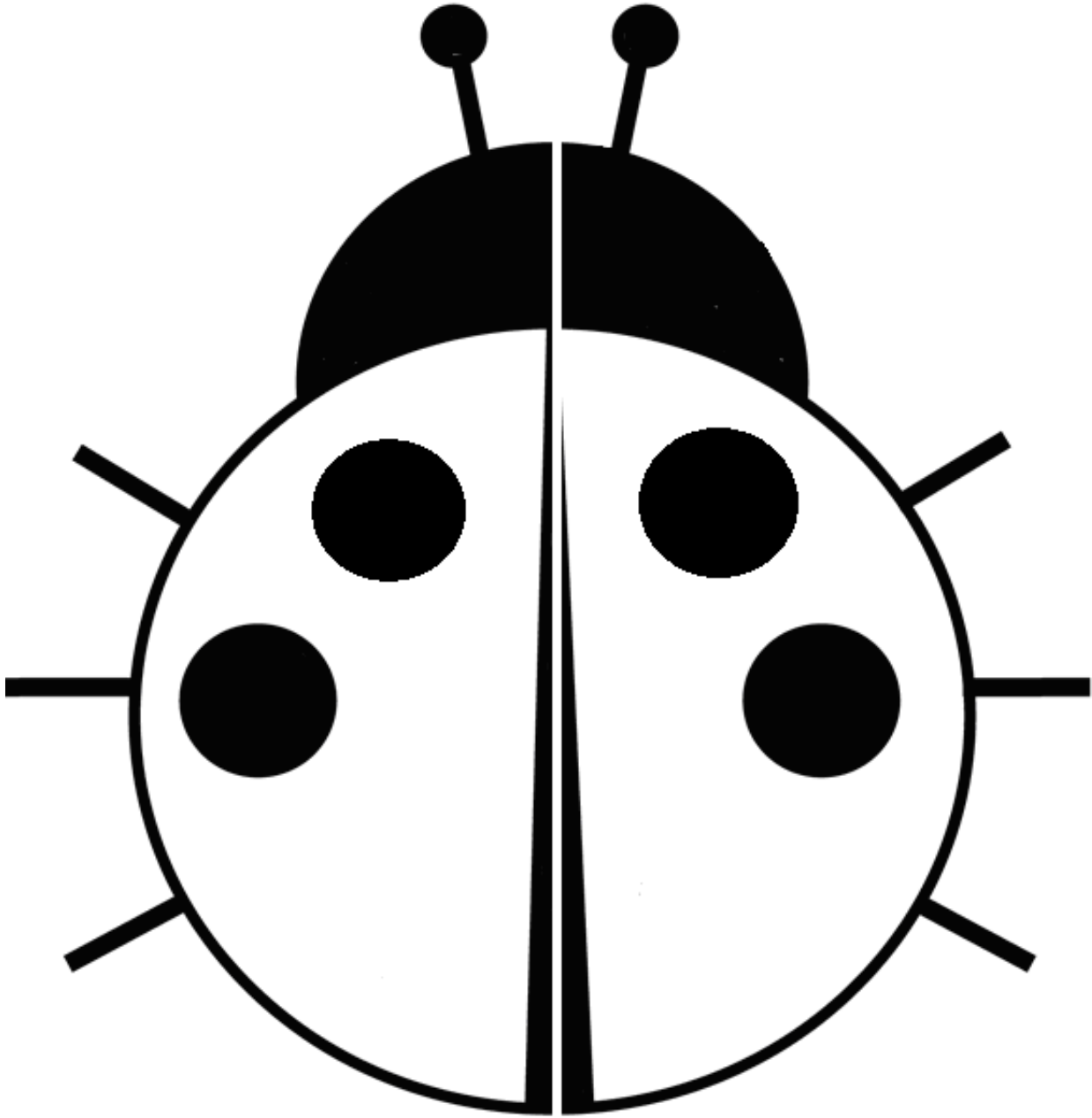
Ask children to go back to the rug or carpet to discuss the following:

- Remind children that we learned about numbers today.
- Hold up flash cards and ask children if they can identify what number it is (only use flashcards 1, 2, and 3).
- [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 numbers by reading, singing, and completing some of the suggested activities.

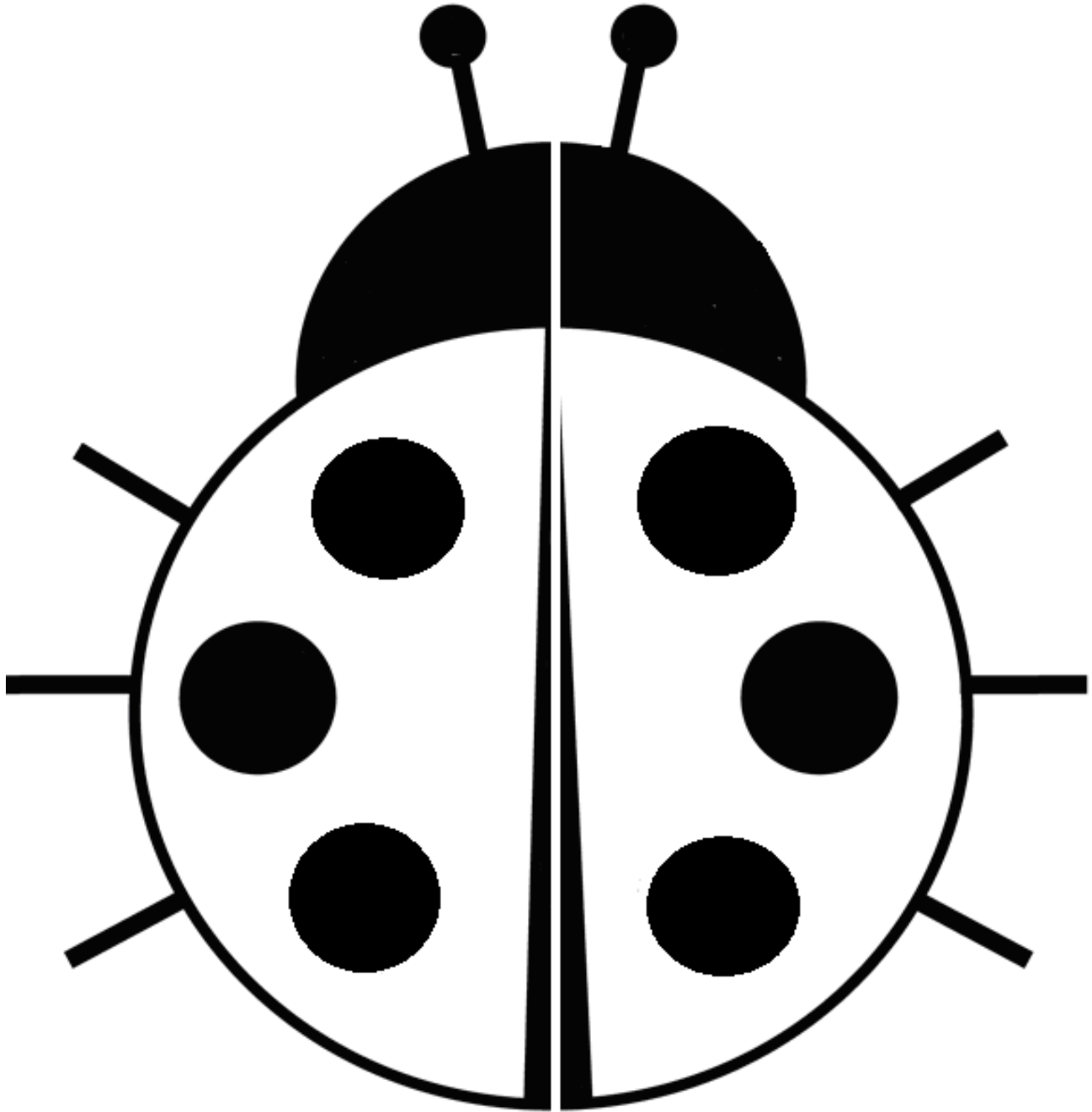






Numbers: Ladybug Template

Barney &
Friends

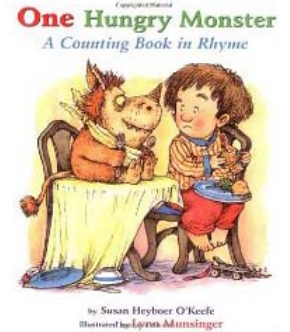
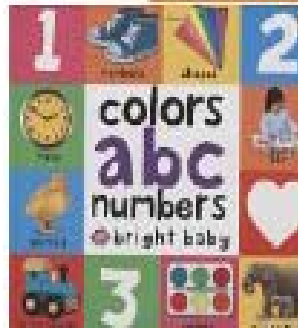
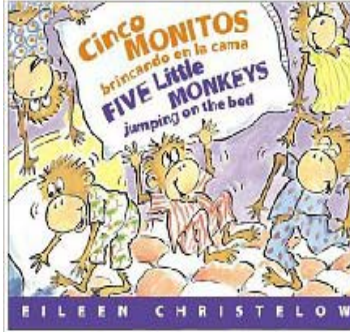




Parent Tip Sheet: Numbers

Barney & Friends

BOOKS



ACTIVITIES

Collage of pieces of cloth

What You Need:

- Pieces of fabric
- Glue
- Cardstock paper

What You Do:

Gather pieces of cloth of various types (silk, polyester, corduroy, Velvet etc.) with different prints of pictures, dotted stripes Leopard etc. Help your toddler to paste the pieces in a cardboard to make a collage. Count and tell with your toddler about the different textures of fabrics and designs; or just enjoy the result.

Play with Blankets

What You Need:

- Teddy bear
- Blanket

What You Do:

Play with your toddler to launch a doll with a blanket. (or a towel) to this extended on the floor. Ask your toddler to take two corners of the blanket and you take the other two corners. At the same time, go up the blanket, make the doll back into the air and catch it with the blanket. Count how many times the doll is been without collapsing.

SONGS

One Two Buckle My Shoe

One, two,
Buckle my shoe
Three, four,
Shut the door
Five, six,
Pick up sticks
Seven eight,
Lay them straight
Nine, ten,
Big fat hen
Come on everybody
Let's do it again!

One, Two, Three, Four, Five – Once I Caught A Fish Alive!

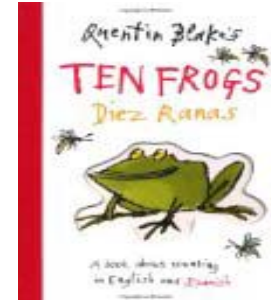
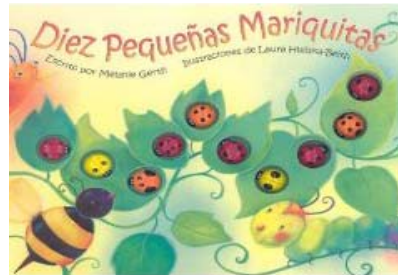
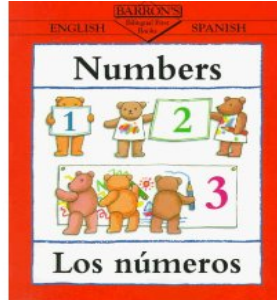
One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go
Because it bit my finger so.
Which finger did it bite
This little finger on the right.
One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.



Consejos Para Padres: Números

Barney Y Amigos

LIBROS



ACTIVIDADES

Collage de pedazos de tela

Que Necesita:

- Pedazos de tela pegamento
- Papel de cartulina

Que se Hace:

Junte pedazos de telas de varios tipos (seda, poliéster, pana, terciopelo etc.) con diferentes estampados de cuadros, rayas punteadas de leopardo etc. Ayude a su pequeñín a pegar los pedazos en una cartulina para hacer un collage. Hable y cuente con su pequeñín sobre las diferentes texturas de telas y diseños; o simplemente disfrute el resultado.

Diversión con cobijas

Que Necesita:

- Muñeco de peluche
- Cobija

Que se Hace:

Juegue con su pequeñín a lanzar un muñeco al en el centro de una cobija de bebe. (o de una toalla) que este extendida en el piso. Haga que su pequeñín tome dos esquinas de la cobija y tome usted las otras dos esquinas. Al mismo tiempo, suban la cobija, hagan que el muñeco vuelva por los aires y atrápenlo con la cobija. Y cuenten cuantas veces han logrado que no se caiga el muñeco.

CANCIONES

La canción de Los números

Un, dos, tres. Un, dos, tres
 Son los números. Son los números
 si, si, si. Uno, dos, tres, cuatro. Si, si, si.
 Son los números. Son los números. si, si, si.
 El uno es un soldado haciendo la instrucción.
 El dos es un patito que está tomando el sol.
 El tres una serpiente que baila sin parar.
 El cuatro es una silla que invita a descansar.
 El cinco es un conejo que salta sin parar.
 El seis es una pera redonda y con rabito.
 El siete un caballero con gorra y con bastón.
 El ocho son las gafas que usa don Ramón.
 El nueve es un hijito atado a un globito.
 El cero una pelota que acaba esta canción.

Cinco Lobitos

Cinco lobitos tiene la loba,
 cinco lobitos, detrás de la escoba.
 Cinco lobitos, cinco parió,
 cinco crió, y a los cinco,
 a los cinco tetita les dio.
 Pulgar, pulgar,
 se llama éste,
 éste se llama índice
 y sirve para señalar,
 éste se llama corazón
 y aquí se pone el dedal,
 aquí se pone el anillo
 y se llama anular y este tan chiquitín
 imeñique, meñique!



Letter Recognition: Learning My Letters: F and G

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

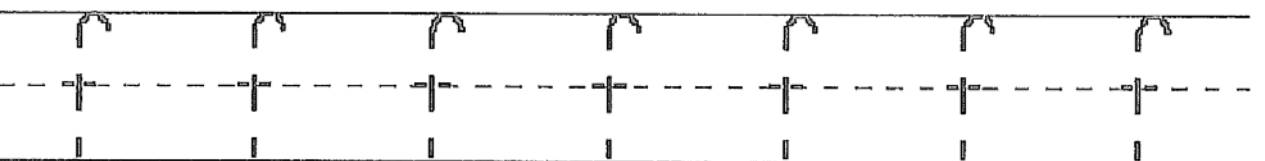
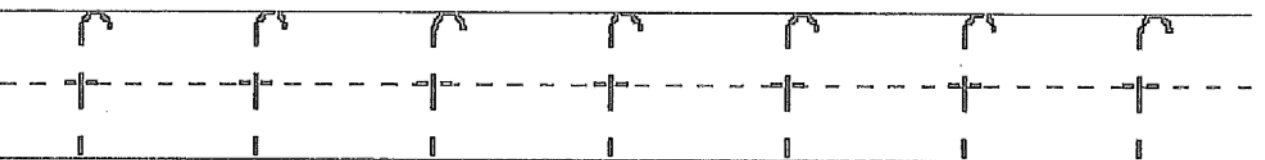
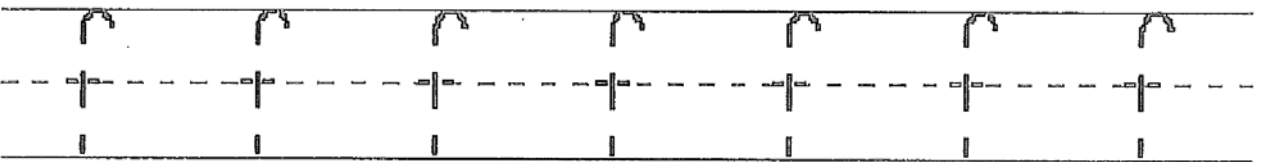
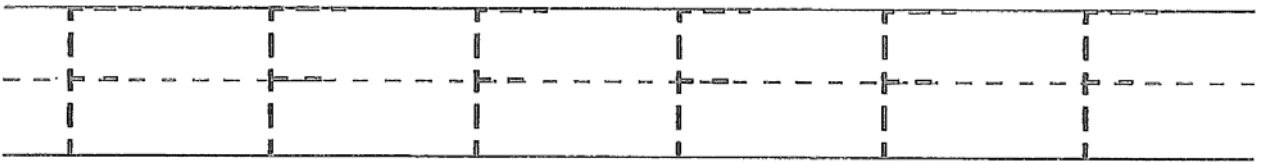
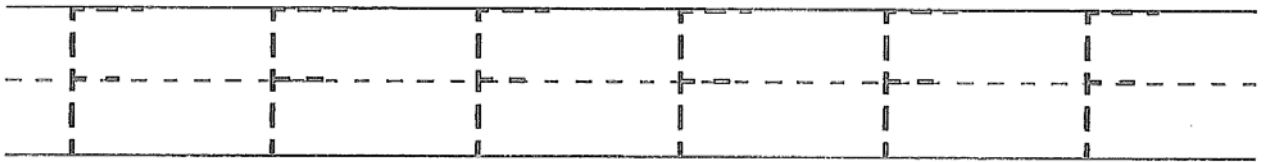
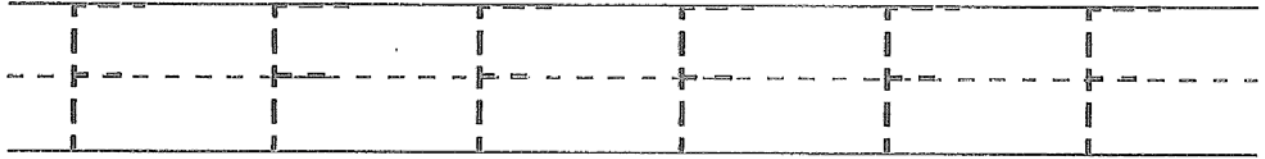
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters F,G

HOMEWORK

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

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

Name _____



Instructions: trace and then copy letters or words

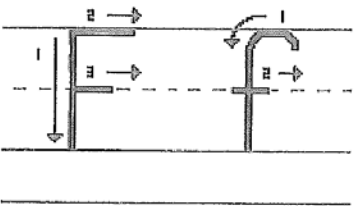
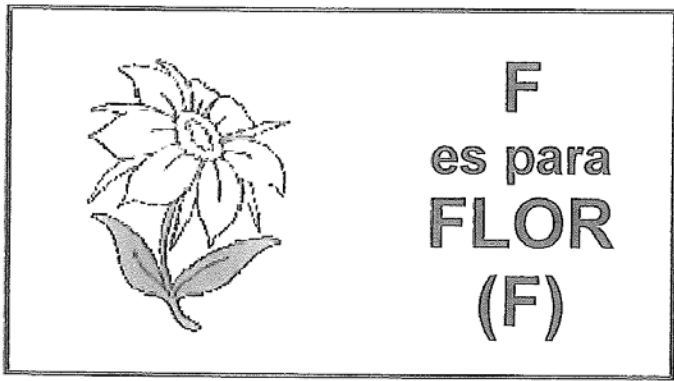
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g g g g g g g g g g

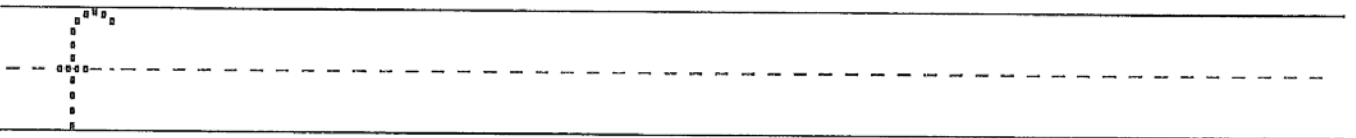
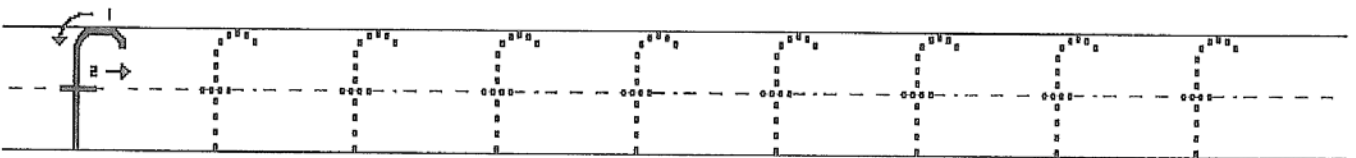
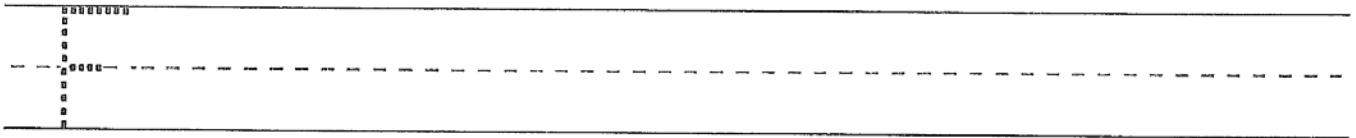
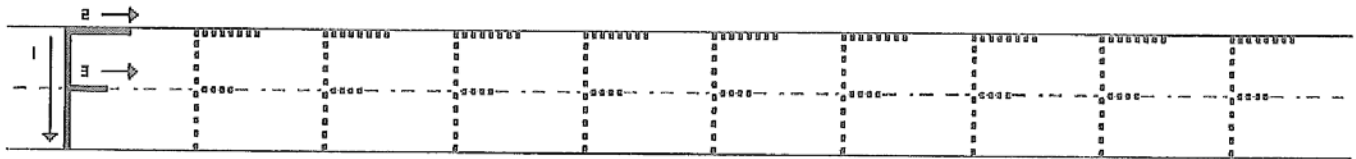
fish frog frog frog

Blank handwriting lines for independent practice.

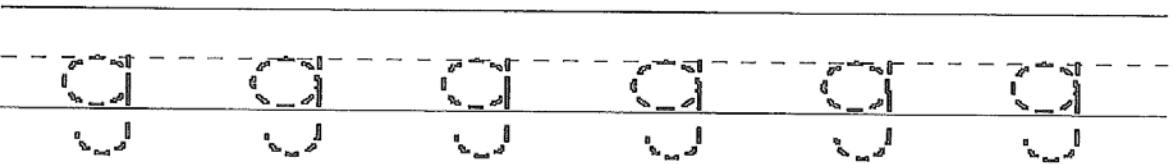
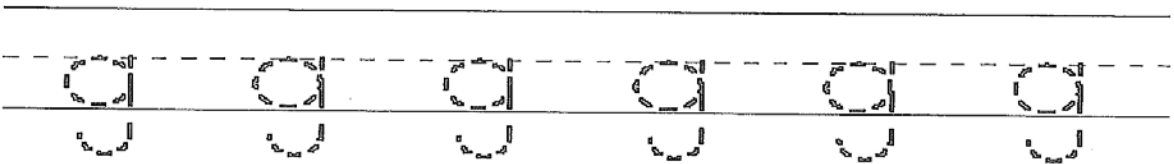
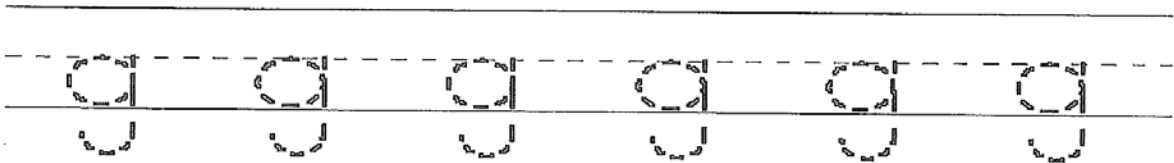
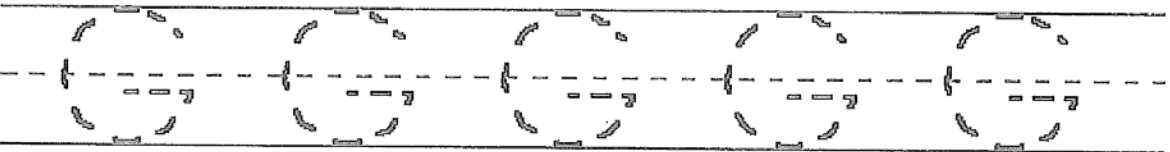
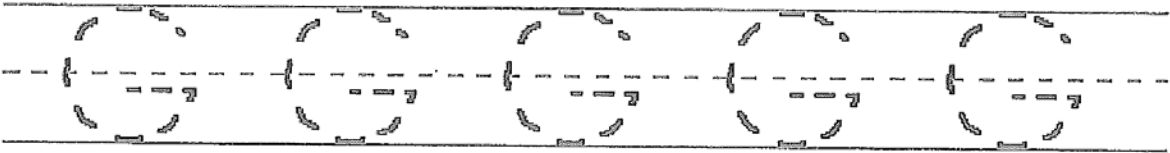
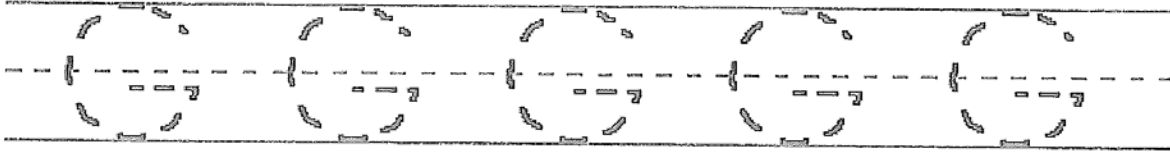
Me llamo: _____



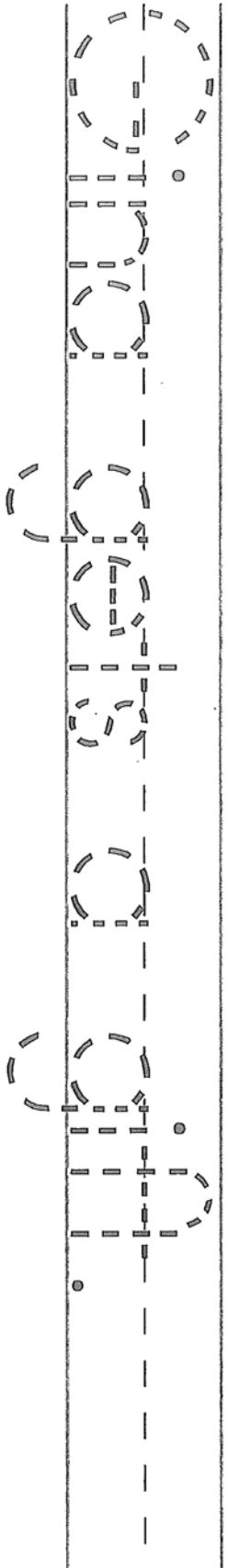
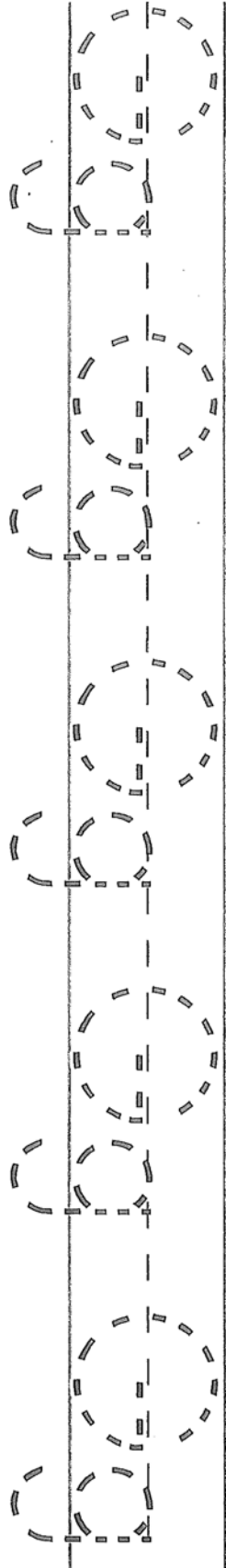
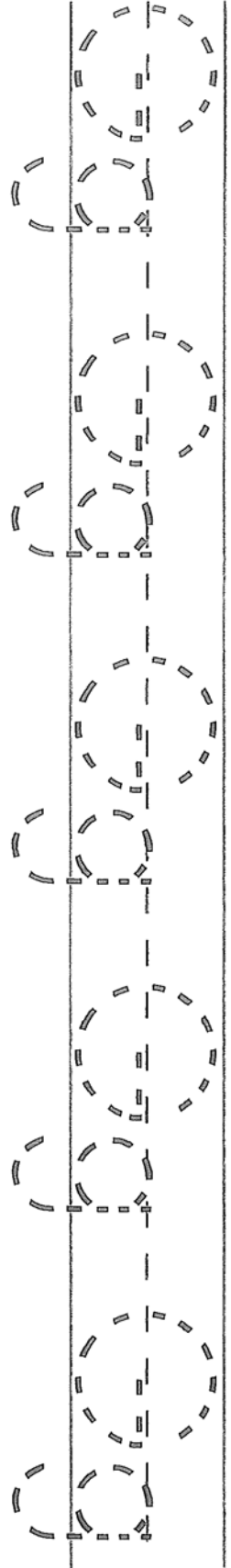
*Para ver la animación,
mueva su ratón sobre
una letra.*



Name _____



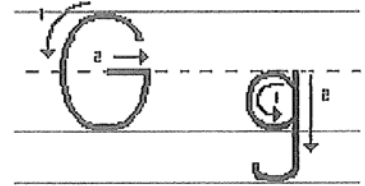
Instructions: trace and then copy letters or words



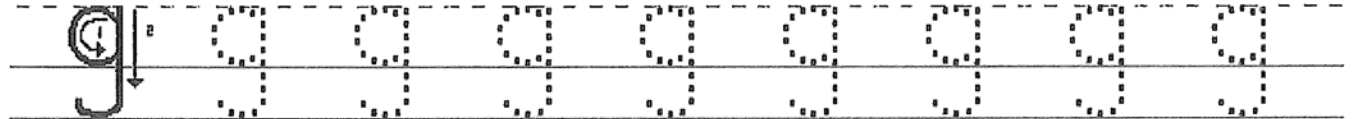
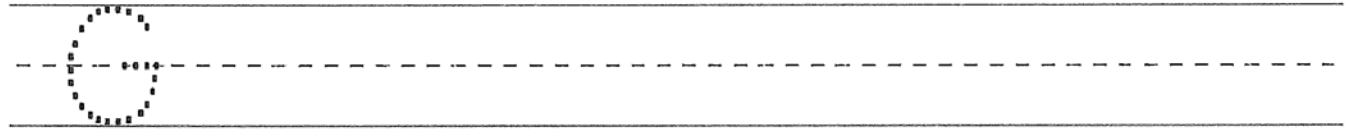
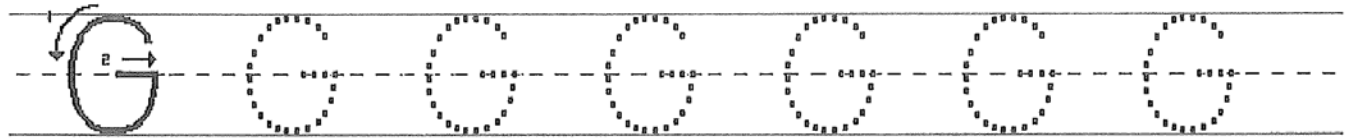
Me llamo:



G
es para
GALLETA
(F)



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





Intellectual Looking

Cuddle Crew 1
0-6 months

GOAL

For the baby to discriminate visually.

EXPERIENCE

At birth, an infant can see clearly 8–14 inches away and closer. At 2 months, he should be able to see objects held up to approximately 20 inches from his face. At this time he is ready to focus on mobiles hung low above his crib.

When lying on his back, an infant first looks to the side and then looks straight up. For this reason, place a mobile so that it is situated 12–20 inches above the baby's head to his left, right, or center. You should not place the mobile close enough that the baby could get tangled in the strings. Mobiles are not recommended for infants older than 6 months.

Several studies have shown that very young infants most prefer looking at things with high contrast, such as black-and-white simple designs, checkerboards, bull's eyes, and faces.

Many commercially available mobiles are inappropriate for young infants because the colors or designs are not distinguishable to their immature ability to see.

MATERIALS

Mobiles of different types (including at least one that is black and white). Look at the mobile from the infant's point of view before purchasing it.



Intelectual Mirar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé discrimine visualmente.

EXPERIENCIA

Al nacer, un bebé puede ver claramente 8–14 pulgadas de lejos y más cerca. En 2 meses, él debe poder ver objetos sostenidos arriba a aproximadamente 20 pulgadas de su cara. En este momento él está listo para enfocarse en móviles colgados bajos encima de su cuna.

Cuando este acostado en su espalda, un bebé mira primero al lado y luego mira derecho para arriba. Por esta razón, coloque un móvil que este situado 12-20 pulgadas encima de la cabeza del bebé a su izquierda, derecha, o en el centro. Usted no debe colocar el móvil muy cerca del bebe donde el pueda enredarse en las cuerdas. Los móviles no son recomendados para bebés de 6 meses en adelante.

Varios estudios han mostrado que los bebés prefieren más mirar cosas con contraste alto, como diseños simples en blanco y negro, tableros de damas, y caras.

Muchos móviles disponibles comercialmente son inapropiados para bebés porque los colores o los diseños no son distinguibles a su capacidad inmadura de ver.

MATERIALES

Móviles de diferentes tipos (inclusive por lo menos uno que es blanco y negro). Mire el móvil del punto de vista del niño antes de comprarlo.



Intellectual Moving Mobiles

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop a sense of herself as a “causal” agent in cause-effect sequences by moving a mobile through her own action.

EXPERIENCE

1. Tie a ribbon to a sturdy mobile. Make a loop and tie the other end to the baby’s wrist, not too tightly, but snug enough to not slip off.
2. Wait for the baby’s natural arm-waving to set the mobile moving. If the baby doesn’t move much, move her arm for her to see what happens.
3. When the baby gets good at this, try tying the ribbon to the other arm. How long does it take her to figure out the difference? You might also want to try tying the ribbon to one of her feet.

Note: *Be sure to stay with the baby during this activity for safety reasons.*

MATERIALS

Sturdy, well-secured mobile; ribbon long enough to reach from the mobile to the baby’s wrist or foot



Intelectual

Móviles Movibles

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle un sentido de ella misma como un agente "causal" en la causa-sucesiones de efecto moviendo un móvil por su propia acción.

EXPERIENCIA

1. Ate una cinta a un móvil firme. Haga un nudo y ate el otro fin a la muñeca de el bebé, no demasiado apretado, pero suficiente cómodo para que no se resbale.
2. Espere que el brazo del bebé se mueve naturalmente y ponga el móvil en movimiento. Si el bebé no se mueve mucho, muévelo el brazo para que el vea lo que sucede.
3. Cuando el bebé pueda hacer esto muy bien, intente de atar la cinta al otro brazo. ¿Cuánto tiempo le toma notar la diferencia? Usted también quizás quiera intentar de atar la cinta a uno de sus pies.

Nota: Asegúrese de quedarse con el bebé durante está actividad por razones de seguridad.

MATERIALES

Un móvil firme y bien-asegurado; una cinta larga que alcancé del móvil a la muñeca del bebé o el pie



Intellectual Tracking

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to follow a moving object with his eyes.

EXPERIENCE

Position the baby in your lap or on the floor. Bring a patterned design to the center of the infant's visual field, 10–13 inches from his eyes. Move the design in a small circle. Stop and count to five. Slowly move the design to the right. Rest for a count of five again. Move the design in circles again twice and stop for a count of five. Return the design to the center. Stop for a count of five and repeat, moving the design to the left.

Place the baby over a bolster and move a toy to the left and right as instructed above. (You will need to balance him on the bolster.)

Activate a mobile 10–25 inches above the infant. An infant can see as far away as 10–14 inches at 0–2 months and as far away as about 20 inches at 2 months, so position the mobile accordingly.

An infant can see 10 feet away at approximately 3 months. Observe to see if he watches you from across the room.

Interest an infant in a wind-up toy. Vary the distance of the toy from him to give him practice in following the movement of the toy with his eyes.

MATERIALS

A toy the baby likes to look at (possibly with a black and white face or patterned design), wind-up mobile, wind-up toy



Intelectual Rastrear

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a seguir un objeto móvil con los ojos.

EXPERIENCIA

Posicione al bebé en sus piernas o en el piso. Traiga un diseño modelado al centro del campo visual de niño, 10–13 pulgadas de los ojos. Mueva el diseño en un pequeño círculo. Pare y cuente a cinco. Mueva lentamente el diseño a la derecha. Descanse y cuente a cinco otra vez. Mueva el diseño en círculos otra vez dos veces y pare para contra a cinco. Regrese el diseño al centro. Pare y cuente a cinco y repita, moviendo el diseño a la izquierda.

Coloque al bebé sobre una almohada y mueva un juguete a la izquierda y a la derecha tal como dice arriba. (Deberá equilibrarlo en la almohada).

Active un móvil 10–25 pulgadas arriba del niño. A 0-2 meses un bebé puede ver tan lejos como 10–14 pulgadas y a los 2 meses puede ver tan lejos como aproximadamente 20 pulgadas, así que posiciona el móvil dependiendo a la edad del bebé.

Un bebé de aproximadamente 3 meses puede ver tan lejos como 10 pies. Observe para ver si la mira a través del cuarto.

Interese a un niño con un juguete móvil. Varíe la distancia del juguete de él para darle práctica a seguir el movimiento del juguete con los ojos.

MATERIALES

Un juguete que al bebé le guste mirar (posiblemente con una cara blanca y negra o con un diseño modelado), un móvil, un juguete de cuerda



Intellectual

Understanding Permanence Through Spatial Relations

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to develop ideas about the permanence of objects.

EXPERIENCE

By approximately 5 months, a baby begins to understand that objects have permanence in space. Completely learning this lesson will take many more months. You can help her develop this ability by offering small, manageable challenges.

Present a favorite toy from different angles (frontward, backward, and sideways). Watch her expression to see if she seems curious, mystified, or happily familiar with the toy. When the baby is nursing or taking a bottle, let her move her head to find the nipple rather than bringing the nipple to her.

Position the baby in your lap. Attract her attention to a favorite toy. Place it on a table and make a one-quarter turn away from the toy so the baby has to turn her head to see it again. When she gets better at this, challenge her with a larger turn.

Hold the baby in your arms, facing out, and draw her attention to the toy again. This time, move her up and down and back and forth. Note whether she is keeping her attention focused on the toy. Sit the baby on the floor and place the toy near her. Partially hide it and ask, "Where is (the toy)?" Pull the cover hiding the toy and say, "Here it is!" After several months, she'll be ready for you to cover the entire toy.

MATERIALS

Favorite toy



Intelectual

La Comprensión de Permanencia por Relaciones Espaciales

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a desarrollar ideas acerca de la permanencia de objetos.

EXPERIENCIA

Por aproximadamente 5 meses, un bebé comienza a comprender que objetos tienen permanencia en el espacio. Aprendiendo completamente esta lección tomará muchos meses más. Usted le puede ayudar a desarrollar esta habilidad ofreciéndole pequeños desafíos manejables.

Presente un juguete favorito de ángulos diferentes (de frente, hacia atrás, y de lado). Mire su expresión para ver si parece curioso, confundido, o felizmente familiarizado con el juguete. Cuando el bebé este comiendo, permita que mueva la cabeza para encontrar el pezón antes de que usted le de el pezón a el.

Posicione al bebé en sus piernas. Atraiga su atención a un juguete favorito. Colóquelo en una mesa y haga un-cuarto de vuelta lejos del juguete para que el bebé tenga que voltear la cabeza para verlo otra vez. Cuando se mejore en esto, desafíelo con una vuelta más grande.

Ábrase al bebé, mirando a fuera, y llame su atención al juguete otra vez. Esta vez, muévelo arriba y abajo y de aquí para allá. Note si mantiene su atención centrado en el juguete. Siente al bebé en el piso y coloque el juguete cerca de el. Parcialmente ocúltelo y pregunte, ¿"Dónde está (el juguete)"? Jale la cobija que oculta el juguete y diga, ¡"Aquí esta"! Después de varios meses, el estará listo para que usted cubra el juguete entero.

MATERIALES

Un juguete favorito



Intellectual

Developing Visual Preferences

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop her ability to choose (and for adults to become aware of and to honor the infant's preferences).

EXPERIENCE

1. Offer the baby two of the materials at a time and see which she seems to look at the longest.
2. Offer two familiar pictures and a third one, which is new. Does she prefer the new picture?

Infants become habituated to stimuli. That means they grow bored with looking at something after a while. But when something new and interesting is offered, an infant will often stare at the new material for a long time. You can see this by offering an infant one picture to look at and then adding something new. Does he seem to perk up when the new picture is offered and look at it for a longer period of time?

MATERIALS

Simple and complex 8-inch x 10-inch black-and-white pictures, including herringbone and newspaper print; 9-inch x 12-inch square checkerboards; faces with eyebrows and ears; picture of 3-inch x 3-inch ball in black-and-white stripes; black-and-white drawings of things in baby's environment; two triangles drawn tip to tip; heavy black letters and numbers



Intelectual

Desarrollando Preferencias Visuales

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle su capacidad de escoger (y para que los adultos se den cuenta y acepten las preferencias del niño).

EXPERIENCIA

1. Ofrézcale al bebé dos de los materiales a la vez y vea cual parece mirar por más tiempo.
2. Ofrézcale dos retratos familiares y un tercero, que sea nuevo.
¿Prefiere el nuevo retrato?

Los bebés llegan a ser acostumbrados a estímulos. Eso significa que se aburren mirando a algo después de un rato. Pero cuando algo nuevo e interesante es ofrecido, el bebé a menudo mirará fijamente al nuevo material durante mucho tiempo. Puede ver esto ofreciéndole al infante una imagen para mirar y luego agregando algo nuevo. ¿Parece animarse cuándo la nueva imagen es ofrecida y la mira por un periodo de tiempo más largo?

MATERIALES

Imágenes sencillas y complejas de 8 pulgadas X 10 pulgadas en blanco y negro, incluyendo papel de periódico; tableros de damas cuadrados de 9 pulgadas X 12 pulgadas; caras con cejas y orejas; imágenes de Pelotas con rayas en blanco y negro de 3 pulgadas X 3 pulgadas; dibujos en blanco y negro de cosas en el ambiente de bebé; dos triángulos dibujados de punta a punta; letras y números negros



Intellectual Introducing Color

Cuddle Crew 1
0-6 months

GOAL

For the baby to perceive differences in color.

EXPERIENCE

Hold the baby on your lap. Name and point out the colors of toys as he explores them. Point out the different colors on a two-colored ball.
Cover a penlight with various colors of cellophane, first with one color and then another. Move the light past the baby in a 180-degree arc.
Hold paper, cellophane, and fabrics up for the infant to touch. Does he express a preference? Is there a blink of recognition or interest when you present different colors? This means the infant is noticing color differences.

MATERIALS

Ball that is half one color and half another color, high contrast colored toys, penlight, colored cellophane paper, papers and fabrics of different colors



Intelectual Introducir Color

Grupo de Bebes 1
0-6 meses

META

Para que el bebé pueda percibir diferencias en colores.

EXPERIENCIA

Coloque al bebé en sus piernas. Nombre e indique los colores de los juguetes que explore. Indique la diferencia de los colores en una pelota de dos colores.

Cubra una pluma de luz con varios colores de celofán, primero con un color y luego otro. Mueva la luz por delante del bebé en un arco de 180 grados.

Sostenga papel, el celofán, y tejidos arriba para que el bebé los toque. ¿Expresa el bebé una preferencia? ¿Hay un parpadeo de reconocimiento o interés cuándo usted presenta los colores diferentes? Esto significa que el bebé esta notando las diferencias en color.

MATERIALES

Una pelota que sea la mitad de un color y la otra mitad de otro, juguetes de colores de contraste alto, pluma de luz, papel de color de celofán, papeles y tejidos de colores diferentes



Intellectual Imitating

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to play imitative games.

EXPERIENCE

Different babies imitate in different ways, so you will need to look for the type of imitation a baby prefers, whether visual, auditory, or motion-based. Not all babies imitate at this age, no matter how intelligent they are. Don't worry if the baby is not interested, but try again in a few weeks. Imitation is the basis for many skills the baby will learn in the future.

To teach a baby about imitation, follow this sequence:

1. First, imitate the baby's simple actions (such as arm-waving, facial expressions or head turns).
2. When the baby makes a motor response to your imitation, imitate that action even if it is a different motion from the original one.
3. Make another familiar motion and see if the baby will repeat that.
4. Play the game using a material such as a spoon to bang on a toy.

A baby may respond to each step of the imitation progression as you present it, but it may be several months before she can do the entire sequence.

MATERIALS

Toy to bang on, spoon



Intelectual Imitar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a jugar juegos imitativos.

EXPERIENCIA

Diferentes bebés imitan en maneras diferentes, así que deberá mirar el tipo de imitación que un bebé prefiere, ya sea visual, auditivo, o basado en movimiento. No todos los bebés imitan a esta edad, no importa que inteligentes sean. No se preocupe si el bebé no es interesado, pero trate otra vez en unas semanas. La imitación es la base para muchas habilidades que el bebé aprenderá en el futuro.

Para enseñar al bebé sobre imitación, siga esta sucesión:

1. Primero, imite las acciones simples del bebé (como moviendo el brazo, expresiones faciales o moviendo la cabeza).
2. Cuando el bebé haga una respuesta motriz a su imitación, imite esa acción incluso si es un movimiento diferente del original.
3. Haga otro movimiento familiar y mire si el bebé lo repite.
4. Juegue el juego usando un material como una cuchara para golpear el juguete.

Un bebé puede responder a cada paso de la imitación como usted la presenta, pero puede ser varios meses antes que pueda hacer la sucesión entera.

MATERIALES

Un juguete para golpear, cuchara



Intellectual Categorizing

Cuddle Crew 1
0-6 months

GOAL

For the baby to notice similarities and differences.

EXPERIENCE

Place one of the cups in front of the baby and say, "Here is a cup." Place the second cup in front of him and watch as he compares the two. Look for a blink of recognition. Next, offer a third cup and say, "That's one, two, three cups." Let him play with them. After he has lost interest in handling the cups, place all three out of his immediate reach and place the fourth and different cup in line with the others. Say, "Look. This one is different." The same game can also be played with spoons or other objects the baby may safely handle.

The infant should show a blink of recognition when you present the second and third items in a sequence. The infant should also show a look of interest when the different item is brought forward.

MATERIALS

Three identical cups and one that is different; three identical spoons plus one that is different (soup or wooden); any other objects that the infant may safely handle, with three of the same and one different



Intelectual Clasificar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé note similitudes y diferencias.

EXPERIENCIA

Coloque una de las tazas delante del bebé y diga, "Aquí está una taza". Coloque la segunda taza delante de él y mire mientras él las compara a las dos. Mire si hace un parpadeo de reconocimiento. Luego, ofrezca una tercera taza y diga, "Esa es una, dos, tres tazas". Permita que juegue con ellas. Después de que haya perdido interés en las tazas, coloque las tres fuera de su alcance inmediato y coloque la cuarta taza diferente en línea de acuerdo con las otras. Diga, "Mira. Esta es diferente". El mismo juego también puede ser jugado con cucharas u otros objetos que el bebé puede manejar sin peligro.

El niño debe mostrar un parpadeo de reconocimiento cuando le presenta el segundo y tercer artículo en una sucesión. El bebé también debe mostrar un interés cuando el artículo diferente es traído hacia adelante.

MATERIALES

Tres tazas idénticas y una diferente; tres cucharas idénticas y una diferente (de sopa o de madera); cualquier otro objeto que el bebé pueda manejar sin peligro, con tres iguales y uno diferente



Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Intellectual

Playing with Things in Containers

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn about taking things out of containers and putting things in containers.

EXPERIENCE

Fill a muffin tin with small toys. Encourage baby to take the toys out. Do the same thing with a tote, sack, or other container. Show baby how to take pieces out of a simple knobbed puzzle. Later you can show baby how to put things into containers. Drop in one object and then encourage her to drop the next. Take turns until she understands. Using a coffee can or other can that is safe around the edges, cut an opening in the plastic lid large enough for baby's hand to fit through. Encourage baby to drop toys through the hole. This is good preparation for shape and puzzle work.

MATERIALS

Interesting containers of all kinds, including pots and pans, plastic containers, totes, boxes, container lids in which you can cut out a hole; small toys in quantity; knobbed puzzles



Intelectual

Jugando con las Cosas en los Contenedores

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda como tomar las cosas de los contenedores y poner las cosas en los contenedores.

EXPERIENCIA

Llene un molde para panecillos con juguetes pequeños. Anime al bebé a tomar los juguetes para afuera del contenedor.

Haga lo mismo con una bolsa, almohadón, u otros contenedores.

Muestre al bebé como sacar piezas de un rompecabezas con perilla simple.

Más tarde puede mostrar al bebé como poner las cosas en los contenedores. Ponga un objeto dentro del contenedor y luego anímelo a poner el siguiente. Tome turnos, hasta que el entienda.

Usando una lata de café o otra lata que sea segura alrededor de los bordos, corte una abertura en la tapa de plástico lo suficientemente grande para que la mano del bebé quepa. Anime al bebé a poner los juguetes a través del agujero. Esta es una buena preparación para el trabajo de formas y rompecabezas.

MATERIALES

Contenedores interesantes de todo tipo, incluyendo ollas y sartenes, recipientes de plástico, bolsas, cajas, tapas de contenedores en que se puede cortar un agujero, juguetes pequeños en cantidad; rompecabezas



Intellectual

Learning Object Permanence

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn that things exist even when out of sight.

EXPERIENCE

1. Engage the baby's interest in a toy. While she is watching, lay the toy down and drape a small blanket over part of it. Ask her, "Can you find the ____?"
2. If she finds the toy, clap and show excitement.
3. When she has successfully found the partially covered toy, hide more and more of it with each new game...finally covering the toy completely.

Another version is to put the toy in a box and encourage her to find it. Next, put the toy back in the box. While baby is watching, move the toy from the box to under the blanket. Can she find it now?

MATERIALS

Blanket, interesting toy, small box



Intelectual

Aprender Permanencia De Objetos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda que las cosas existen aun cuando están fuera de la vista.

EXPERIENCIA

1. Involucre el interés del bebé en un juguete. Mientras ella está mirando, ponga el juguete abajo y coloque una cobija sobre una parte de el. Pregúntele: "¿Puedes encontrar el ____?"
2. Si encuentra el juguete, aplauda y muestre entusiasmo.
3. Cuando el haya logrado encontrar el juguete parcialmente cubierto, esconda más y más del juguete con cada nuevo juego ... finalmente cubriendo el juguete completamente.

Otra versión es poner el juguete en una caja y animarlo a buscarlo. Después, ponga el juguete de nuevo en la caja. Mientras el bebé está mirando, mueva el juguete de la caja y póngalo debajo de la cobija. ¿Puede encontrarlo ahora?

MATERIALES

Cobija, un juguete interesante, pequeña caja



Intellectual Taking Rings off a Spindle

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn that some things come apart.

EXPERIENCE

1. Sit with baby on the floor facing you.
2. With great animation, pull a ring off of the spindle. Show baby the ring.
3. Pull others off. Let baby pull the rings off. Share delight in the surprise of pulling the rings off one by one.

Variation: Show baby how to pull large pop beads apart. Encourage her to try.

MATERIALS

Spindle toys such as those made by Fisher Price or Lakeshore, large pop beads



Intelectual

Quitando los Anillos de un Husillo

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda que algunas cosas se separan.

EXPERIENCIA

1. Siéntese con el bebé en el piso y póngalo frente a usted.
2. Con gran animación, quite un anillo del husillo. Muestre el anillo al bebé.
3. Quite los demás. Deje que el bebé quite los anillos. Comparta deleite en la sorpresa de quitar los anillos uno a uno.

Variación: Muestre al bebé cómo quitar bolas conectadas grandes. Anímelo a intentarlo.

MATERIALES

Juguetes de anillos hechos por Fisher Price o Lakeshore, bolas conectadas grandes



Intellectual

Using String as a Tool

Cuddle Crew 2
6-12months

GOAL

For the baby to begin to understand how a tool (such as a string) can help to solve a problem.

EXPERIENCE

Tie a string or ribbon to a favorite toy or use a commercial pull toy. Attract baby's attention to the toy and encourage her to get the toy. Watch to see if she pulls the string to retrieve the toy. If she doesn't, show her (with excitement) how pulling the string will allow her to obtain the toy. (When baby is a little older, lay a second string beside the first one but don't attach the second string to a toy. Encourage baby to pull the string that is attached to the toy.)

If the baby does not seem to respond to this task, try something related but simpler. Draw her attention to one of her favorite toys. Place the toy on a pillow that is a little out of baby's reach. Encourage her to get the toy. Watch to see if she pulls the pillow closer to her to get the toy. If she goes for the toy rather than pulling the pillow, pull the pillow to show her how to bring the toy closer to her.

Note: Always watch baby when playing with strings; they can be a strangulation risk.

MATERIALS

Pillow, attractive toy, string or ribbon, pull toy



Intelectual

Usando Cuerda como Herramienta

Grupo de Bebes 2
6-12 meses

META

Para que el bebé empiece a entender cómo una herramienta (como una cuerda) puede ayudar a resolver un problema.

EXPERIENCIA

Ate una cuerda o cinta a un juguete favorito o use un juguete comercial con cuerda para estirar. Atraiga la atención del bebé a el juguete y anímelo agarrar el juguete. Mire a ver si estira la cuerda para recuperar el juguete. Si no lo hace, muéstrole (con entusiasmo) cómo estirar la cuerda le permitirá obtener el juguete. (Cuando el bebé este un poco mayor, ponga una segunda cuerda al lado de la primero, pero no ate la segunda cuerda a un juguete. Anime a su bebé a estirar la cuerda que esta atada al juguete.)

Si el bebé no parece responder a esta tarea, trate algo relacionado pero más simple. Llame su atención a uno de sus juguetes favoritos. Coloque el juguete en una almohada que este un poco fuera del alcance del bebé. Anímelo a obtener el juguete. Mire a ver si estira la almohada más cerca de el para obtener el juguete. Si ella va por el juguete en vez de estirar la almohada, estire la almohada para mostrarle cómo ponerla más cerca de ella.

Nota: Siempre vigile al bebé cuando juegue con cuerdas, ya que pueden ser un riesgo de estrangulación.

MATERIALES

Almohadas, juguetes atractivos, cuerda o cinta, juguetes que se jalen



Intellectual Imitating

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to imitate motions.

EXPERIENCE

1. When baby is shaking a toy, imitate his actions. Watch for him to repeat the action.
2. Imitate the baby shaking a toy again, but this time, add a second motion after you repeat his. This motion should be one you have seen him do before. Wait for him to repeat this action.
3. Make a motion that relates to the first but is an altogether new action for baby. For example, after baby bangs his hand on the table, slide your hand along the table. Encourage him to repeat this familiar and new action.
4. Another time, initiate one of the baby's familiar motions but not when he is doing it. Encourage him to repeat.
5. Even more complex, make a motion that you know is new to this baby, and wait for him to imitate. Watch to see how closely he approximates the motion. After several trials he may imitate the motion exactly.

MATERIALS

Some of baby's favorite toys, including some to shake and bang



Intelectual Imitar

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a imitar movimientos.

EXPERIENCIA

Cuando el bebé está sacudiendo un juguete, imite sus acciones. Esté atento para que repita la acción.

2. Imite al bebé sacudiendo un juguete de nuevo, pero esta vez, añada un segundo movimiento después de que usted repita la de él. Este movimiento debe ser uno que usted a visto que el haga. Espere a que el repita esta acción.
3. Haga un movimiento que se relacione al primero, pero es una acción totalmente nueva para el bebé. Por ejemplo, después que el bebé golpea su mano sobre la mesa, usted deslice su mano por la mesa. Anímelo a repetir esta acción con movimientos conocidos y nuevos.
4. Otra vez, inicie uno de los movimientos familiares del bebé, pero no cuando lo está haciendo. Anímelo a repetir.
5. Aún más complejo, haga un movimiento que usted sabe es nuevo para el bebé, y esperar a que el lo imite. Mire a ver lo cerca que se aproxima hacer el movimiento. Después de varias pruebas talvez pueda imitar el movimiento exacto.

MATERIALES

Algunos de los juguetes favoritos del bebé, incluyendo algunos para sacudir y golpear



Intellectual Learning Object Functions

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn that things have a purpose including some common household objects.

EXPERIENCE

1. Offer baby a bell. See if she rings it. If not, show her what to do with it. Later, offer her the bell by the base. See if she changes her grip to grasp it by the handle.
2. Next, offer baby the telephone and the other objects listed below. Offer them one at a time, slowly, and observe to see if she seems to know their purpose.
3. Say the name of the objects and the sounds associated with them, if appropriate. Show her what to do with each of the objects.
4. Make up games to play with her using the objects.

MATERIALS

Bell, telephone, hairbrush, comb, cup, spoon, steering wheel



Intelectual

Aprendiendo las Funciones de Objetos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda que las cosas tienen un fin, incluyendo algunos de los objetos comunes del hogar.

EXPERIENCIA

1. Ofrezca al bebé una campana. Mire a ver si la suena. Si no, enséñele qué hacer con ella. Más tarde, ofrézcale una campana por la base. A ver si cambia su manera de agarrarla, para agarrarla correctamente.
2. A continuación, ofrézcale al bebé el teléfono y los otros objetos mencionados abajo. Ofrézcalos uno a la vez, lentamente, y observe para ver si el parece saber su propósito.
3. Diga el nombre de los objetos y los sonidos asociados con ellos, si es apropiado. Muéstrelle qué hacer con cada uno de los objetos.
4. Invente juegos para jugar con su bebé usando los objetos.

MATERIALES

Campana, teléfono, cepillo, peine, taza, cuchara, un volante



Intellectual

Distinguishing by Color and Size

Cuddle Crew 2
6-12 months

GOAL

For the baby to perceive differences in color and size.

EXPERIENCE

1. Show the baby two containers—a red one containing pebbles and a blue one that is empty (see Materials).
2. Shake the red one; then give baby the red one to shake.
3. Bring out the second set of red and blue containers and see if he shakes the red one. If he does, it will tell you he is remembering color and has learned the cue—this color has the shaking sound.
4. Bring out a third set of red and blue containers and see again if he picks the one that shakes— red. Introduce the words *red* and *blue* (e.g., “See the red can? The red can shakes”).

Variation: Use large and small cylinders (e.g., orange juice cans). Introduce the words *big* and *little*.

Note: Watch carefully to make sure the baby does not swallow the small materials.

MATERIALS

Containers such as milk cartons (small) covered with sticky shelf-lining paper or colored, heavy tape. For color discrimination, make a set of four. Cover two of the containers with red shelf-lining paper and two with blue. Put pebbles in the red ones so they make a noise when shaken and be sure to seal tightly with tape. Leave the blue ones empty and be sure to seal tightly. For size discrimination, have two cylinders of one size and two that are larger. Fill the larger containers with pebbles to make a noise and leave smaller ones empty. Again, seal tightly with sticking shelf-lining paper.



Intelectual

Distinguiendo por Color y Tamaño

Grupo de Bebes 2
6-12 meses

META

Para que el bebé perciba las diferencias de color y tamaño.

EXPERIENCIA

1. Muestre al bebé dos contenedores-uno rojo que contiene cereal (pebbles) o frijoles y uno azul que está vacía (vea los Materiales).
2. Sacuda la roja, y luego déle al bebé la roja para que la sacuda.
3. Saque el segundo grupo de contenedores de color rojo y azul, y vea si sacude el rojo. Si lo hace, le dirá que esta recordando el color y ha aprendido la señal- este color tiene un sonido cuando es sacudido.
4. Saque un tercer grupo de contenedores de color rojo y azul, y vea de nuevo si se toma el rojo que se sacude. Introduzca las palabras rojo y azul (por ejemplo, ¿"Vez el contenedor rojo? El contenedor rojo se sacude").

Variación: Utilice cilindros grandes y pequeños (por ejemplo, latas de jugo de naranja). Introduzca las palabras: grande y pequeño.

Nota: Observe cuidadosamente para asegurarse de que el bebé no se coma los materiales pequeños.

MATERIALES

Contenedores como cartones de leche (pequeño) cubierto con papel adhesivo útil revestimiento o cinta de color pesado. Para la discriminación de color, haga una serie de cuatro. Cubra dos de los contenedores con papel rojo de plataforma de revestimiento y dos con azul.

Ponga cereal (pebbles) o frijol en los rojos para que hagan ruido cuando las sacudan y asegúrese de sellarlas muy bien con cinta adhesiva. Deja las azules vacías y asegúrese de sellarlas muy bien.

Para la discriminación de tamaño, tenga dos cilindros de un solo tamaño y dos que sean más grandes. Llene los recipientes más grandes con cereal (pebbles) para hacer ruido y deje vacíos los más pequeños. Una vez más, selle muy bien los contenedores con papel útil del revestimiento.



Intellectual Finding Things

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop intellectually through exploring the environment.

EXPERIENCE

Young children love to explore. Think about how they think, and plan interesting discoveries.

1. Set up a corner in your classroom or home that you can call the "discovery corner."
2. Each day or once a week, set out a new toy or object in this corner for baby to explore and discover. Make it even more exciting by hiding the toy in a small drawer or special box for baby to open. The baby will naturally explore. Be sure to allow her to explore many parts of the home or school most of the day when you can watch her to ensure her safety. Don't confine her to a play yard. Make every room the baby explores fun and safe.
3. When baby finds a treasure, think of something fun and interesting to tell or show her about what she has found. Be excited about her discoveries. Expand on these discoveries and interests.

MATERIALS

Interesting containers of all kinds including pots and pans, plastic containers, totes, boxes, and containers from which you can cut out different kinds of lid openings; small toys in quantity; knobbed puzzles



Intelectual

Encontrar Cosas

Grupo de Bebes 2
6-12 meses

META

Para que el bebé de desarrolle intelectualmente a través de la exploración del medio ambiente.

EXPERIENCIA

A los niños pequeños les encanta explorar. Piense acerca de cómo piensan, y planeé descubrimientos interesantes.

1. Establezca un rincón en su salón o el hogar que usted puede llamar la "esquina del descubrimiento."
2. Cada día o una vez por semana, ponga un juguete nuevo o un objeto en este rincón para que el bebé explore y descubra. Hágalo aún más emocionante cubriendo el juguete en un pequeño cajón o una caja especial para que el bebé abra. El bebé naturalmente explorara. Asegúrese de dejarlo explorar muchas partes de la casa o la escuela la mayor parte del día en que usted lo puede ver y garantizar su seguridad. No lo limite a un corral. Haga cada cuarto que el bebé explore, divertido y seguro.
3. Cuando el bebé se encuentre un tesoro, piense en algo divertido e interesante que contar o mostrarle acerca de lo que el ha encontrado. Entusiásmese con sus descubrimientos. Amplíe estos descubrimientos e intereses.

MATERIALES

Contenedores interesantes de todo tipo, incluyendo ollas y sartenes, contenedores de plástico, bolsas, cajas y contenedores de los cuales usted puede cortar diferentes tipos de aberturas e las tapas; juguetes pequeños en cantidad; rompecabezas con agarraderas



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.



Numbers: Catching Numbers

Family Storytime

OVERVIEW

In this class children will learn about the numbers 1 through 10. 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 numbers 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 - #28 COG9 – Number
- 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 - #32 MATH1 – Number Sense of Quantity and Counting
- DRDP PS - #33 MATH2 – Number Sense of Mathematical Operations
- DRDP PS - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Numbers By: Rebecca Emberley
- Spanish Book: Mis Números Por: Rebecca Emberley
- Frog template on white card stock paper
- Numbers template 1-10 on white cardstock paper
- Markers (green, red and yellow)
- Large google eyes
- Red pipe cleaners
- Lightweight, strong magnets
- Black marker
- Tacky glue
- Paper clip (10 per child)
- Ziploc bags
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Copy frog leg template onto white cardstock paper.
- Pre-cut and hole punch numbers and put them in a Ziploc bag.
- Place number/counting 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 numbers and counting to the families.
- Show children flashcards and ask them to identify the number, and count the corresponding object.
- Repeat for numbers 1-3

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.
 - Engage the children in counting.
 - Asking questions such as:
 - What numbers do you see?
 - What is going to happen next?

ACTIVITY #1

Hands-on Art Activity:

- Tell children they will be making a frog who likes to eat numbers.
- Each child will first color a paper plate with green, red, or yellow markers.
- While children are coloring, parents will cut out the additional pieces needed to complete their frog craft.
- After parents cut out frog template pieces, children can color the pieces the same color they colored their paper plate.
- After all pieces are colored, instruct parents to help their children put their frog together by first folding their paper plate in half.
- Next, ask parents to help to place the legs onto the frog using a stapler.
- Next, ask parents to place a magnet onto the end of a pipe cleaner. They will then staple the pipe cleaner into the opening of the paper plate, representing the frog's tongue.
- Children can place a paper clip through the hole on each of the numbers provided.
- Children can then practice feeding the frog by catching numbers!



ACTIVITY #2

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 numbers and counting.

TALK ABOUT IT

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

- Hold up one finger and ask the families to help you count. Repeat until you get to ten.
- Ask children to hold up their fingers to identify how old they are. Ask them to count each finger for their families.
- 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



Numbers:
Number Flashcards

Family
Storytime

1

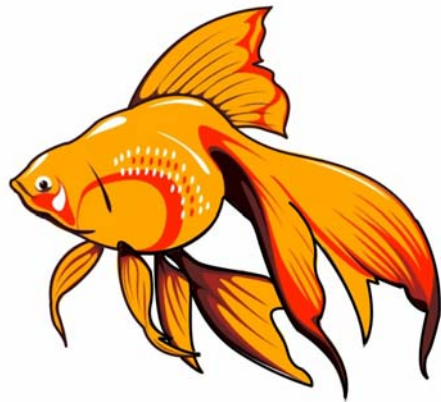
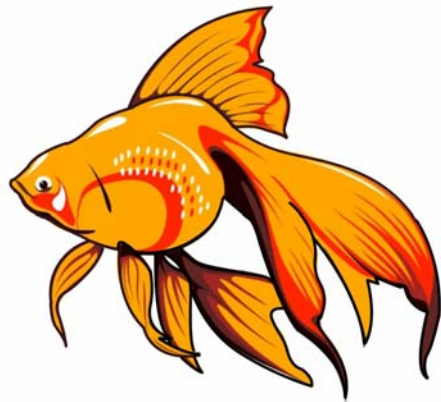




Numbers:
Number Flashcards

Family
Storytime

2

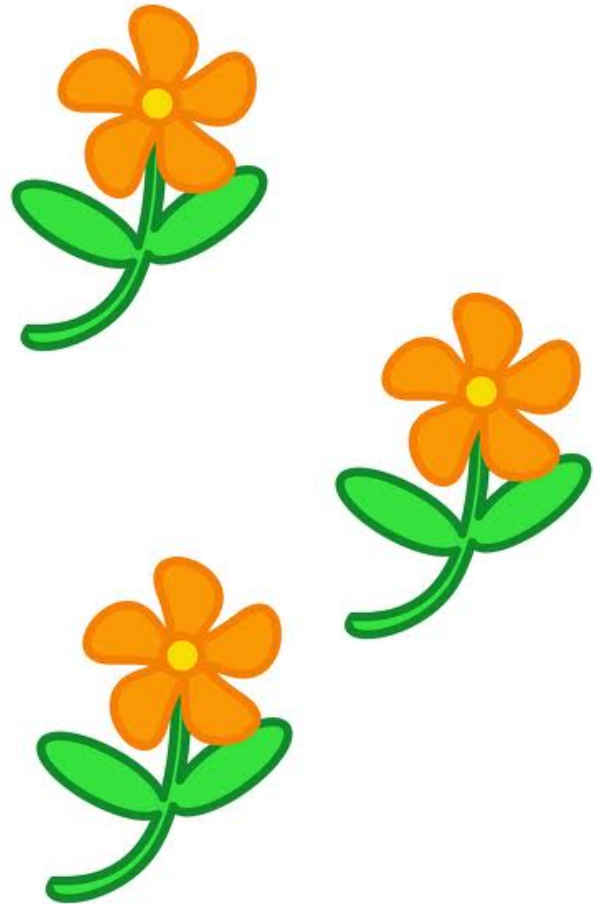




Numbers:
Number Flashcards

Family
Storytime

3





Numbers:
Number Flashcards

Family
Storytime

4





Numbers:
Number Flashcards

Family
Storytime

5





Numbers:
Number Flashcards

Family
Storytime

6

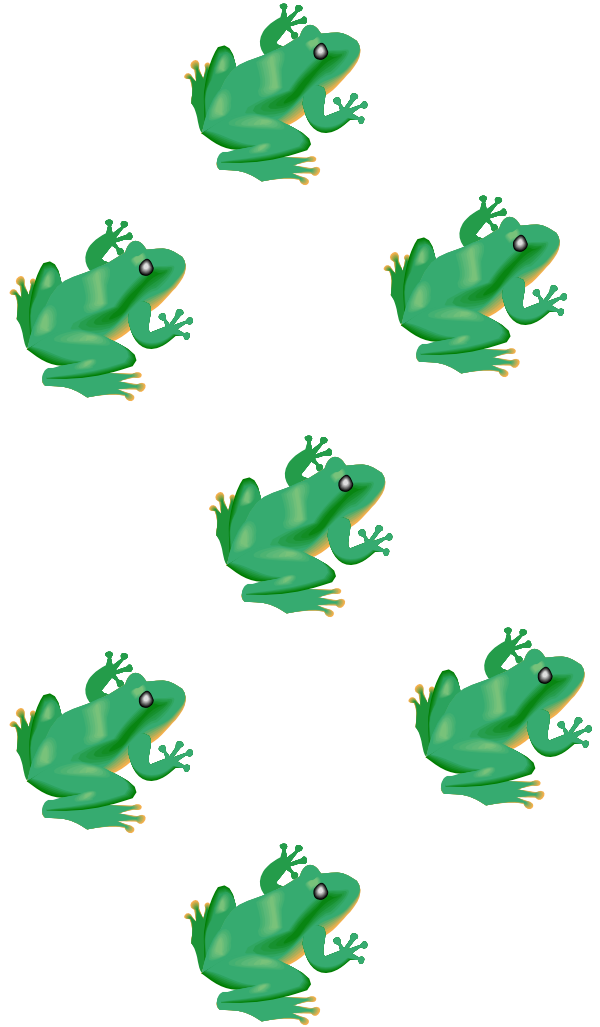




Numbers: Number Flashcards

Family
Storytime

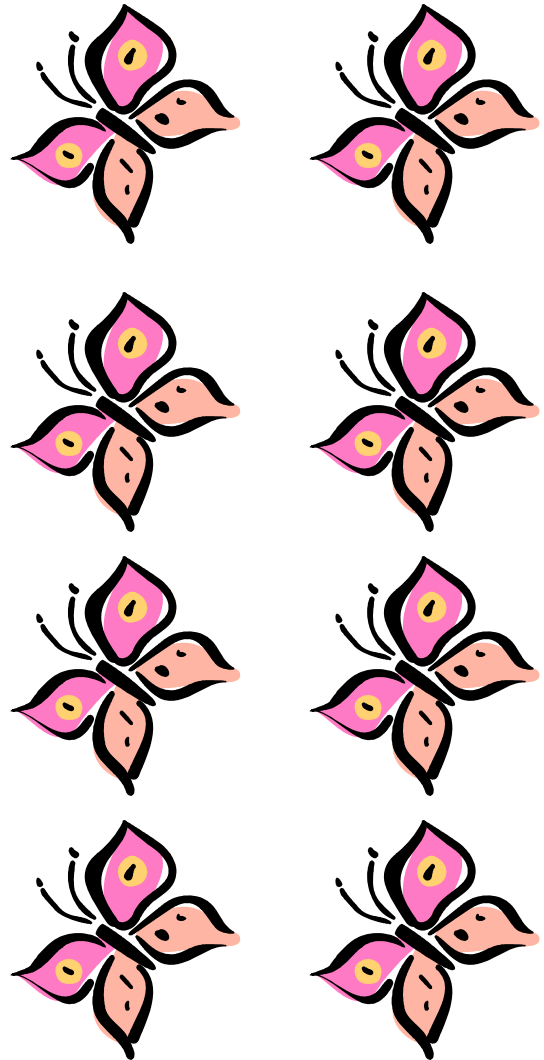
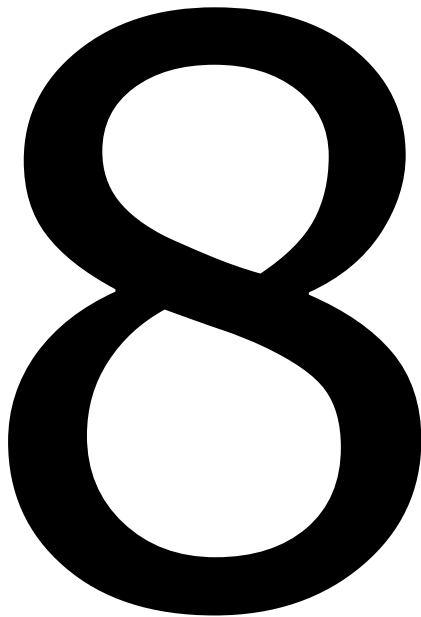
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Numbers: Number Flashcards

Family
Storytime





Numbers: Number Flashcards

Family
Storytime

9

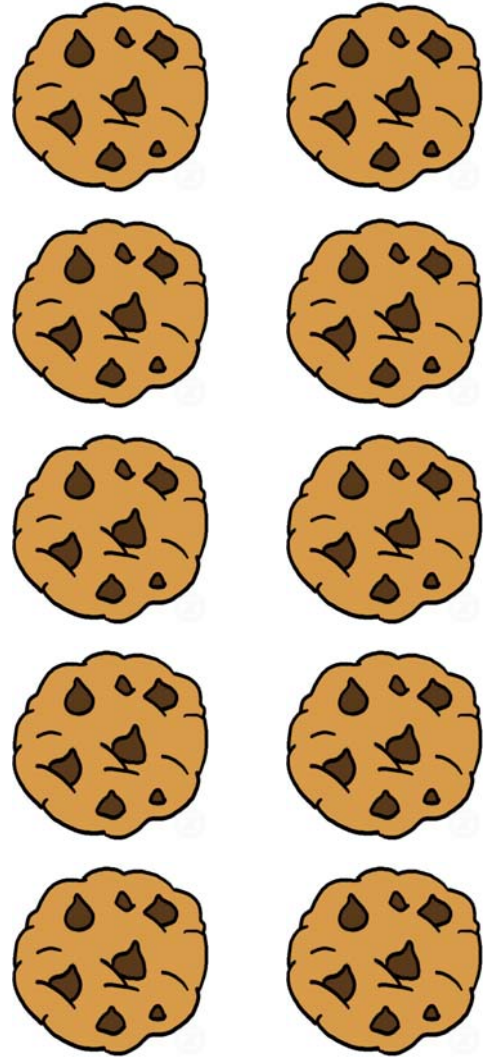




Numbers: Number Flashcards

Family
Storytime

10





Numbers: Frog Template

Family
Storytime





Numbers: Catching Numbers

Family
Storytime

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10



Numbers: Count on Me to Move!

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 - #38 PD1 – Gross Motor Movement
- DRDP - #39 PD2 - Balance
- DRDP - #42 HLTH2 – Healthy Lifestyle
- DRDP - #43 HLTH3 – Personal Safety

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Exercise dice/Numbered dice
- Large sheets of paper labeled 1 though 5
- Bean bags

PREPARATION:

- Prepare all materials and CD of selected songs.

INTRODUCTION

Greet & Welcome Children:

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

Explain Safety Rules:

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

ACTIVITY #1

Warm Up:

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

ACTIVITY #2

Music and Movement:

- Let children know that we will be dancing and moving our bodies. Instruct children to follow along and to copy your movements as we sing the song/listen to the song together.
- Suggested songs:
 - English – Five Little Bees
 - Spanish – Los Números

ACTIVITY #3

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

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

ACTIVITY #4

Gross Motor Activity

- **Rolling the Dice**
 - Instruct children to sit down in a big circle. Tell the children that they will be playing an exercise game that involves rolling dice. Show them that on one of the dice there are a number of different kind of exercises named (hoping on one foot, skipping, walking in a circle, galloping, spinning, jumping jacks). On the other dice are the numbers 1-6.
 - Each child will take a turn to roll the dice and they will do whichever exercise the dice lands on for as many times as the second dice rolled shows.
 - Repeat until every child gets a turn.
 - You can repeat for a second cycle if time and group size allows.

*This activity
can be done
if time
permits.*

ACTIVITY #5

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

- **Bunches of Bean Bags**
 - Create 5 centers in a circle in the room with the numbers 1 – 5 largely displayed (1 at the first station, 2 at the second, so on and so forth).
 - Place a finish line after the 5th center.
 - Line children up single file.
 - Tell them that they will be going to each station and they will pick up a bean bag. The object of the game is to add a bean bag at each station onto another part of their body (head, shoulders, hands, etc.) until they reach the finish line without dropping any of the bean bags.
 - At each station, each child should exclaim the number of bean bags that they now have (1, 2, 3, 4, 5).

ACTIVITY #6**Cool Down:**

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

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

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



Numbers: Music & Movement Songs

Motor Movements

ENGLISH

Five Little Bees

One little bee flew and flew.
He met a friend, and that made two.
Two little bees, busy as could be--
Along came another and that made three.

Three little bees, wanted one more,
Found one soon and that made four.

Four little bees, going to the hive.
Spied their little brother, and that made five.

Five little bees working every hour--
Buzz away, bees, and find another flower.

SPANISH

Los Números

El uno es un soldado haciendo la instrucción.

El dos es un patito que está tomando el sol.

El tres una serpiente que baila sin parar.

El cuatro es una silla que invita a descansar.

El cinco es un conejo que salta sin parar.

El seis es una pera redonda y con rabito.

El siete un caballero con gorra y con bastón.

El ocho son las gafas que usa don Ramón.

El nueve es un hijito atado a un globito.

El cero una pelota que acaba esta canción.



Numbers: 5 Senses....1,2,3,4,5

My 5 Senses

OVERVIEW

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

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Familiar Adults
- DRDP I&T - #14 LLD1 – Language Comprehension
- DRDP I&T - #16 LLD3 – Communication of Needs, Feelings, and Interests
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #28 COG9 – Number
- DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: My First 123 Book by: Igloo Books
- Spanish Book: Números Animales por: Libros del Escarabajo
- Basket with 5 items
- I-Pad with number application
- Number flash cards (1-5)
- Touch and feel number book
- Number puzzle
- 5 foam numbered cups 1-5 with 5 scents (smell)
- Kellogg’s fruit flavored number bites
- Pig template, pink yarn, hole puncher, penny template, and glue
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Place an I-Pad on the table with a number application
 - **Sight:** Place a set of flash cards with numbers 1-5 on a table
 - **Touch:** Place a touch and feel number book and a number puzzle on a table
 - **Taste:** Give each child fruit flavored number bites.
 - **Smell:** Place 5 cups with numbers 1-5, add a different scent to each cup

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: Numbers
- Tell the children that today they will learn about numbers and counting through their five senses.
- Tell them that we will count our numbers from 1-5.
- Ask children to raise one of their hands. Have them help you count the fingers in their hand.
- Bring a basket with five items in the middle of the rug. Ask children to now help you count the items you have in the basket as you pull them out. Tell them there are 5 items just the same as their 5 fingers on their hand.

ACTIVITY #1

10 Minutes

Book Reading:

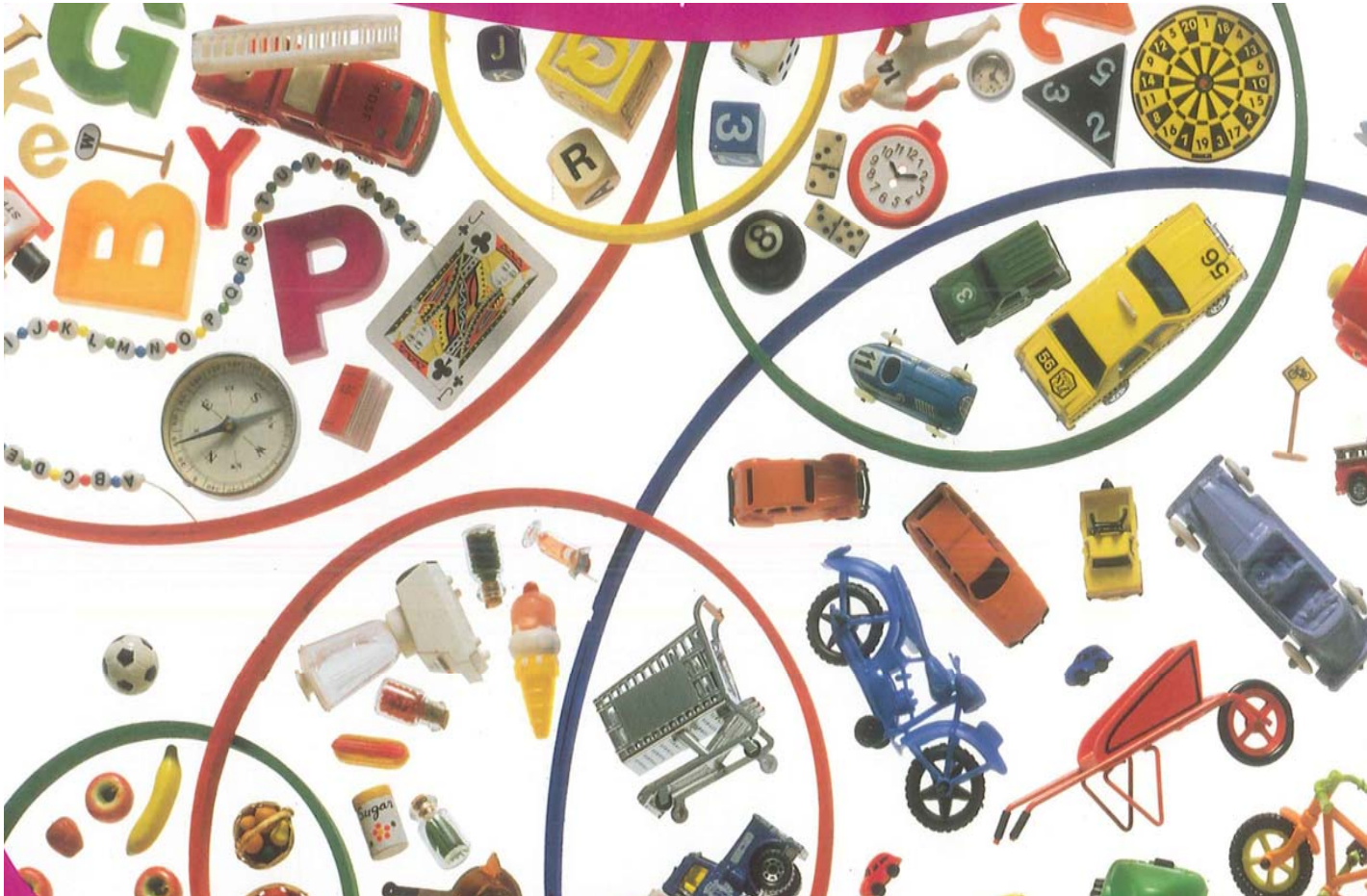
- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.
- Read book, engaging children in the story by asking questions, or pointing 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 – One Potato • Spanish - Los Números
<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: Have children press the numbers on the I-Pad for they can learn the numbers (1-5). ○ Sight station: Have parent show flash cards to children and have them say numbers to children so they can repeat after them. ○ Touch station: Have parents look at book with children and ask them to touch and feel each picture. Parents can count items on each page to practice counting with their children. Children can also place puzzle piece on puzzle board as they count with their parents. ○ Taste station: Have children taste Fruit Flavored Number Bites. ○ Smell station: Parents can ask their children to smell each cup and ask them what they smelled in each of the number cups.
<p>ACTIVITY #4</p> <p>5 Minutes</p>	<p>Search and Find:</p> <ul style="list-style-type: none"> • Invite children to complete the Eye Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations. • Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.
<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 children what is their favorite number? • Ask them to help you count one more time from 1 to 5.
<p>PARENT TIP SHEET</p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about numbers by reading, singing, and completing some of the suggested activities.</p>



Eye Spy

My 5 Senses



Eye Spy

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

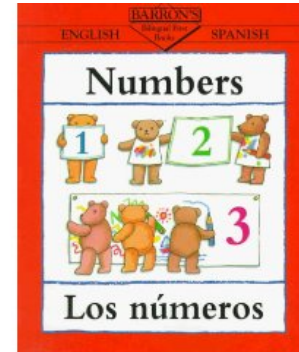
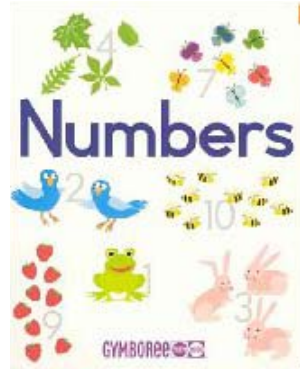
- Clock
- Motorcycle
- Ice Cream
- Fire Truck
- Soccer Ball
- Banana
- Letter "B"
- Grocery Cart
- Dart Board



Parent Tip Sheet: Numbers

My 5 Senses

BOOKS



ACTIVITIES

Clapping & Counting

What You Need:

- No Materials Required

What You Do:

Make a game of clapping, shaking your head and stomping your feet. See if your child will copy you. Clap five times, counting while you clap. Help your child copy your actions. Shake your head five times, counting as you shake your head. Stomp your feet five times. Have your child copy your actions, and with each new motion, count out loud.

Counting My Fingers

What You Need:

- Paint
- Paintbrush
- Construction Paper

What You Do:

Sit by your child and paint both of their hands with paint using a paint brush. Have your child place both hands on a sheet of construction paper. Count your child's finger prints out loud and encourage him or her to count with you.

SONGS

One Potato, Two Potato

One potato, two potato, (make two fists, alternate tapping one on top of the other)

Three potato, four,

Five potato, six potato,

Seven potato, more.

Eight potato, nine potato,

Where is ten?

Now we must count over again.

I Caught a Fish

One, two, three, four, five,
(Count on fingers)

I caught a fish alive.
(Hold up pretend fish)

Six, seven, eight, nine, ten
(Count on fingers)

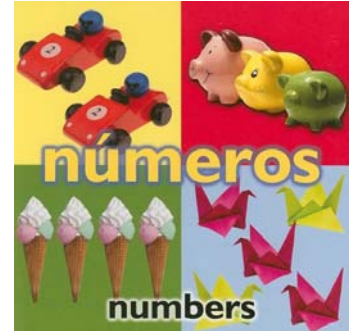
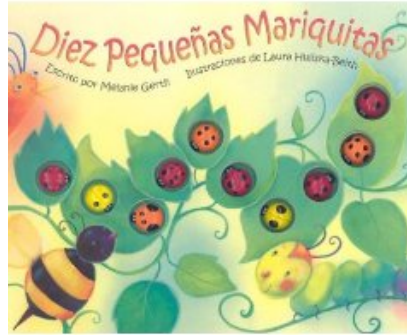
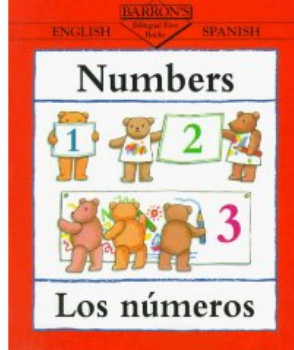
I let it go again.
(Throw back fish)



Consejos Para Padres: Números

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Juego de Contar

Que Necesita:

- No se Necesitan Materiales

Que se Hace:

Haga un juego de aplaudir, sacudir la cabeza y pisar muy fuerte los pies. Vea si su niño le copea. Aplauda cinco veces, contando mientras usted aplaude. Ayude a su niño copiar sus acciones. Entonces sacuda la cabeza cinco veces, contando mientras usted sacude la cabeza. Pise muy fuerte con los pies cinco veces. Que su niño copie sus acciones, y con cada nuevo movimiento, cuenta fuerte

Pintando Mis Manos

Que Necesita:

- Pintura
- Brocha para Pintar
- Papel de Construcción

Que se Hace:

Siéntese con su niño y píntele sus manos con pintura utilizando un pincel. Que su niño ponga ambas manos en una hoja de papel de construcción. Cuente los dedos imprimidos de su niño en voz alta y dígame que cuente con usted.

CANCIONES

Los Números

El uno es un soldado haciendo la instrucción,
El dos es un patito que está tomando el sol.

El tres, una serpiente, no cesa de reptar,
El cuatro es una silla que invita a descansar.

El cinco es un conejo, que mueve las orejas,
El seis es una pera redonda y limonera.

El siete es un sereno con gorra y con bastón,
El ocho son las gafas que lleva Don Ramón.

El nueve es un globito atado a un cordel
y el diez un tiovivo para pasarlo bien.

Cinco Ratoncitos

Cinco ratoncitos de colita gris,
mueven las orejas,
mueven la nariz,
abren los ojitos,
comen sin cesar,
por si viene el gato,
que los comerá,
comen un quesito,
y a su casa van,
cerrando la puerta, a dormir se van.



Numbers: Counting Games

Playing to Learn

OVERVIEW

Children will learn about numbers, recognizing them and counting, as they play games with their parents. Children will take one of the games played today home so that parents can duplicate the activities at home and extend the learning experience.

SKILLS

• DRDP – #5 SSD5 – Taking Turns • DRDP – #7 SSD7 – Relationships with Adults • DRDP – #29 COG3 – Memory and Knowledge • DRDP – #32 MATH1 – Number Sense of Quantity and Counting • DRDP – #33 MATH2 – Number Sense of Mathematical Operations • DRDP – #38 PD1 – Gross Motor Movement • DRDP – #38 PD1 – Gross Motor Movement • DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- Owl Roll Dice Game Template (2 per bag)
- Game pieces to cover numbers
- 1 Small Foam Dice (per bag)
- White Board/Marker or what's missing template
- 2 Large Foam Dice
- Music CD: Number Songs
- Children's Chairs
- Flash cards with number 1 to 12

Preparation:

- Prepare Take home activity set for each participant: Roll the Dice Game
 - Make copies of game boards and game pieces. Cut game pieces .
 - Place game boards, game pieces a 1 small foam dice in large Ziploc bag (1 per child).
- Place a canister of markers on the activity tables for use during Roll the Dice game
- Prepare white board, writing numbers 1-12 with numbers missing.

INTRODUCTION

- Introduce topic to Students: Tell children that today's games have to do with numbers.
- Show children flashcards with numbers (1-12) and have them count with you.

ACTIVITY #1

What Numbers are Missing?:

- Tell children that you need their help to fill in the numbers between 1 and 12.
- Direct children's attention to the white board where you will have displayed the following information: 1 _ _ _ _ 6 _ _ _ _ 12.
- Tell children that we need to fill in the blanks so that all numbers are in the correct order.
- Explain to children that in order to fill the blanks, we will each take a turn rolling dice. We will count the dots on the dice together as a class and determine where to place the number that is rolled.
- Give the starting child a single dice, and have children take turns rolling the dice until numbers 1-6 have been rolled. Continue on with two dice until all numbers have been rolled.
- When the number line has been completed, ask children to help you count from 1-12 to make sure all the numbers are in order.

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

- Their child's ability to recognize numbers.
- Their child's ability to count.
- Their child's ability to determine what numbers are missing

ACTIVITY #2**Musical Chairs:**

- Tell children that we will play musical chairs.
- Tell children that with this game we practice our counting as people are eliminated from the game.
- Place chairs back to back (number of chairs will be determined by class size, 1:1 -1)
- Tell children that when the music begins they will walk around the chairs.
- Tell them that when the music stops, children will need to sit in a chair.
- Tell them that any person left without a chair will be out of the game.
- Ask children to help you count how many children are left after every cycle.
- Continue to play until you are left with only one child. The last child left is the winner and gets a prize.

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

- Their child's ability to play cooperatively with peers.
- Their child's ability to listen and move simultaneously.
- Their child's ability to follow simple instructions.

ACTIVITY #3**Roll the Dice:**

- Tell children they will now play an "Owl Roll the Dice Game" with their parents.
- Pass out a Ziploc bag to each family.
- Tell them that each bag contains two board games, game pieces and one dice.
- Both parent and child will receive a game board.
- Parent and child will take turns rolling the dice. As they roll a particular number, they will cover that number on their game board with a game piece.
- Play continues until one of the players has covered all the numbers on the game board.

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

- Their child's ability to recognize numbers.
- Their child's ability to count.
- Their child's ability to take turns.

TALK ABOUT IT

Ask children what they learned today with the games they played?

- Have them help you count from 1-12.
- Tell children to take their game home so that they can play it again with their parent, sibling or guests.
- Remind the children to count the numbers on the dice as they roll them to help them learn their numbers.
- 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.

What's Missing?

1 _ 3 _ 5 _ 7 _ 9 _ 11 _

_ 2 _ 4 _ 6 _ 8 _ 10 _ 12

1 _ _ 4 _ _ 7 _ _ 10 _ _

_ 2 3 _ 5 _ _ 8 _ 10 11 _

1 _ _ _ 5 _ 7 _ _ _ 11 _

1 _ _ _ _ 7 _ _ _ _

¿Que hace falta?

1 _ 3 _ 5 _ 7 _ 9 _ 11 _

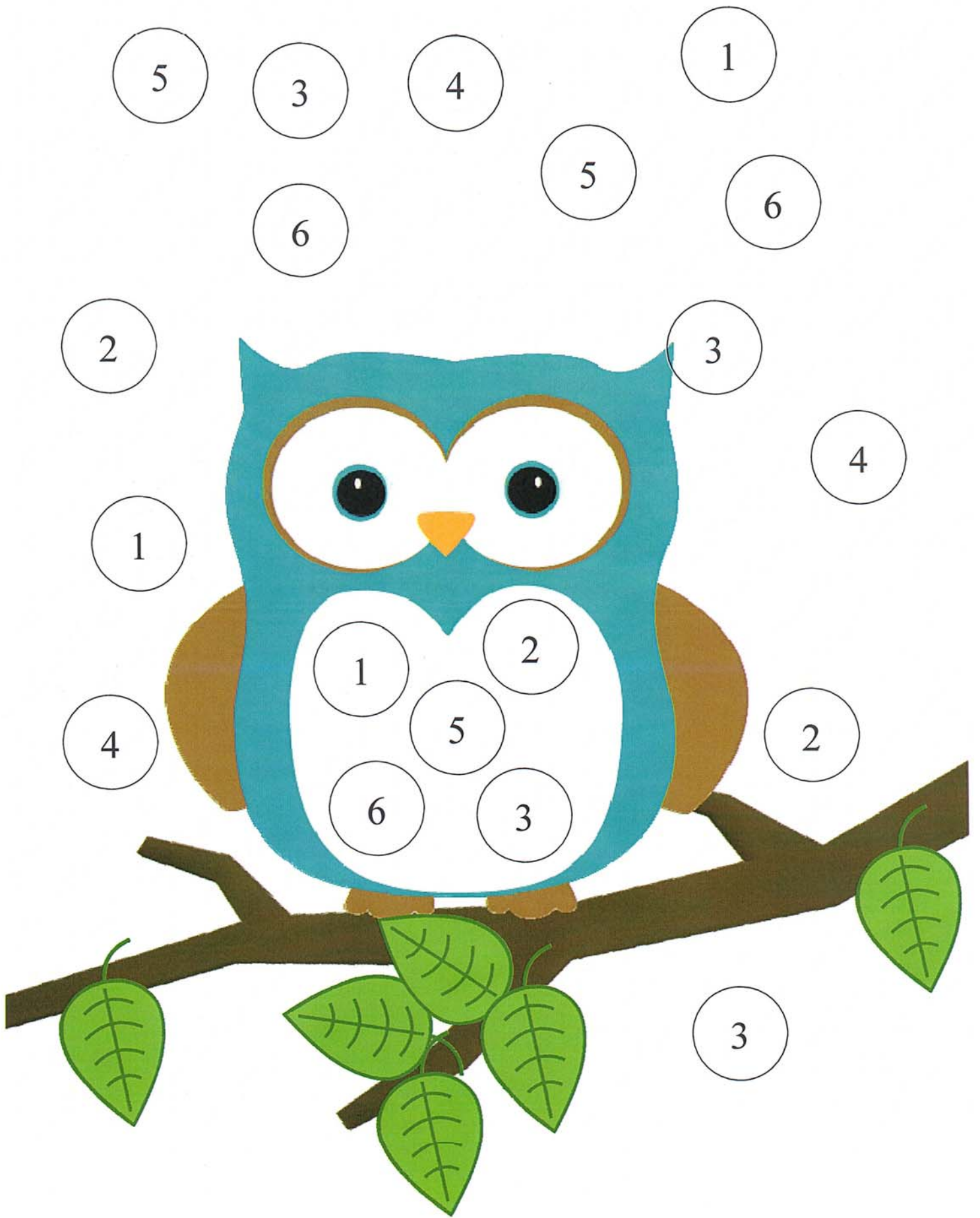
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1 _ _ 4 _ _ 7 _ _ 10 _ _

_ 2 3 _ 5 _ _ 8 _ 10 11 _

1 _ _ _ 5 _ 7 _ _ _ 11 _














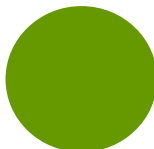
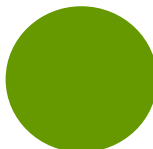




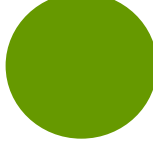
1 _ _ _ _ 7 _ _ _ _

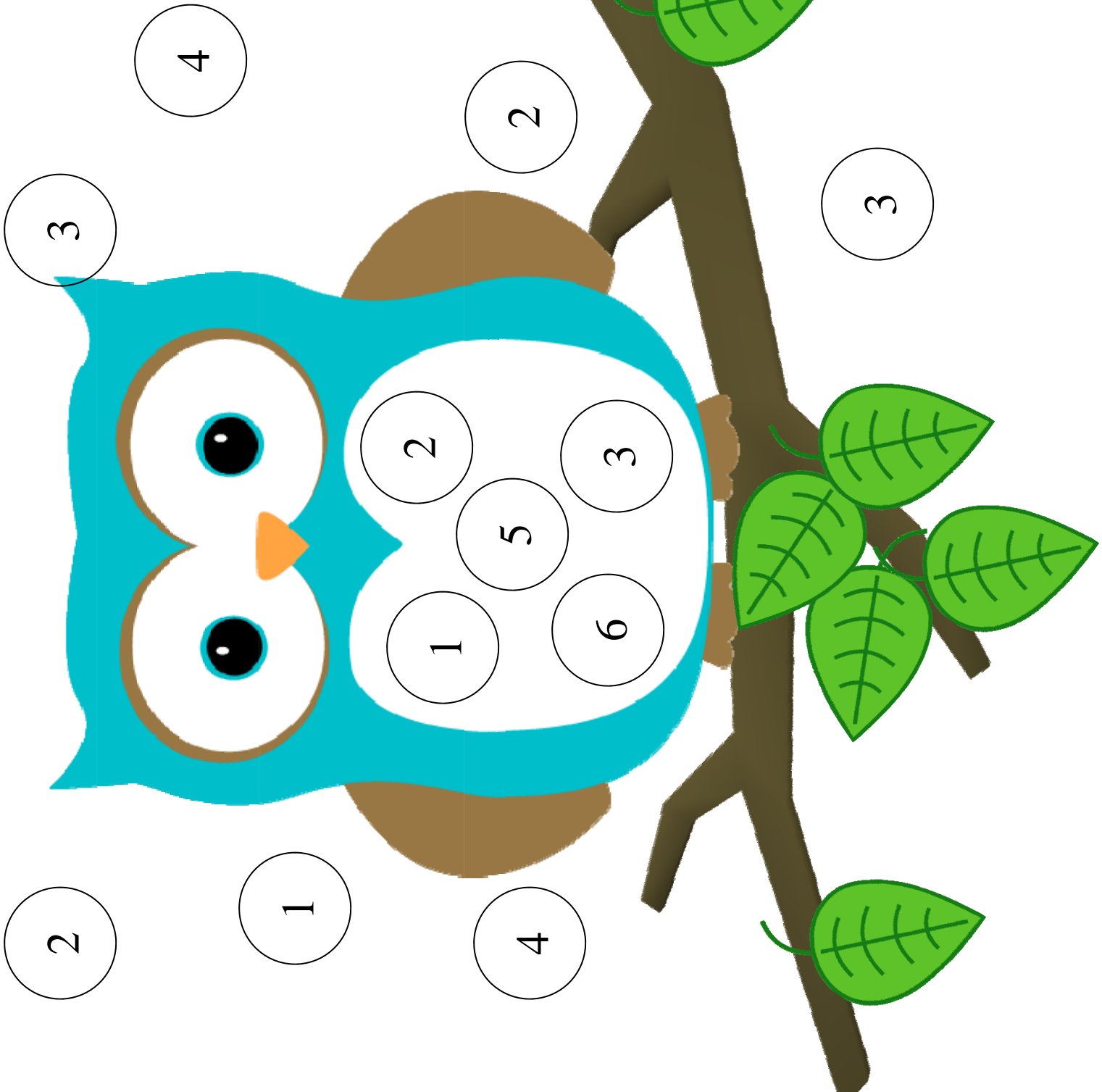
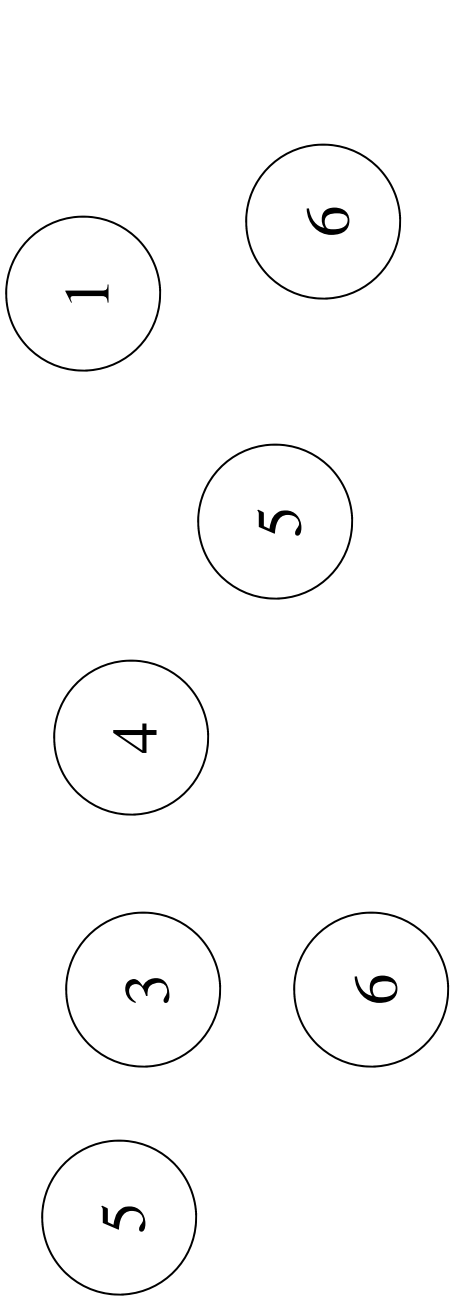




Roll the Dice Game Pieces

Playing to
Learn



What's Missing?

1 _ 3 _ 5 _ 7 _ 9 _ 11 _

_ 2 _ 4 _ 6 _ 8 _ 10 _ 12

1 _ _ 4 _ _ 7 _ _ 10 _ _

_ 2 3 _ 5 _ _ 8 _ 10 11 _

1 _ _ _ 5 _ 7 _ _ _ 11 _

1 _ _ _ _ 7 _ _ _ _



Numbers: Numbersssssssss

Sesame Street Fun!

OVERVIEW

Children will learn to count and identify their numbers from 1 to 10. They will do this by listening to a story about numbers, doing a number work sheet and making a number snake paper craft activity.

SKILLS

- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #32 MATH1 – Number Sense of Quantity and Counting

MATERIALS & PREPARATION

- MATERIALS:**
- English Book: Flowers and Showers By: Rebecca Fjelland Davis
 - Spanish Book: Los Números con los Ositos Por: Margaret Kahn Garaway
 - English Video/Sesame Street: Numbers
 - Spanish Video/Plaza Sésamo: Los Números
 - Flashcards 1-20
 - Pencil (1 per child)
 - Number Snake Template
 - Crayons
 - Hole Puncher
 - Round-Head Fasteners
 - Scissors

- PREPARATION:**
- Prepare a sample project for demonstration purposes.
 - Prepare worksheet and make copies as needed
 - Make copies of snake templates.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell students that for today’s class they will be learning to count and identify their numbers from 1 to 10.
- Show children flashcards with number and ask them to help you count.

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.

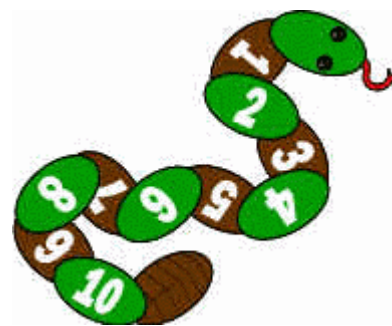
ACTIVITY #2

- 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 – 1, 2, 3, 4, 5
 - Spanish – Los Números
 - [Show Sesame Street Clip: Numbers / Los Números](#)

ACTIVITY #3

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

- Tell children they will now do a Snake activity with numbers.
- Pass out materials to students: snake template, crayons and round-head fasteners.
- Tell children they will first color their snake with any color of their choice.
- Next, instruct children to cut the snake out. Show children where they should hole punch each piece of their snake so that they can fasten it together.
- When they are done coloring, cutting and hole punching, give them fasteners.
- Tell them to place the snake together in numerical order with the head at the front and the rattler at the back.
- 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:

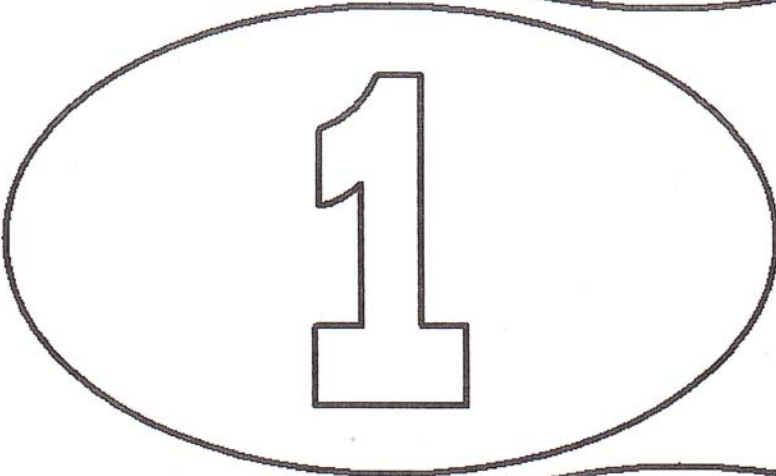
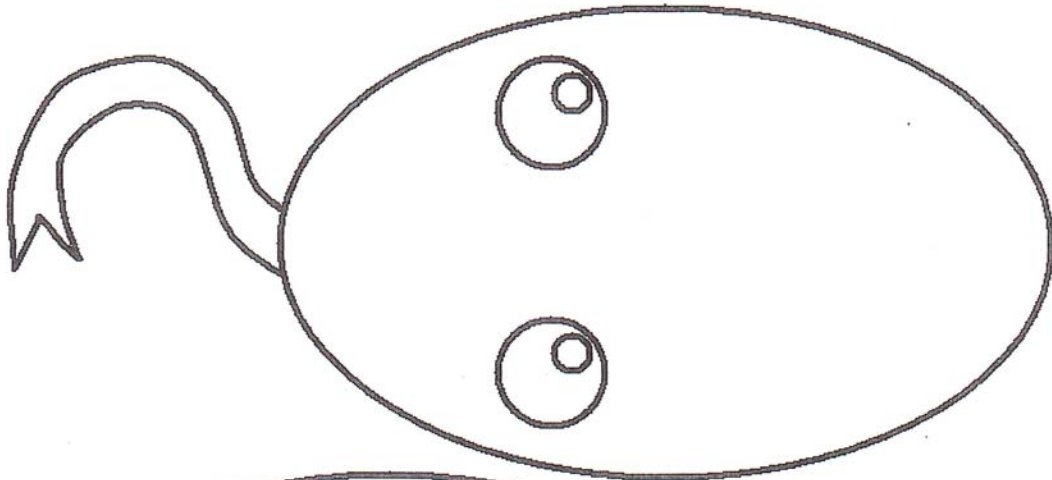
- Ask students what they learned today in class?
- Ask students who can count passed number 10?
- Just for fun have children help you count from 1 to 20 showing them flashcards.

PARENT TIP SHEET

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

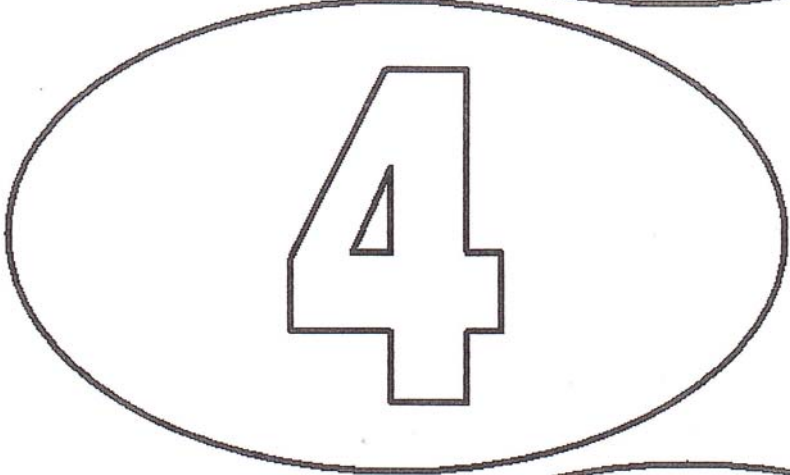


Sesame Street
Fun!



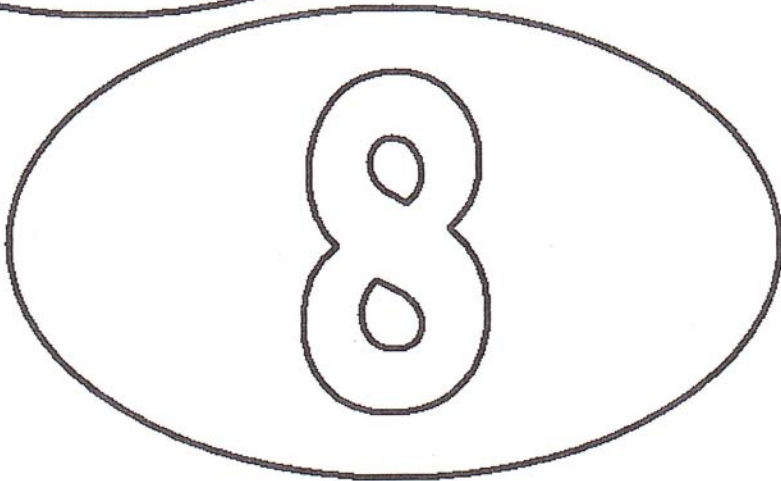


Sesame Street
Fun!



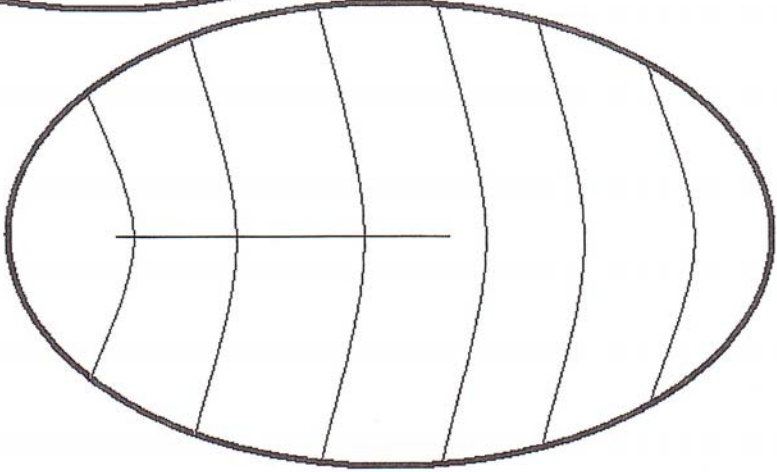
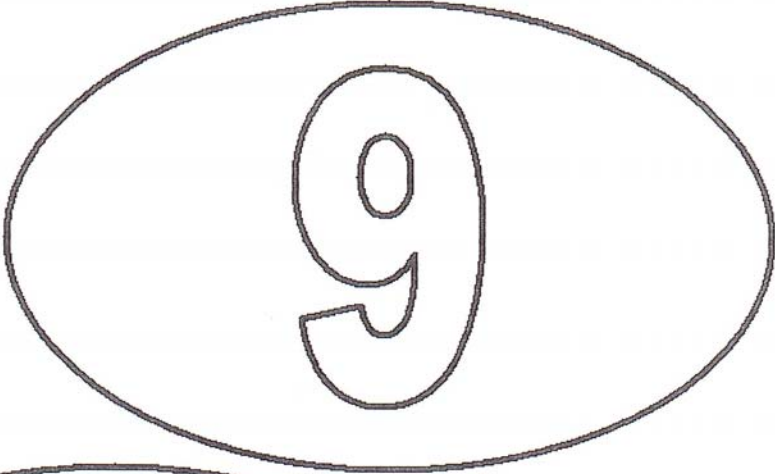


Sesame Street
Fun!





Sesame Street
Fun!

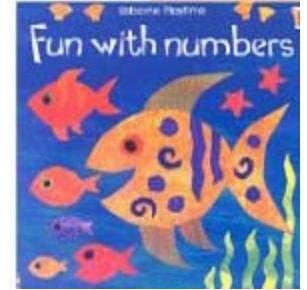
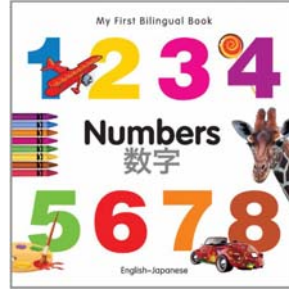
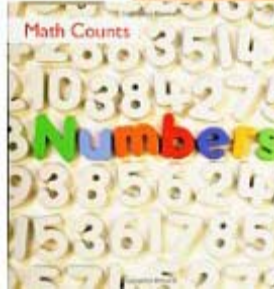




Parent Tip Sheet: Numbers

Sesame Street Fun!

BOOKS



ACTIVITIES

Ten Fingers

What You Need:

- Construction Paper
- Tempera Paint
- Paper Plate

What You Do:

Set out paper and a paper plate with tempera paint. Have your children paint both of their hands and press them on their paper. Have your children count the number of fingers on their picture.

Ten Cheerios

What You Need:

- Bowl
- Cheerios
- Piece of Yarn
- Tape

What You Do:

Set out a bowl with cheerios and a piece of yarn. Help your child cover one end of the yarn with some tape to create a needle. Have your child lace ten pieces of cereal on his necklace. Help your child tie the two ends together. Children enjoy wearing and eventually eating their necklaces.

SONGS

1,2,3,4,5

One, two, three, four five!
Once I caught a fish alive;
Six, seven, eight, nine, ten.
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

Five Green and Speckled Frogs

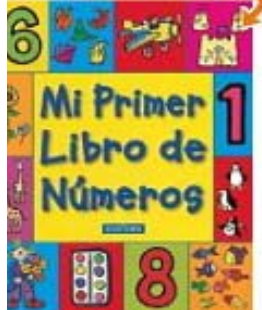
Five Green and Speckled Frogs
Sat on a Speckled Log
Eating some most delicious bugs
YUM! YUM!
One jumped into the pool
Where it was nice and cool
Now there are four green speckled frogs
Gulp, Gulp
(Continue to repeat until you sing, Now there are no green speckled frogs.)



Consejos Para Padres: Números

Plaza Sesamo!

LIBROS



ACTIVIDADES

Diez Dedos

Que Necesita:

- Papel de Construcción
- Pintura
- Plato de Papel

Que se Hace:

Ponga papel y un plato con pintura cerca de su niño. Deje que su niño pinte sus manos con la pintura y las presione en el papel. Cuente con su niño los dedos en el papel.

Diez Cheerios

Que Necesita:

- Plato
- Cheerios
- Listón
- Cinta

Que se Hace:

Ponga un plato con cheerios y un listón en la mesa. Ayúdele a su niño a poner un pedaso de cinta en una de las orillas del listón para crear una aguja. Deje que su niño enlace 10 cheerios para crear un collar. Ayúdele a su niño hacer un nudo con el hilo para terminar su collar. Deje que su niño cuente los cheerios.

CANCIONES

Los Números

El uno es un soldado haciendo la instrucción.
 El dos es un patito que está tomando el sol.
 El tres una serpiente que baila sin parar.
 El cuatro es una silla que invita a descansar.
 El cinco es un conejo que salta sin parar.
 El seis es una pera redonda y con rabito.
 El siete un caballero con gorra y con bastón.
 El ocho son las gafas que usa don Ramón.
 El nueve es un hijito atado a un globito.
 El cero una pelota que acaba esta canción.

El Uno

El sol es uno,
 La luna es una,
 El mar es uno,
 Y tu eres uno,
 El uno es el primero esta antes que el dos,
 No son muchos números es menos de dos,
 Es una línea,
 Esta muy flaco,
 El uno esta solito porque solo es uno,
 El uno, el uno,
 El uno.



Numbers: 1,2,3 Dots on a Ladybug

Sing & Play

OVERVIEW

In this activity children will be learning about numbers 1-5 by participating in a book reading, singing a nursery rhyme, playing with manipulative toys, and coloring and pasting colorful buttons on a lady bug.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #28 COG9 – Number
- DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Numbers by: Gladys Rosa-Mendoza
- Spanish Book: Los números por: Gladys Rosa-Mendoza
- Lady bug template
- Construction paper
- Assorted color buttons
- Wiggle eyes
- Crayons: red, yellow, orange
- Pipe cleaners: black
- Adhesive tape, scissors and glue
- Manipulative-Table top toys for activity centers: manipulative toys, counting cubes.

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Copy lady bug template

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 Numbers 1-5.
- 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:

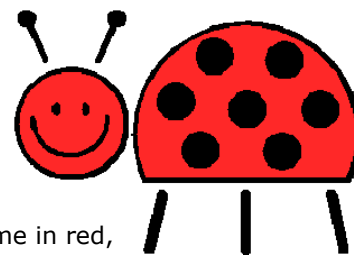
- Let children and parents know that we will be dancing and moving our bodies. Instruct both parents and children to follow along and to copy your movements as we sing the song together.
 - English – Five Fingers
 - Spanish – Un Elefante se balanceaba

(Songs are available on Parent Tip Sheets)

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making a Ladybug Project.
- Show a sample of the completed craft project.
- Pass out materials: ladybug template, construction paper, pipe cleaners, buttons.
- Tell children that they can paste their lady bug template onto the construction paper.
- Children can color the lady bug. Explain that ladybugs come in red, orange and yellow.
- Ask parents to assist their children in picking out and pasting buttons onto the ladybug to give it its spots. Encourage parents to count each button as they apply it onto the ladybug template.
- Parents can also help children glue wiggle eyes onto the ladybug.
- To complete their project, children can cut, twist and paste the pipe cleaners onto the top of the ladybug template to make antenna.
- 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"

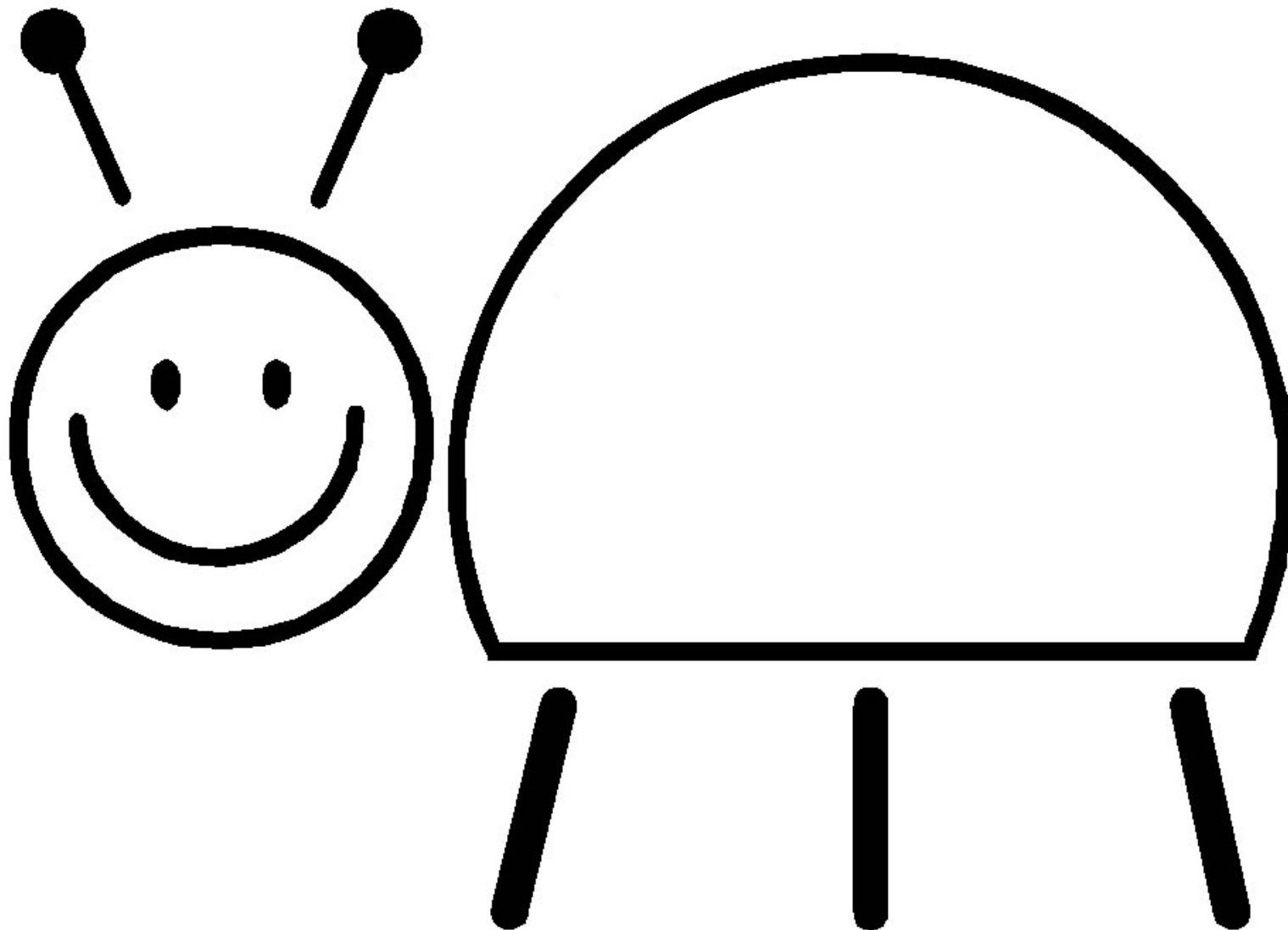
TALK ABOUT IT

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

- Ask children if they remember what numbers they learned about today?
- Ask if they can recall what the storybook was about that was read to them.
- Ask children to show off their project and describe their project (asking what color the parts of the project are, how many dots the ladybug has, etc.)

PARENT TIP SHEET

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

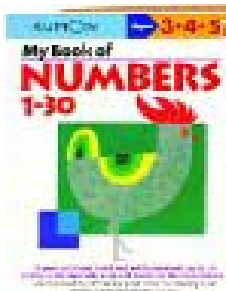
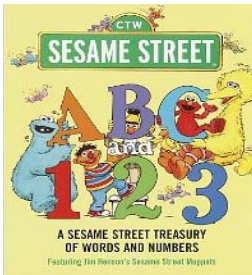




Parent Tip Sheet: Numbers

Sing & Play

BOOKS



ACTIVITIES

Count and classify

What You Need:

- Home objects or clothing

What You Do:

Help your toddler sort objects into piles. He can help you sort laundry (put socks in one pile and shirts in another). Play "clean up" games. Have your toddler count and put toys on specified shelves or boxes.

What's that

What You Need:

- Clothing,
- Toys
- Home objects

What You Do:

Play the "What's that?" game by pointing to clothing, toys, body parts, objects, or pictures and asking your toddler to name them. If your toddler doesn't respond, name it for him and encourage counting and imitation of the words.

SONGS

One Finger, One Thumb

One finger; one thumb keep moving.
 One finger; one thumb keep moving.
 One finger; one thumb keep moving.
 And we'll all be happy today.
 One finger, one thumb, one hand keep moving
 One finger, one thumb, one hand keep moving.
 One finger, one thumb, one hand keep moving
 And we'll all be happy today.

One finger, one thumb, one hand, two hands keep moving.
 One finger, one thumb, one hand, two hands keep moving.
 One finger, one thumb, one hand, two hands keep moving.
 And we'll all be happy today.

Five Fingers

I've got five fingers in my pocket.
 Five fingers hidden away
 Five fingers in my pocket.
 Look! Aw, one went away!
 I've got four fingers in my pocket.
 Four fingers hidden away.
 Four fingers in my pocket.
 Look! Aw, one went away!
 Repeat for three, two and one. .
 I've got no fingers in my pocket.
 No fingers hidden away.
 No fingers in my pocket. Look!
 Five fingers back to stay. Hurray!

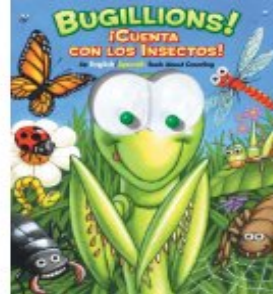
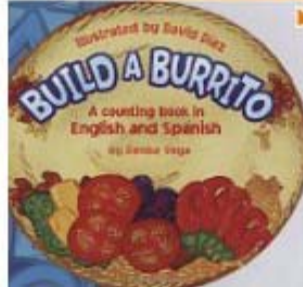
Inserted languages:
 Spanish cinco, quatro, tres, does, uno.
 Japanese go, shi, san, ni, ichi
 Greek bende, dessera, drio, dio, ena. Farsi shesh, chanj, chahar, she, doh, yek.



Consejos Para Padres: Números

Canta y Juega

LIBROS



ACTIVIDADES

Clasificar y Contar

Que Necesita:

- Diferentes juguetes
- Cajas de cartón o plástico

Que se Hace:

Ayude a su niño a clasificar objetos, agrupándolos según su categoría. Por ejemplo, ella le puede ayudar a ordenar la ropa lavada haciendo un montoncito de calcetines y otro de camisas. También pueden hacer juegos de "limpieza." Pídale a su niño que ponga sus juguetes en estantes o cajas específicas.

¿Que es Eso?

Que Necesita:

- Cualquier prenda u objeto

Que se Hace:

Juegue el juego de "¿Qué es eso?" señalando con la mano ropa, juguetes, partes del cuerpo, objetos, o fotografías y pidiendo a su niño que nombre lo que usted señala. Si su niño, no responde, nombre usted los objetos y motívelo a contar e imitar las palabras.

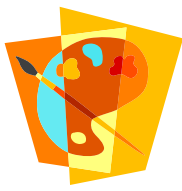
CANCIONES

Brinca la tablita

Brinca la tablita
Yo ya la brinque
Bríncala de vuelta
Yo ya me canse.
Dos y dos son cuatro
Cuatro y dos son seis
Seis y dos son ocho
Y ocho, dieciséis.

Un Elefante se balanceaba

Un elefante se balanceaba
sobre la tela de una araña
y como veía que no se caía
fue a llamar a otro elefante.
Dos elefantes se balanceaban
sobre la tela de una araña,
y como veían que no se caían
fueron a llamar a otro elefante.
Tres elefantes...



Numbers: 1 Little Kitty

Smart
Art

OVERVIEW

In this activity children will learn about numbers by participating in a read-aloud, singing and painting a ceramic piece that is related to the numbers 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 - #32 MATH1 - Number Sense of Quantity and Counting
- DRDP - #33 MATH2 - Number Sense of Mathematical Operations

MATERIALS & PREPARATION

MATERIALS:

- English book: Eight Animals on the Town by: Susan Middleton
- Spanish Book: Ocho Animales por: Susan Middleton
- Bisque piece: Tiny Tot Kitty
- Bisque paints: bright straw yellow, neon orange, and light brown
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

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

INTRODUCTION

- Introduce topic to students.
- Explain to children that numbers help us to: count, know how old we are, keep track of time, and know in what date of the day, month, and year we are.
- Ask children the following questions:
 - Do you know how to count 1-20?
 - Can you recognize numbers 1-20?

ACTIVITY #1

Sing a Song:

English Song: Five Little Bees

One little bee blew and flew.
He met a friend, and that made two.
Two little bees, busy as could be--
Along came another and that made three.

Three little bees, wanted one more,
Found one soon and that made four.

Four little bees, going to the hive.
Spied their little brother, and that made five.

Five little bees working every hour--
Buzz away, bees, and find another flower.

Spanish Song: Cinco Ratoncitos

Cinco ratoncitos de colita gris,
mueven las orejas,
mueven la nariz,
abren los ojitos, comen sin cesar,
por si viene el gato,
que los comerá,
comen un quesito,
y a su casa van,
cerrando la puerta,
a dormir se van.

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

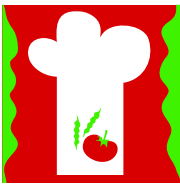
Free Play (Share, Play and Socialize):

- 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.



Numbers: Counting on a Snail

Snack Attack

OVERVIEW

Children will learn to count and recognize numbers from 1 to 10. They will do this by listening to a story

SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #32 MATH1 – Number Sense of Quantity and Counting
- DRDP - #34 MATH3 – Classification
- DRDP - #41 HLTH1 – Personal Care Routines
- DRPD - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Ten, Nine, Eight by: Molly Bang
- Spanish Book: Diez, Nueve, Ocho por: Molly Bang
- 10 containers
- Items to place in the container
- Per Child:
 - 1 half of a banana (cut lengthwise)
 - 10 green grapes
 - 9 raspberries/blueberries
 - 8 purple grapes
 - 1 mini chocolate chip
 - Green paper plate

PREPARATION:

- Cut bananas in half (lengthwise)
- Place all food items onto the activity table(s).
- Make hand sanitizer available for children’s use prior to preparing snack activity.

INTRODUCTION

- Introduce topic to Students: Tell children that they will learn about numbers and counting today.
- Tell children they will learn to count and recognize numbers from 1 to 10.
- Show children the 10 containers that you have. Tell them that each container has a number from 1 to 10.
- Ask children to help you say the numbers as you point to them.
- Tell students they will help you place items in each container. They will have to identify the number in the container before they place the items inside.
- For example: In container #1 they will place 1 item; #2 they will place 2 items, they will continue to do this until they get to #10.
- 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.

One, Two, Three, Four, Five

One, two, three, four, five,
Once I caught a snail alive,
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go
Because it bit my finger so.
Which finger did it bite
This little finger on the right.
One, two, three, four, five,
Once I caught a snail alive,
Six, seven, eight, nine, ten,
Then I let it go again.

Cinco Lobitos

Un, dos, tres. Un, dos, tres
Son los números. Son los números
si, si, si. Uno, dos, tres, cuatro. Si, si, si.
Son los números. Son los números. si, si, si.
El uno es un soldado haciendo la instrucción.
El dos es un patito que está tomando el sol.
El tres una serpiente que baila sin parar.
El cuatro es una silla que invita a descansar.
El cinco es un conejo que salta sin parar.
El seis es una pera redonda y con rabito.
El siete un caballero con gorra y con bastón.
El ocho son las gafas que usa don Ramón.
El nueve es un hijito atado a un globito.
El cero una pelota que acaba esta canción.

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:

- Tell children to place the banana half onto the small green paper plate, with the flat side down.
- Tell children to count out 10 green grapes and to make a circle on top of the banana.
- Tell children they can duplicate this effort by counting 9 raspberries/blueberries and 8 purple grapes.
- Children can finish their snack by placing a mini chocolate chip into the top of the banana to make the snail eye.



TALK ABOUT IT

- Ask them to help you count from 1-10.
- Ask them to continue practicing their numbers at home



Numbers: Count with Me

Story Time

OVERVIEW

Story Time classes focus on engaging children in a literacy experience. Children will participate in an interactive read-aloud followed by a corresponding hands-on activity meant to bring the written word to life, deepening the early learning experience. As a group, children and teacher use one to one correspondence to count to 10. Children will have the opportunity to make a book of their own to take home and practice their numbers with their family.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRPD - #32 MATH1 – Number Sense of Quantity and Counting
- DRPD - #33 MATH2 – Number Sense of Mathematical Operations
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Ten, Nine, Eight By: Molly Bang
- Spanish Book: Diez, Nueve, Ocho Por: Molly Bang
- 1 small book (1 per child, premade)
- Numbers 1-10 template
- Glue
- Scissors
- Colors
- Stapler
- Colored daubers
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make small book using construction paper and regular white paper.
- Make copies of number template and cut them out.

INTRODUCTION

- Introduce topic to students.
- Lead the class into a discussion about numbers.
- Activate prior knowledge by asking the children to count with you from 1-10.

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 that the book will be about numbers, and a boy.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

ACTIVITY #2

Book of Numbers:

- Teachers will make small books with ten pages each. These can be made with colored construction paper for the front and back cover. The pages for the inside of the book can be white. The book will be stapled together.
- Pass out a book, numbers from 1-10, daubers and glue to each child.
- The children will color the numbers 1-10.
- The children will glue the numbers onto the inside of the book in order. First the number 1, then the number 2 and so on.
- Finally they will take the dauber and put one dot on the page with the number 1. Two dots on the page with the number 2 and so on.
- Now the children can use their book to practice saying the numbers and counting the number of dots on the page.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.



TALK ABOUT IT

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

- Ask children what their favorite part of the book or activity was?
- To practice counting ask children to count chairs, books, children etc. in the classroom.

PARENT TIP SHEET

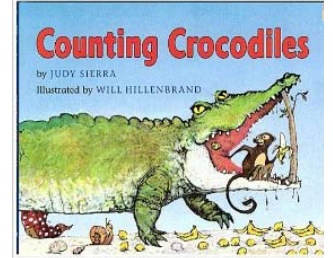
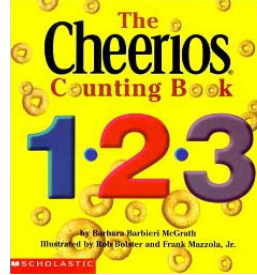
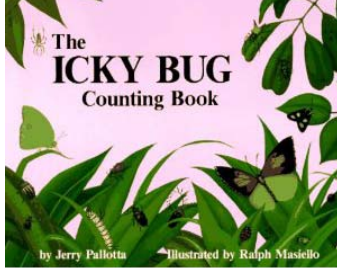
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about numbers by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Numbers

Storytime

BOOKS



ACTIVITIES

Number Hunt

What You Need:

- Index Cards
- Markers

What You Do:

Number the cards 1-5 or 1-10 depending on child's ability. Write numbers and corresponding dots along with the number word on each card. Now it's time to play! Hide the card indoors or out doors. Child will have to look for the cards and put them in numerical order.

Number Line

What You Need:

- Masking Tape
- Construction Paper

What You Do:

Create a number line from 1 to 20 on the floor with masking tape and numbers that have been cut out of construction paper. Each number should be about a foot apart. Practice counting up or down, adding or subtracting by having the kids jump and move up and down the number line.

SONGS

Five Little Bees

One little bee blew and flew.
He met a friend, and that made two.
Two little bees, busy as could be--
Along came another and that made three.

Three little bees, wanted one more,
Found one soon and that made four.

Four little bees, going to the hive.
Spied their little brother, and that made five.

Five little bees working every hour--
Buzz away, bees, and find another flower.

2, 4, 6, 8, 10

It's a two, it's a four, and it's a six, eight then ten.

It's a two it's a four it's a six, eight then ten!
We are the even numbers

So sing the song again,
It's a two, it's a four, and it's a six, eight then ten.

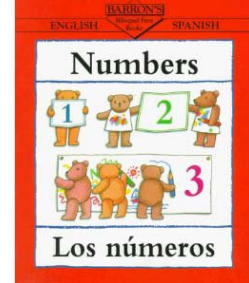
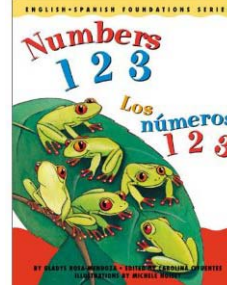
It's a two it's a four it's a six, eight then ten!



Consejos Para Padres: Números

Hora de
Cuentos

LIBROS



ACTIVIDADES

Casando Números

Que Necesita:

- Tarjetas Índice
- Marcadores

Que se Hace:

Numere las tarjetas 1-5 o 1-10. Asegure que cada tarjeta tenga un número con el nombre del número y con puntos que simbolizen ese número. Cuando las tarjetas estén completas las va a esconder adentro o afuera. Su hijo/a buscara las tarjetas y las pondrá en orden.

Línea De Números

Que Necesita:

- Cinta Adhesiva
- Papel Constructivo

Que se Hace:

Que su hijo/a le ayude a hacer números en el papel. Que los corte y estén preparados. Hagan una línea con la cinta y los números. Mantenga cada número a un pie de distancia. Que su hijo/a cuente los números caminando para arriba y para abajo. Puede hacer cuentas mientras ellos brinquen en cada número.

CANCIONES

Diez Perritos

Yo tenía diez perritos.
Yo tenía diez perritos.
Uno se cayó en la nieve.
Ya no más me quedan nueve. De los nueve que tenía,
De los nueve me quedaban
Uno se comió un bizcocho ... ocho.

Uno se golpeó su frente ... siete....

...Regresaron otra vez,
y otra vez yo tengo diez.
¡Son diez!

Cinco Lobitos

Cinco lobitos tiene la loba,
cinco lobitos,
detrás de la escoba.
Cinco lobitos,
cinco parió,
cinco crío,
y a los cinco,
a los cinco
tetita les dió.

Pulgar, pulgar,
se llama éste,
éste se llama índice
y sirve para señalar,
éste se llama corazón
y aquí se pone el dedal,
aquí se pone el anillo
y se llama anular
y este tan chiquitín
¡meñique, meñique!.