



Spring: Springtime Garden

ART Explosion

OVERVIEW

Children will learn about the spring season and the changes in their environment during springtime. Children will be exploring the concept of spring with a book reading about a garden, and will make a garden of their own to extend their understanding of the springtime concept.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Garden by: Rebecca Emberley
- Spanish Book: Mi Jardin por: Rebecca Emberley
- Tempera green paint
- Assorted colored pom-poms
- Premade card stock leaf template
- Blue construction paper
- Baby wipes
- Paper plates
- Glue
- Wiggle eyes

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to Students
- Tell children that springtime is one of the four seasons. Tell children that one of the ways we can tell that spring is coming is that green leaves start returning to the trees. Ask children what other ways can we tell spring is on the way (weather, clothes, bugs,).
- Tell students that they will be learning about the Spring Season today.

ACTIVITY #1

Read Book

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book.
- Ask the children if they can predict what the book will be about.

ACTIVITY #2

Sing and Dance

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

- English – A Little Seed
- Spanish – Que Lleva!

ACTIVITY #3

Instruct the children that they will now be making a "Springtime Scene".

- Instruct children to finger paint their pre-cut leaf with the green paint. Have the children glue the leaf onto the blue construction paper.
- Then children can glue pom poms onto the construction paper in a row to make up a caterpillar. Wiggle eyes can be added to the pom poms if desired.
- You can provide other springtime stickers for the children to use to embellish their art project if available.
- 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

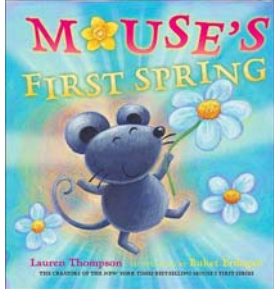
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the spring by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Spring



BOOKS



ACTIVITIES

Kool-aid Painting

What You Need:

- Paper (prefer stiff)
- Several flavors of Kool-Aid
- Paint brushes
- Water Cups with water

What You Do:

Mix each flavor in a separate container with about half a cup of water. Allow the children to paint on the paper with the brushes after dipping them in the flavored water. The painting looks just like watercolor paints and it smells so good. Actually the whole art area smells great! The children love dipping their brushes in and smelling them before they paint, they try to guess what flavor it is. They come up with some pretty interesting guesses.

Ice Cream Sundays

What You Need:

- Ice cream
- Assorted ice cream toppings: assorted sprinkles, cool whip, cherries, nuts, and eatable bowls.

What You Do:

Allow your child to make his own ice cream sundaes and he will have an absolute ball. Your child will be able to add their own toppings as much or as little as he wants. Have your child put the ice cream into the eatable bowls because the ice cream is frozen and too hard for the children to scoop. Enjoy!!

SONGS

A Little Seed

A little seed for me to sow...
(Pretend to hold a tiny seed.)

A little earth to make it grow . . .
(Stoop down and touch the ground.)

A little hole, A little pat . . .
(Pretend to dig a hole; plant seed; pat earth around seed.)

A little wish, And that is that.
(Touch index fingers to head; bring arms down and fold over chest.)

A little sun, A little shower . . .
(Make sun with hands; use fingers to create rain.)

A little while, And then --- a flower!
(Pretend to sleep; cup hands around face like flower.)

April Showers

Dark clouds gather outside,
The wind begins blow,
A raindrop falls and then another -
April showers!

I am not afraid.
The rain is very good.
It softens the earth and helps the plants
Make May flowers.



Consejos Para Padres: Primavera



LIBROS



ACTIVIDADES

Pintando con Aromas

Que Necesita:

- Papel de Construcción
- Diferentes sabores de Kool-Aid, Pinceles y tazas con agua.

Que se Hace:

Mezcle cada sabor en un contenedor independiente ponga la mitad de una taza de agua. Permita a los niños pinten sobre el papel con los pinceles después que hayan sumergido su pincel en el agua de sabores. La pintura se ve como pinturas de acuarelas y huele tan bien. En realidad el área de arte todo huele! A los niños les gustara sumergir sus pinceles con olores y después de pintar, ¿intenten adivinar qué sabor es?

Helado de Frutas y Nueces

Que Necesita:

- Helado, surtido con coberturas de diferentes sabores.
- Surtido rociado con cerezas y nueces y barquillos.

Que se Hace:

Permita que su hijo prepare su propio helado y estará bien complacido. Su hijo podrá añadir sus propios ingredientes por si quiere poco o bastante. Pídale a su hijo que ponga el helado en los tazones comestibles. Si el helado esta congelado y demasiado duro para su hijo proporcíonele ayuda. ¡Disfrute!

CANCIONES

Que Llueva!

iQue llueva, que llueva!
La vieja de la cueva.
Los pajaritos cantan,
Las nubes se levantan.
Que sí, que no,
iQue caiga un chaparrón!
Que sí, que no,
iQue canta el labrador!

En La Primavera

En la primavera hay flores
En la primavera hay flores
Hay flores, hay flores,
Primavera

En la primavera hay césped
En la primavera hay césped
Hay césped, hay césped,
Primavera

En la primavera hay hojas
En la primavera hay hojas
Hay hojas, hay hojas
Primavera

En la primavera arco iris
En la primavera arco iris
Arco iris, arco iris,
Primavera



Spring: Springtime Flowers

Barney & Friends

OVERVIEW

In this activity children will learn about the season of spring. 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 - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: In the Park by: Catherine Brereton
- Spanish Book: En el Parque por: Catherine Brereton
- English Barney Clip: Flowers
- Spanish Barney Clip: Flores
- Premade flower template
- Fruit Loops
- Glue

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Explain to children that spring is one of the four seasons we have thru out the year.
- Ask children if they can think of some signs that let us know that spring is here? Like rain, leaves begin to grow on the trees, flowers blooming, etc.
- Ask them what we like to do during this season?
- Explain the activities that children will be doing during class;
 - Book Reading (show the actual book)
 - Sing a Song (name the title of the song to be sung/music to be played)
 - Hands-on activity (describe the activity we will be completing today)
 - Book Cuddling (explain to children and parents that lesson themed books will be made available to them to share while all children finish their hands-on activity)
 - Circle time (explain that we will conclude our class on the carpet in circle time)

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Sing Song/Watch Barney Clip:

- Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.
 - English – My Eyes Can See the Springtime
 - Spanish – EL Arco Iris
- **Show Barney & Friends clip:** Flowers / Flores

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 now get make their own flower.
- Instruct children to use the flower template as a guide as to where to glue the cereal.
- Ask parents to assist their children with the glue.
- Children can finish their project by using the springtime stickers as embellishments.
- 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 Spring.

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

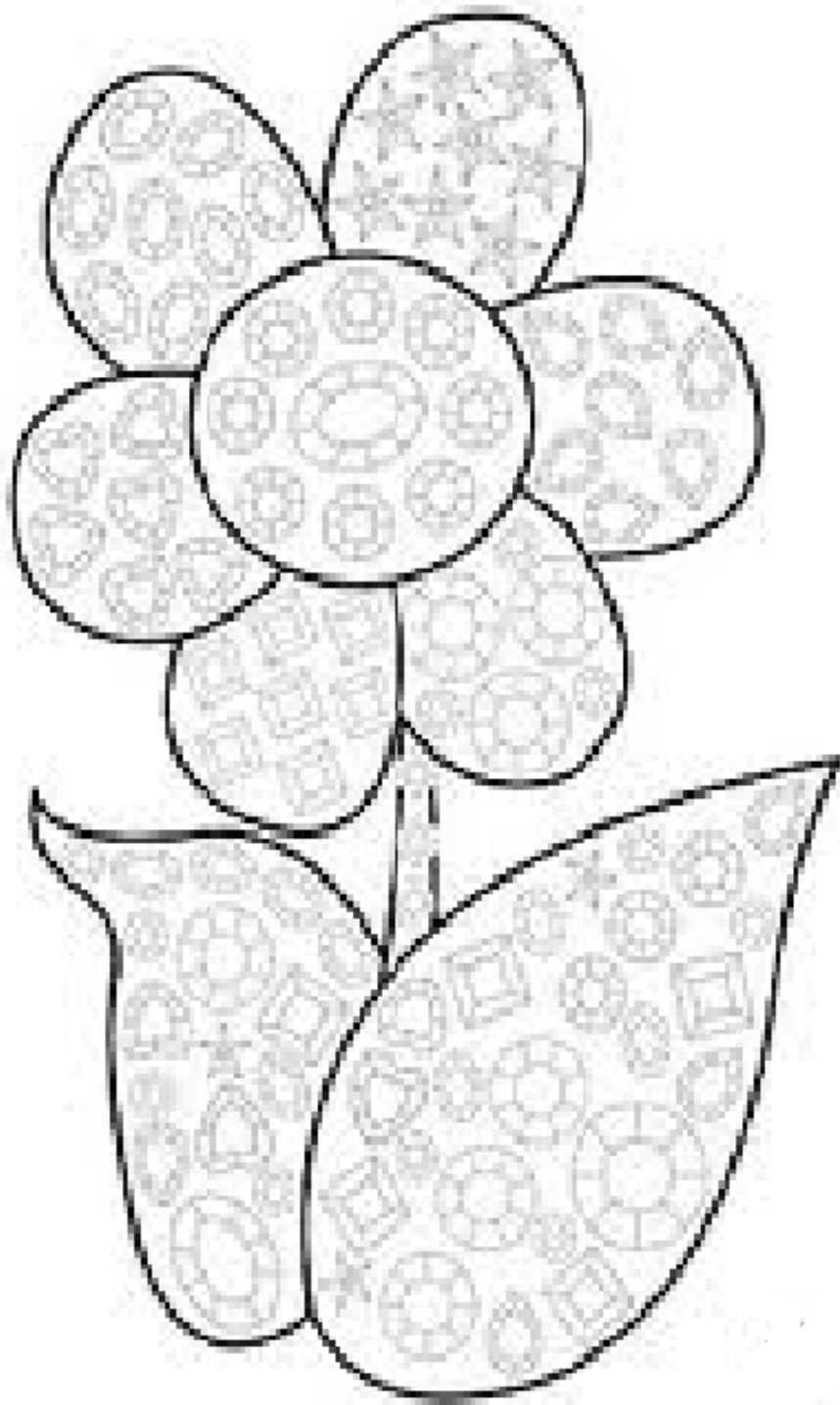
TALK ABOUT IT

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

- Ask children to tell you what they learned today about the spring season?
- Ask parents to help deepen their child's understanding about spring by pointing out signs of spring as they drive in their car, get ready for their day, or when they are at the park.
- [Show closing Barney & Friends clip](#)

PARENT TIP SHEET

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

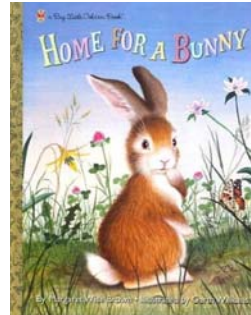




Parent Tip Sheet: Spring

Barney & Friends

BOOKS



ACTIVITIES

A Stick Flower

What You Need:

- Green Popsicle sticks
- Muffin liners different sizes
- Paints
- Glue

What You Do:

Have your child take green popsicle sticks and put a drop of glue on the top. Take a large muffin liner, stretch it out a bit and affix it to the top of glue. Have your child put a small drop of glue in the middle of the large muffin liner. Have your child take a smaller muffin liner and affix it in the center of the large muffin liner. You and your child have just made a pretty flower. Repeat the process. Some children make two flowers, others make up to ten.

Paper Plate Umbrellas

What You Need:

- Large paper plates, markers and crayons.

What You Do:

Give to your child a paper plate with a small hole poked in the middle. Let your youngster decorate the back of his plate with crayons or felt tip markers. When he has finished, have him stick his index fingers up through the hole in his plate to make an umbrella.

SONGS

My Eyes Can See the Springtime

(Tune: Did you ever see a Lassie?)

My eyes can see it springtime, its springtime, its springtime.
My eyes can see it springtime, the grass is so green!
The green grass, the flowers, the sunshine and showers.
My eyes can see its springtime, and I am so glad. My ears can hear its springtime, its spring time, and its springtime.

April Clouds

Two little clouds one April day,
(Hold both hands in fists).

Went sailing across the sky.
(Move fists from left to right).

They went so fast that they bumped their head,
(bump fists together)

And both began to cry. *(Point to eyes)*

The big round sun came out and said,
(make a circle with arms)

"Oh never mind, my dears, I'll send all my sunbeams down
(wiggle fingers downward like rain)

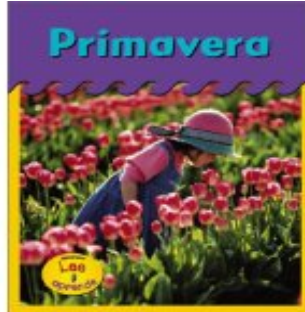
To dry your fallen tears."



Consejos Para Padres: Primavera

Barney Y Amigos

LIBROS



ACTIVIDADES

Una Florecita

Que Necesita:

- Palitos de Paleta Verdes
- Alienadores de diferentes tamaños de Mollete o bollo
- Pegamento o goma
- Pinturas; de colores deseables

Que se Hace:

Pídale a su hijo que tome un palito verde de paleta y que ponga una gota de pegamento en la parte superior. Que agarre un forro de bollo, grande y que lo estire un poco después que lo coloque en la parte superior de en medio. Que le ponga una gotita de pegamento al bollo grande. Que agarre un forro de bollo y pequeño y que lo coloque en el centro de la funda del forro del bollo grande. Su hijo acaba de hacer una bonita flor. Repita el proceso. Algunos niños hacen dos flores, otros hacen hasta diez. Depende de ellos. Deje que las flores se sequen.

Un Paraguas de Plato

Que Necesita:

- Platos de papel grandes
- Crayones
- Marcadores de Pincel

Que se Hace:

Déle a su hijo un plato de papel y hágale un pequeño agujero en medio. Permita que su hijo decore su plato con lápices de colores o crayones Cuando haya terminado, pídale a su hijo que ponga su dedo índice en el orificio de su plato para hacer su paraguas.

CANCIONES

Lluvia, Lluvia Vete Ya

Lluvia, lluvia, vete ya
Los niños quieren jugar
Nubes, nubes, aléjense
Los niños, quieren jugar
Lluvia, lluvia, ven aquí
Las florcitas quieren salir.

EL Arco Iris

El Arco Iris se asoma
Cuando pasa la tormenta,
Es un arco de colores
Desde el rojo, hasta el violeta
Si yo los cuento son siete
Toda la lista completa:
Rojo, Naranja, Amarillo, Verde, Azul, y violeta.



Letter Recognition: Learning My Letters: H and I

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 children that this for 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

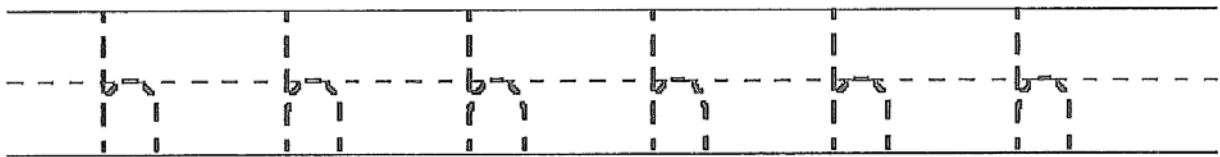
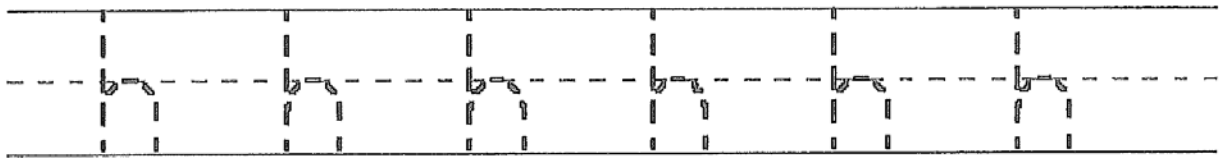
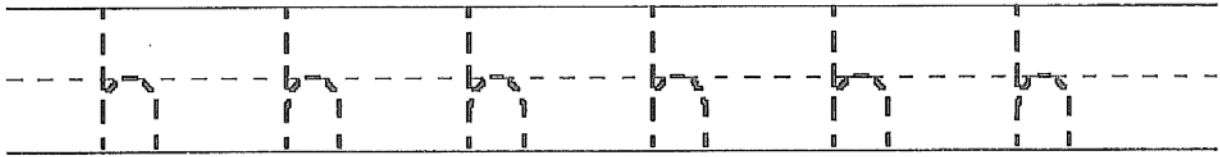
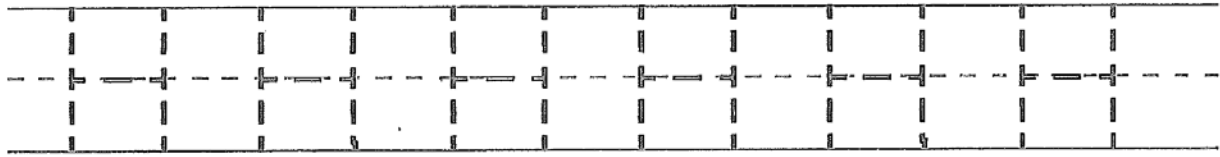
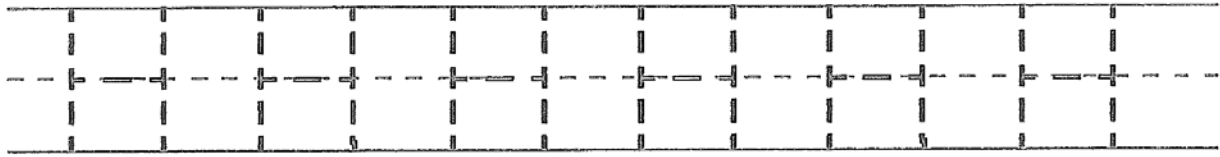
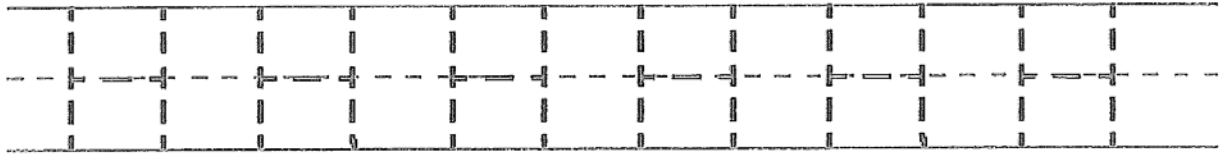
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters H,I

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

Handwriting practice row 1: A set of three horizontal lines (top, middle dashed, bottom) containing the word "fish" written in dashed letters. Each letter has small vertical tick marks and arrows indicating the stroke direction. The word is repeated twice.

Handwriting practice row 2: A set of three horizontal lines (top, middle dashed, bottom) containing the word "fish" written in dashed letters. Each letter has small vertical tick marks and arrows indicating the stroke direction. The word is repeated twice.

Blank handwriting practice row 3: A set of three horizontal lines (top, middle dashed, bottom) for independent practice.

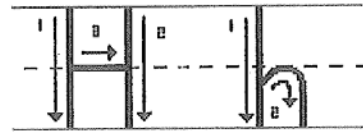
Handwriting practice row 4: A set of three horizontal lines (top, middle dashed, bottom) containing the word "fish" written in dashed letters. Each letter has small vertical tick marks and arrows indicating the stroke direction. The word is repeated twice.

Blank handwriting practice row 5: A set of three horizontal lines (top, middle dashed, bottom) for independent practice.

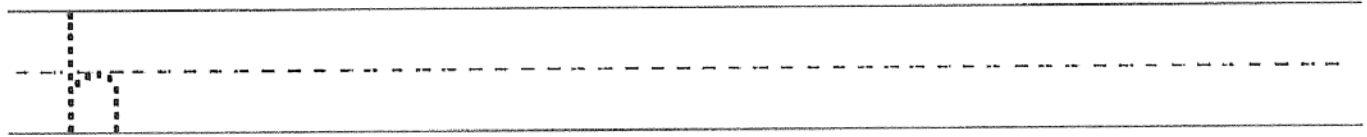
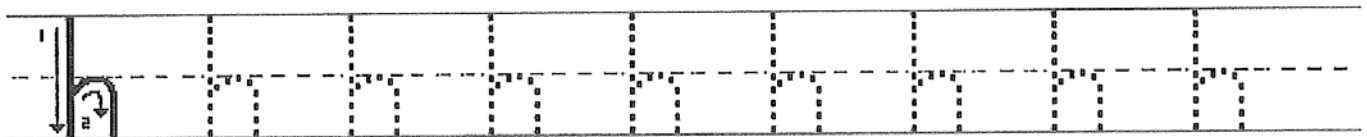
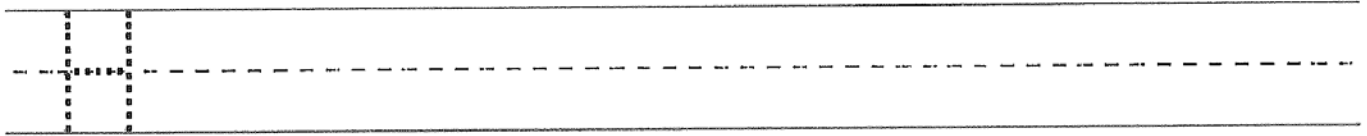
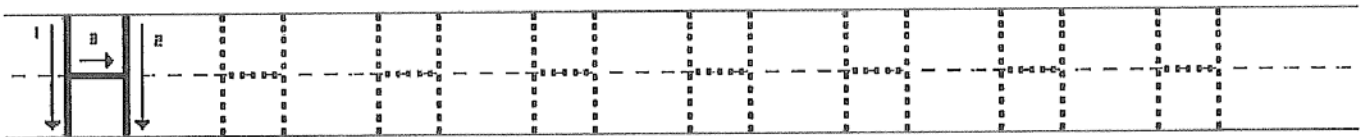
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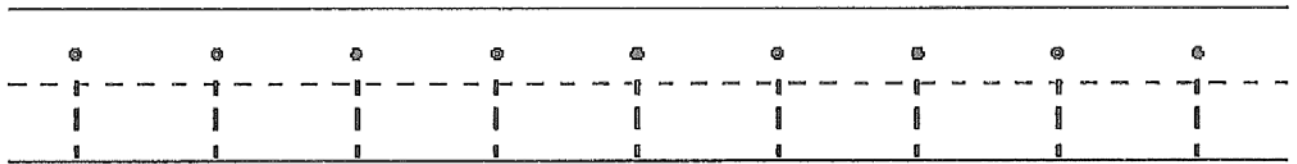
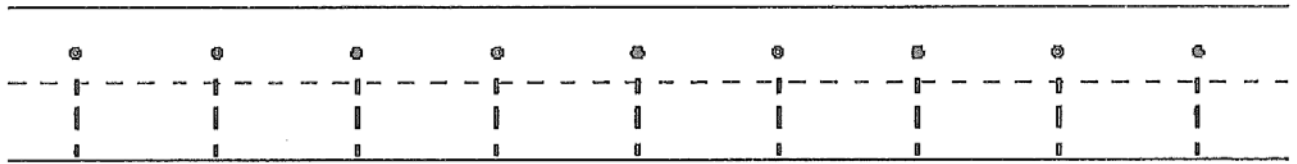
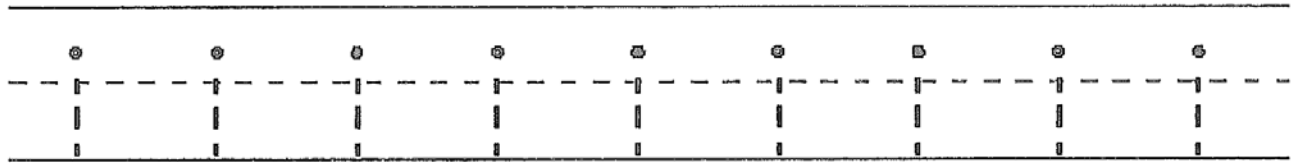
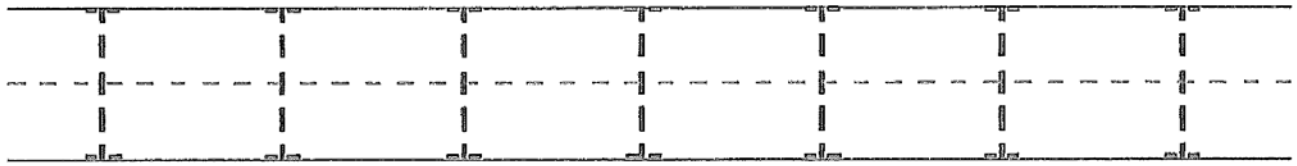
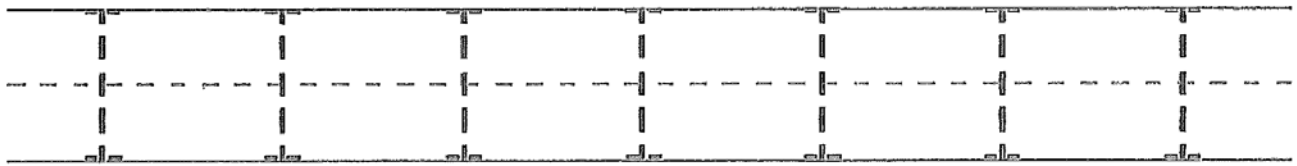
H
es para
HELADO



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



Name _____



Instructions: trace and then copy letters or words

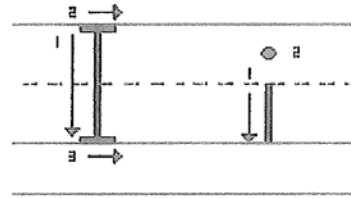
Handwriting practice row for uppercase letter 'I'. It features a set of three horizontal lines (top, middle, bottom) with a dashed 'I' in the center. The letter has a solid dot at the top and a solid bar at the bottom. This row is repeated five times.

Handwriting practice row for lowercase letter 'i'. It features a set of three horizontal lines (top, middle, bottom) with a dashed 'i' in the center. The letter has a solid dot above the middle line and a solid bar on the bottom line. This row is repeated five times.

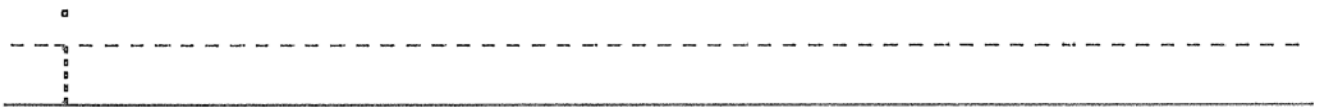
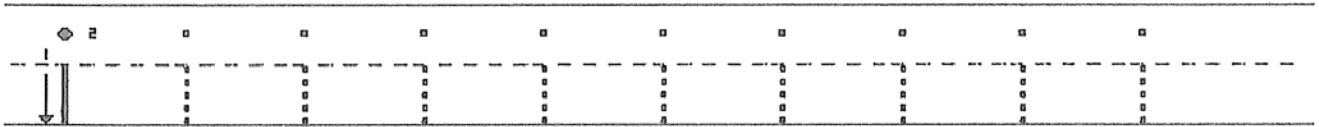
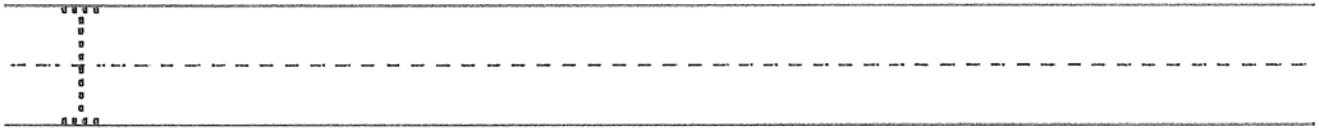
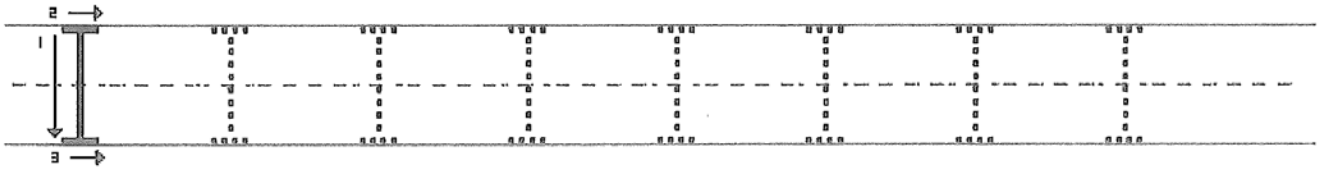
Handwriting practice row for the words 'lives in a big'. The words are written in dashed letters on a set of three horizontal lines. Each letter has a solid dot above the top line and a solid bar on the bottom line. This row is repeated five times.

Blank handwriting practice lines for independent copying. It consists of five sets of three horizontal lines (top, middle, bottom) for writing practice.

Me llamo: _____



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





Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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



Social

Understanding Individual Differences

Cuddle Crew 1
0-6 months

GOAL

For the baby's unique temperament to be understood.

EXPERIENCE

This activity involves observing nine different temperament categories.

1. Observe the baby's behavior in each of these areas and put check marks under the degree to which the baby displays each. There are no right ways for a baby to be—just differences. By observing and noting naturally occurring individual differences in babies, caregivers can fine-tune their responses.

Characteristic	Low	Medium	High
Activity level			
Rhythmicity (regularity)			
Intensity			
Mood (fussy to positive)			
Adaptability			
Attention			
Distractibility			
Approach (withdrawing to sociable)			
Threshold of response			

Source: Carey & McDevitt, 1978.

Researchers Thomas, Chess, and Birch (1968) developed these categories to help caregivers achieve a realistic view of what to expect from children. Parents and caregivers shouldn't blame a child or themselves if a child has more difficult temperamental characteristics. Instead, they should adjust care-giving in accordance with the child's temperament.

2. Pick two of the previous characteristics and think about how you might use this knowledge to care for this child. For example, if the baby is low in adaptability, adults may need to explain what is coming next, allow more wind down time, transition the baby gradually, and so forth.

MATERIALS

None



Social

Entendiendo Diferencias Individuales

Grupo de Bebes 1
0-6 meses

META

Para que el temperamento único del bebé sea comprendido.

EXPERIENCIA

Esta actividad implica observar nueve categorías diferentes de temperamento.

1. Observe la conducta del bebé en cada una de estas áreas y ponga marcas bajo el grado a que el bebé demuestra cada una. No hay maneras correctas para un bebé de ser—sólo diferencias. Observando y notando diferencias individuales que ocurren naturalmente en bebés, los cuidadores pueden ajustar sus respuestas.

Característica	Bajo	Mediano	Alto
Nivel de Actividad			
Ritmo (regulativo)			
Intensidad			
Humor (escrupuloso a positivo)			
Adaptabilidad			
Atención			
Distracción			
Acercarse (retirado a social)			
El umbral de respuesta			

Fuente: Carey & McDevitt, 1978.

Los investigadores Thomas, Chess, y Burch (1968) desarrollaron estas categorías para ayudar a cuidadores logran una vista práctica de qué esperar de niños. Los padres y los cuidadores no deben culpar a un niño ni a sí mismos si un niño tiene características temperamentales más difíciles. En vez de eso, ellos deben ajustar sus cuidados de acuerdo con el temperamento del niño.

2. Escoja dos de las características anteriores y piense de cómo usted quizás utilice este conocimiento para cuidar de este niño. Por ejemplo, si el bebé es bajo en la adaptabilidad, los adultos talvez necesiten explicar lo que viene próximo, permita más tiempo, haga la transición del bebé gradualmente, etcétera.

MATERIALES

Ninguno



Social

Developing Synchrony

Cuddle Crew 1
0-6 months

GOAL

For the baby and adult to feel “in tune.”

EXPERIENCE

Synchrony is experienced when parents (or other caregivers) and infants seem to be “in tune” with one another—when adult and infant actions and responses mesh. For example, this is demonstrated when good eye contact is established between a baby who is more than 3 months old and an adult. Or when the infant coos, the adult responds, and vice versa. The interactions are characterized by a conversational and harmonious quality.

1. To establish synchrony with a baby, try to learn her rhythm. When you are with her, watch her closely. If she talks, match her sound. If she makes a facial expression, do the same. Let yourself become completely involved in conversation with this incredible baby.
2. When she tires, give her a chance to look away and rest. She may not be done, and you might try again after a short while to recapture her attention. If not, respect her need to end the conversation.
3. In general, feel her energy and rhythm. Ask yourself: Do I feel a synchrony with this baby? When? Can I feel this baby’s rhythm? Is there something with my own moods that makes synchrony more likely at some times rather than others? Do I feel synchrony when I rock the baby? Feed her? Talk to her? Look at her? Can I tell when the baby is tired of interacting and wants to rest? If I don’t feel in synchrony with this baby, what might be the barrier? How can we achieve synchrony many times during the day?

MATERIALS

None



Social

Desarrollar Sincronía

Grupo de Bebes 1
0-6 meses

META

Para que el bebé y el adulto se sientan "afinados".

EXPERIENCIA

La sincronía es experimentada cuando padres (u otros cuidadores) y los niños parecen estar "afinados" con el uno al otro—cuando las acciones y respuestas del adulto y del infante son compatibles. Por ejemplo, esto es demostrado cuando buen contacto visual es establecido entre un bebé que tiene más de 3 meses y un adulto. O cuando el bebé hace sonidos con su boca, el adulto responde, y viceversa. Las interacciones son caracterizadas por una calidad coloquial y armoniosa.

1. Para establecer sincronía con un bebé, trate de aprender su ritmo. Cuando esté con el, mírelo de cercas. Si habla, usted imite el sonido. Si hace una expresión facial, haga lo mismo. Permita que usted sea parte de la conversación con este bebé increíble.
2. Cuado el bebé se canse, déle oportunidad de descansar. Talvez no haya terminado, y talvez usted trate de nuevo mas tarde para recuperar su atención. Si no, respete su necesidad de terminar la conversación.
3. En general, sienta la energía y el ritmo del bebé. Pregúntese: ¿Ciento sincronía con este bebé? ¿Cuando? ¿Puedo sentir el ritmo de este bebé? ¿Hay algo con mi propio humor que hace la sincronía suceder más probable algunas veces que otras? ¿Siento sincronía cuando mezo al bebé? ¿Cuando le doy de comer? ¿Le hablo? ¿Lo miro? ¿Puedo saber cundo el bebé esta cansado y quiere descansar? ¿Si no siento sincronía con este bebé, que puede ser la barrera? ¿Como podemos lograr sincronía muchas veces durante el día?

MATERIALES

Ninguno



Social

Imitating Facial Expressions

Cuddle Crew 1
0-6 months

GOAL

For the baby to imitate adult facial expressions.

EXPERIENCE

1. When you have the baby's attention focused on your face, protrude your tongue v-e-r-y slowly toward the baby. Wait a long while for the baby to respond. You may be amazed when a little tongue begins to appear in response.
2. If you don't get a response, try again, and wait again. (Remember that even some alert babies won't want to play this game.) It may take several tries, but if the baby likes this game, the reward will be worth it.

Variation: You may also try this game by opening your mouth into a big O.

MATERIALS

None



Social

Imitar Expresiones Faciales

Grupo de Bebes 1
0-6 meses

META

Para que el bebé imite expresiones faciales de un adulto.

EXPERIENCIA

1. Cuando tenga la atención del bebé centrada en la cara de usted, saque la lengua muy lentamente hacia el bebé. Espere un largo rato para que el bebé responda. Tal vez usted se asombre cuando una lengua pequeña comienza a parecer en respuesta.
2. Si usted no consigue una respuesta, trate otra vez, y espera otra vez. (Recuerde que aún algunos bebés alertas no querrán jugar este juego). Puede tomar varios intentos, pero si al bebé le gusta este juego, la recompensa lo valdrá.

Variación: Usted también puede tratar este juego abriendo la boca en una grande O.

MATERIALES

Ninguno



Social

Looking in a Mirror

Cuddle Crew 1
0-6 months

GOAL

For the baby to link her motions and expressions with images in the mirror, which builds awareness of self and cause–effect relationships.

EXPERIENCE

A mirror teaches social cause and effect because the baby can feel her own movements or expressions at the same time that she sees movement or expression. The rewards for her actions are immediate.

1. Sit the baby in front of a large mirror or hold one in front of her.
2. Draw her attention to the mirror and let her look at herself. Many babies don't need much encouragement in this game because the mirror has such strong drawing power. In fact, most babies love looking into a mirror and may even laugh and coo at the baby in the mirror.
3. Talk to her about what the two of you are seeing in the mirror (e.g., "See the baby? See Emma? What a nice baby").

MATERIALS

Large or small mirror (a hand mirror will work, but a large mirror is particularly effective)



Social

Mirar en un Espejo

Grupo de Bebes 1
0-6 meses

META

Para que el bebé conecte sus movimientos y expresiones con imágenes en el espejo, lo cual construye conciencia de relaciones de ser y causa-efecto.

EXPERIENCIA

Un espejo enseña causa y efecto sociales porque el bebé puede sentir sus propios movimientos o expresiones al mismo tiempo que ve movimiento o expresiones. Las recompensas para sus acciones son inmediatas.

1. Siente al bebé delante de un espejo grande o tenga uno delante de él.
2. Llame su atención al espejo y permita que se mire. Muchos bebés no necesitan mucho ánimo en este juego porque el espejo tiene tal poder para llamar la atención. De hecho, la mayoría de los bebés adoran mirarse en el espejo e incluso pueden reírse y hacer sonidos al bebé en el espejo.
3. Háblele sobre lo que los dos están mirando en el espejo (por ejemplo, "¿Miras el bebé? ¿Miras a Emma? Que buen bebé").

MATERIALES

Un espejo grande o pequeño (un espejo de mano trabaja, pero un espejo grande es especialmente efectivo)



Social Laughing

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience the joy of laughter.

EXPERIENCE

Babies laugh for different reasons. Laughter can be stimulated in a number of different ways in babies who are ready to laugh. Be sure to be sensitive to your baby's cues when she has had enough.

Here are some ideas. Most rely on the element of surprise, which can bring great joy and laughter to an infant. But things that are a little surprising are sometimes scary to some babies, so it is important to find the line between what's scary and what's surprisingly fun for each child.

Hold the baby on his chest and very gently swoop him toward another person he likes, or gently swoop him toward the mirror so he meets a familiar face (himself).

Walk your fingers around the baby's tummy saying, "All around the mulberry bush, the monkey chased the weasel." When you get to the part that says "Pop! goes the weasel," exaggerate your voice and bring your fingers under his chin. Jiggle your head or a toy.

MATERIALS

None



Social Reírse

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de la alegría de la risa.

EXPERIENCIA

Los bebés se ríen por razones diferentes. La risa puede ser estimulada en varias maneras diferentes en bebés que están listos para reírse. Está seguro ser sensible a las indicaciones de su bebé cuando ha tenido suficiente.

Aquí están algunas ideas. La mayoría depende del elemento de la sorpresa, que le puede traer gran alegría y risa a un niño. Pero las cosas que son un poco sorprendentes a veces son espantosas para algunos bebés, así que es importante encontrar la línea entre lo que es espantoso y lo que es sorprendentemente divertido para cada niño.

Abrase al bebé en el pecho y muy suavemente páselo a otra persona que quiere, o suavemente póngalo hacia el espejo así conoce una cara conocida (él mismo).

Camine sus dedos alrededor del estomago del bebé cantando una canción y al final hágale cosquillas debajo de su cuello. Mueva su cabeza o un juguete.

MATERIALES

Ninguno



Social

First Games: Playing Peek-a-boo

Cuddle Crew 1
0-6 months

GOAL

For the baby to be *introduced* to game playing, imitating, and object permanence.

EXPERIENCE

Make sure that you and the baby are in a comfortable position where you can see each other. Tell the baby which game you're going to be playing (e.g., Peek-a-boo, So Big, Mousie, Bumblebee). Go through the game once, doing the actions yourself; then do the actions with the baby, guiding him through the actions. Repeat the game several times so the baby becomes familiar with the actions. Peek-a-boo is a great first game:

Put the baby in your lap face up or in an infant seat. Make sure the baby can see you and that his head is slightly raised. Tell the baby what you are going to do ("Play Peek-a-boo?"). Then gently cover his eyes with the blanket, clean diaper, or your hands for a few seconds. Take away the cover or your hands, and say, "Peek-a-boo!" Repeat this several times. Reassure the baby and make sure this is a fun game for him.

Variations:

Cover your own face instead of the baby's.

Use a mirror and either cover the mirror or move the baby out of the reflection.

Play Peek-a-boo anywhere—such as at a doctor's office or in the grocery store line.

Encourage older siblings to play this with the baby.

MATERIALS

Words and actions for songs/poems such as "So Big," "Pat-a-Cake," "Mousie," or "Bumblebee"; clean diaper or lightweight blanket



Social

Primeros juegos: Jugando Peek-a-boo

Grupo de Bebes 1
0-6 meses

META

Para que el bebé sea *introducido* a jugar juegos, imitar, y permanencia objetiva.

EXPERIENCIA

Asegúrese de que usted y el bebé estén en una posición cómoda donde se pueden ver uno al otro. Dígale al bebé cuál juego van a jugar (por ejemplo, Peek-a-boo, etc). Juegue el juego una vez, haciendo las acciones usted mismo; entonces haga las acciones con el bebé, guiándolo por las acciones. Repita el juego varias veces para que el bebé se familiarice con las acciones. Peek-a-boo es un primer gran juego:

Ponga al bebé en sus piernas con la cara hacia arriba o en un asiento infantil. Asegúrese de que el bebé la puede ver y que su cabeza este un poco levantada. Dígale al bebé lo que usted hará ("Jugar Peek-a-boo?") Entonces cubra suavemente los ojos con la cobija, un pañal limpio, o las manos por unos pocos segundos. Quite la cobija o las manos, y diga, "Peek-a-boo!" Repita esto varias veces. Aliente al bebé y asegúrese de que esto sea un juego divertido para él.

Variaciones:

Cubra su propia cara en vez del bebé.

Use un espejo y cúbralo o mueva a bebé fuera de la reflexión.

Juegue Peek-a-boo donde sea- como en la oficina de doctor o en la línea del supermercado.

Anime a sus hijos más grandes a que jueguen esto con el bebé.

MATERIALES

Palabras y acciones de canciones/poemas; un pañal limpio, o una cobija liviana



Social Falling in Love

Cuddle Crew 1
0-6 months

GOAL

For the baby and adult to fall in love.

EXPERIENCE

In their book *First Feelings*, Stanley and Nancy Greenspan (1989) proposed that the second stage in an infant's emotional development is falling in love. This is fostered in the infant when she feels love expressed toward her. Every infant needs someone who thinks she is the most wonderful person ever. Every parent or caregiver needs to "woo," or reach out to, his or her baby.

Watch the infant for signs that relationship building is taking place for her.

- Does the baby respond emotionally? When you look at her, do you feel a spark or liveliness?
- Is the baby starting to show a preference for you and familiar people?
- When you smile warmly at the baby, do you feel warmth, need, and interest?
- Does the baby focus on you when you interact?
- Do you feel a connection in talking to the baby?
- When you and the baby are interacting and the baby is distracted, is distraction easily overcome?

If your answer to some of the questions in the list above is "no," then perhaps you should spend more relaxed time focusing on wooing the baby by touching and making sounds, or involving only one sense (e.g., only touch). Some babies require a great deal of stimulation before giving a response; others respond quickly. It's important to find the level of stimulation each infant needs.

MATERIALS

None



Social Enamorándose

Grupo de Bebes 1
0-6 meses

META

Para que el bebé y adulto se enamoren.

EXPERIENCIA

En su libro *Primeros Sentimientos*, Stanley y Nancy Greenspan(1989) dicen que la segunda etapa en el desarrollo emocional de un infante es enamorarse. Esto es fomentado en el infante cuando siente el amor expresado hacia el. Cada infante necesita alguien que piense que es la persona más maravillosa. Cada padre o cuidador necesitan "cortejar," o alcanzar a su bebé.

Mire al infante por señales que la construcción de la relación están sucediendo para el.

- ¿Responde el bebé emocionalmente? ¿Cuando usted lo mira, siente usted una chispa o la vivacidad?
- ¿Comienza el bebé a mostrar una preferencia para usted y para personas familiares?
- ¿Cuando usted sonrío al bebé, usted siente usted amor, la necesidad, y el interés?
- ¿Se centra el bebé en usted cuándo interactúa?
- ¿Siente una conexión cuando habla con el bebé?
- ¿Cuando usted y el bebé interactúan y el bebé es distraído, es superada fácilmente la distracción?

Si su respuesta a algunos de las preguntas en la lista de arriba es "no," entonces quizás debe pasar mas tiempo relajado enfocándose en cortejar al bebé tocándolo y haciendo sonidos, o implicando sólo un sentido (por ejemplo, sólo tocar). Algunos bebés requieren mucho estímulo antes de dar una respuesta; otros responden rápidamente. Es importante encontrar el nivel de estímulo que cada infante necesita.

MATERIALES

Ninguno



Social Holding out Arms

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to reach out to another.

EXPERIENCE

Teach the baby to reach out for you in several ways.

Before picking up the baby, wait a second. Give him time to reach out for you. Many babies do this on their own if you give them the opportunity.

Wear a bright scarf around your neck. Let the ends hang loose. When you reach down to pick up the baby, lean in closely so that the baby will reach out for the ends of the scarf. Let the baby play with the scarf before you pick him up. Soon he will reach out for you without the scarf.

MATERIALS

Bright scarf



Social

Estirando los Brazos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a llamar su atención.

EXPERIENCIA

Enseñe al bebé a estirar sus brazos para llamar la atención de varias maneras.

Antes de levantar al bebé, espere un segundo. Déle tiempo de llamar su atención. Muchos bebés hacen esto solos si les dan la oportunidad.

Use una bufanda brillante alrededor del cuello. Permita que le cuelgue floja. Cuando se agache para abajo a levantar al bebé, inclínese de cerca para que el bebé alcance la bufanda. Permita que el bebé juegue con la bufanda antes que usted lo levante. Pronto el va a estirar sus brazos para llamar su atención sin la bufanda.

MATERIALES

Una bufanda brillante



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.



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- 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.
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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.



Social Sharing Time

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn about give and take in sharing information and experiences.

EXPERIENCE

Babies can learn so much just by hearing you talk about daily tasks. When you are going about your regular routines, show baby the tools you are using and tell her the names of the objects and what you are doing. For example, "See, Annie, this is cookie dough. We make it into little balls, bake it, and then we have cookies to eat." If you (or baby) aren't having a good day, walk around showing her many things in your home or classroom. It is amazing how many times this technique will turn a child's mood around. This experience helps the baby re-engage in the world around her.

As the child gets older, encourage her to reciprocate by showing you things. When she does show you something, talk about what she is showing you. This is a fabulous opportunity for language development.

MATERIALS

Anything interesting that you or baby find or are working with



Social

Hora de Compartir

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda acerca de dar y quitar en compartir información y experiencias.

EXPERIENCIA

Los bebés pueden aprender tanto simplemente escuchándola hablar de tareas diarias. Cuando usted este haciendo sus rutinas regulares, enséñele al bebé las herramientas que usted utiliza y le dice los nombres de los objetos y lo que usted hace. Por ejemplo, "Vez, Annie, esto es masa de galleta. Lo hacemos en pelotas pequeñas, lo hornea, y entonces tenemos galletas para comer". Si usted (o el bebé) no tienen un día bueno, camine alrededor mostrándole todas las cosas en su casa o el salón. Es asombroso cuántas veces esta técnica girará el humor de un niño alrededor. Esta experiencia ayuda atraer al bebé de nuevo en el mundo alrededor de el.

Como el niño vaya creciendo, animelo a intercambiar mostrándole cosas. Cuando el le muestre a usted algo, hable de lo que le muestra. Esto es una fabulosa oportunidad para el desarrollo del lenguaje.

MATERIALES

Algo interesante que usted o el bebé hallen o trabajan con



Social Expressing Feelings

Cuddle Crew 2
6-12 months

GOAL

For the baby to express a full range of feelings.

EXPERIENCE

By 7 months old, your infant will be expressing many emotions: disappointment, surprise, joy, anger, anticipation, fear, and boredom. It is important for him to be free to express all of these feelings. Doing so will make him a richer, healthier, and more energized person. You can help him to be aware of his feelings and can help him learn how to express them by labeling them when you see them. Here are some examples of phrases you can say that will help label the baby's feelings:

- "You are angry."
- "Are you afraid?"
- "That makes you really happy, doesn't it?"

It is important when working with children this age to notice their facial expressions. Look at baby's face more often to learn more about his more subtle emotions. Watch for all of the possible emotions your baby is expressing and take note of the situation that caused them and his reaction.

Talk with baby about his feelings and you will be laying the framework that he can draw from to label his own feelings.

MATERIALS

None



Social

Expresando Sentimientos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé exprese todo tipo de sentimientos.

EXPERIENCIA

A los 7 meses, su bebé expresará muchas emociones: desilusión, sorpresas, alegría, ira, anticipación, temor, y el aburrimiento. Es importante para él estar libre de expresar todos estos sentimientos. Al ser así lo hará una persona más rica, más saludable y una persona más activa. Usted lo puede ayudar a ser consciente de sus sentimientos y lo puede ayudar aprender cómo expresarlos cuando usted los vea. Aquí están algunos ejemplos de frases que usted puede decir que ayudarán a mostrar los sentimientos del bebé:

- "Estas enojado."
- "¿Tienes miedo?"
- "¿Eso te hace sentir muy feliz, que no?"

Es importante al trabajar con niños de esta edad de notar sus expresiones faciales. Mire la cara del bebé más a menudo para aprender más acerca de sus emociones más sutiles. Mire para todas las emociones posibles que su bebé expresa y tome nota de la situación que las causa y su reacción.

Hable con su bebé acerca de sus sentimientos para que el aprenda a identificarlos y demostrarlos.

MATERIALES

Ninguno



Social

Playing Back-and-Forth Games

Cuddle Crew 2
6-12 months

GOAL

For the baby to have fun and to learn to play a variety of games.

EXPERIENCE

Any back-and-forth play between you and baby can become a game. You may pull a sock in tug-of-war, bounce her on your knee, approach her and say, "Boo," and so forth. It is important to know that baby is learning a great deal from these games—how to anticipate, how to hold someone's attention, how to keep her attention focused, and how to take turns. Try one of the following:

So Big: Ask your baby, "How big is Ellie?" Take her hands, raise them over her head, and say, "Ellie is so big." Work toward doing this game with a verbal cue, such as when you say, "How big is Ellie?" to get her to put her own hands in the air. Around 9 months, she may be able to lift her hands on your cue.

Pat-a-Cake: Take baby's hands and pat them to this rhyme:
"Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can.
Roll it, and toss it, and mark it with a ____
(Fill in with baby's first initial, mark on tummy)
And throw it in the oven for baby and me."

As with So Big, try to teach your baby to do Pat-a-Cake by responding to verbal cues, but be patient. It may take many repetitions of Pat-a-Cake before she claps on cue.

Peek-a-boo: Play Peek-a-boo by putting a blanket over your head and asking, "Where's [fill in with your name]?" Put a blanket over baby's head and ask, "Where's [fill in with baby's name]?" Encourage her to hide herself (or you) on the verbal cue of "Peek-a-boo."

MATERIALS

None



Social Jugar Juegos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé se divierta y aprenda a jugar una variedad de juegos.

EXPERIENCIA

Cualquier interacción entre usted y su bebé pueden llegar a ser un juego. Pueden estirar un calcetín para ver quien lo jala mas fuerte, la puede botar en su rodilla, se le puede acercar y le dice, "Bu," etcétera. Es importante saber que el bebé aprende mucho de estos juegos—cómo anticipar, cómo tener la atención de alguien, cómo mantener su atención enfocada, y cómo turnarse. Trate uno de lo Siguiente:

Que Grande: ¿Pregunte a su bebé, "Que grande esta Ellie"? Tome sus manos, levántelas sobre su cabeza, y diga, "Ellie es tan grande". Trabaje haciendo este juego con una indicación verbal, como cuando dice, "Que grande es Ellie?" para conseguir que ponga sus propias manos en el aire. Alrededor de 9 meses, ella talvez podrá levantar las manos en su indicación.

Palmas, Palmitas: Tome las manos de su bebé y haga esta rima:

Palmas, palmitas,
que viene papá,
palmas palmitas
que pronto vendrá.

Palmas, palmitas,
que viene papá,
palmas palmitas,
que en casa ya está.

Así como en el juego de Que grande, trate de enseñar a su bebé a dar Palmaditas respondiendo a señas verbales, pero sea paciente. Talvez tome varias repeticiones de Palmaditas antes de que el bebé aplauda en la seña.

Peekaboo: Juegue Peekaboo poniendo una cobija pequeña sobre su cabeza y pregunte, "¿Donde esta mamá?" Ponga una cobija sobre la cabeza del bebé y diga, "¿Donde esta (diga el nombre del bebé)?" Anímelo a esconderse el solo o usted cuando usted dice "Peekaboo."

MATERIALES

Ninguno



Social

Waving "Bye-Bye" and Saying "Hi"

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn the conventions for greeting and departures.

EXPERIENCE

Bye-bye: When you leave baby, wave good-bye and say, "Bye-bye." Next, when someone else is saying good-bye to her, wave baby's hand and say, "Bye-bye." Later, wave and say, "Bye-bye" and wait for her to do the same.

Hi: Say "Hi" to baby whenever you greet her. If she says "Hi" (and many babies seem to do this at a very young age), respond to her in kind. With your reinforcement, she will greet you more and more with a "Hi." Some infants even hold up one hand in a kind of salute when they say "Hi."

MATERIALS

None



Social

Decir "Adiós" con la mano
y decir "Hola"

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda las convenciones para saludar y despedirse.

EXPERIENCIA

Adios: Cuando deje al bebé, diga adiós con la mano y diga, "adiós." Después, cuando alguien mas diga adiós a el, mueva las mano del bebe y diga, "adiós." Mas tarde, mueva su mano y diga, "adiós" y espere a que el haga lo mismo.

Hola: Diga "Hola" al bebé siempre que usted lo salude. Si el dice "Hola" (y muchos bebés parecen hacer esto en una edad muy joven), respóndale amablemente. Con su refuerzo, el le saludara mas y mas con un "Hola." Algunos bebés incluso detienen la mano arriba en una clase de saludo cuando dicen "Hola."

MATERIALES

Ninguno



Social Blowing a Kiss

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to show affection by blowing a kiss.

EXPERIENCE

1. When you leave the room, blow baby a kiss. For several days, do this each time you leave the room.
2. When you leave, ask her to blow you a kiss. Hold her hand by her mouth and turn her hand the way she would if she were doing it independently. Model blowing the kiss again for her each time.
3. After she learns to blow a kiss, ask her to blow kisses in response to your kisses.
4. Later, encourage her to blow you a kiss after a verbal cue.

MATERIALS

None



Social Soplar un Beso

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a mostrar afecto soplando un beso.

EXPERIENCIA

1. Cuando usted se vaya del cuarto, sople un beso al bebé. Durante varios días, haga esto cada vez que se vaya del cuarto.
2. Cuando se vaya, pídale que le sople un beso. Detenga su mano junto a su boca y de vuelta a su mano igual que como el lo haría independientemente. Modele soplando un beso por el cada vez.
3. Después de que aprenda a soplar un beso, pídale que sople besos en respuesta a sus besos.
4. Mas tarde, animelo a soplarle un beso a usted después de una señal verbal.

MATERIALES

Ninguno



Social

Experiencing New Situations

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop positive feelings about new places, situations, and people.

EXPERIENCE

Many infants are leery of new people and situations at this age. You can help baby adjust by thinking of the experience from his point of view.

Remember, you represent security to the baby. By staying with him for a while, you show him that you approve of people and situations and you give him time to get used to them. Allow extra "getting-used-to time" for new places and people, especially if you will be leaving him.

Some babies have a small blanket or toy they like to take into new situations. Research shows that children explore more when they have a security item in a new situation. The blanket or toy stands in for you in your absence.

When in a new place, walk around with baby and show him things on the wall and in the room. Introduce him to the people and objects in the room by talking about each thing or person as if it were an exciting discovery. With your positive, relaxed introduction, the baby will become interested and may lose the apprehensive feelings. The information may also help him engage.

MATERIALS

None



Social

Experimentando Nuevas Situaciones

Grupo de Bebes 2
6-12 meses

META

Para que el bebé desarrolle sentimientos positivos sobre nuevos lugares, situaciones, y personas.

EXPERIENCIA

Muchos niños son recelosos de nuevas personas y situaciones en esta edad. Puede ayudar al bebé acostumbrarse pensando en la experiencia de su punto de vista.

Recuerde, usted representa seguridad para el bebé. Quedándose con él un rato, le enseña que usted aprueba de personas y situaciones y le da tiempo de acostumbrarse a ellos. Permita tiempo extra para acostumbrarse a nuevos lugares y personas, especialmente si usted lo va a dejar.

Algunos bebés tienen una cobija pequeña o juguete que les gusta para llevar con ellos a nuevas situaciones. Las investigaciones demuestran que los niños exploran más cuando tienen un objeto de seguridad en una nueva situación. La cobija o juguete la representa a usted en su ausencia.

Cuando estén en un lugar nuevo, camine alrededor con el bebé y enséñele cosas en la pared y en el cuarto. Presente al bebé las personas y objetos en el cuarto hablándole sobre cada cosa o persona como si fuera un descubrimiento emocionante. Con su positiva, introducción relajada, el bebé estará interesado y perderá los sentimientos inquietos.

MATERIALES

Ninguno



Social

Exploring Body Parts

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin to identify parts of her body.

EXPERIENCE

A great way to introduce baby to her body is through massage. When you are massaging baby, label and describe each body part.

When looking in the mirror, touch and talk about what you are seeing. "Here's your nose. Here's Mommy's nose."

Baby will naturally explore you and other members of the family. As she does, tell her what she is exploring. "Hair. This is Abbey's hair. Where is Maria's hair?" When she is able to show you, share your excitement with her.

After you have played this game for a while, ask baby to find different parts of her body, such as her eyes, hand, and mouth. When baby is comfortable doing this, get out a puppet or picture and ask her to find body parts she knows on the puppet or picture.

A next level of learning is to connect pieces of clothing with the appropriate body part. Hold up a hat and say, "Here's your hat. Your hat goes on your head. Where's your head?" Do the same with other clothing items.

Many wonderful finger plays and songs involve body discovery. Examples include the finger plays Open; Shut Them or This Little Piggy Went to Market. An example of a song is "Head and Shoulders, Knees and Toes."

MATERIALS

Puppet, large pictures of people with distinct features



Social

Explorando las Partes del Cuerpo

Grupo de Bebes 2
6-12 meses

META

Para que el bebé comience a identificar partes de su cuerpo.

EXPERIENCIA

Una gran manera de presentar al bebé a su cuerpo es por masajes. Cuando le este dando un masaje al bebé, marque y describa cada parte del cuerpo.

Cundo se miren en el espejo, toque y hable sobre lo que ven. "Aquí esta tu nariz. Aquí esta la nariz de mamá."

Su bebé explorara naturalmente a usted y otros miembros de la familia. Cuando lo haga, dígame lo que esta explorando. "Pelo. Este es el pelo de María. ¿Donde esta el pelo de María?" Cuando su bebé pueda enseñarle, comparta su alegría con ella.

Después que haya jugado este juego por un rato, pregúntele al bebé que encuentre diferentes partes de su cuerpo, como sus ojos, mano, y boca. Cunado el bebé se sienta a gusto haciendo esto, saque un títere o un retrato y pídale que encuentre partes del cuerpo que ella sepa en el títere o el retrato.

El próximo nivel de aprendizaje es de conectar pedasos de ropa con la parte del cuerpo apropiada. Levante un sombrero y diga, "Aquí esta tu sombrero. Tu sombrero va en tu cabeza. ¿Dónde esta tu cabeza?" Haga lo mismo con otros artículos de ropa.

Muchos juegos maravillosos de dedos y canciones implican descubrimiento del cuerpo. Ejemplos incluyen, Este Cochinito Pequeño fue al Mercado. Un ejemplo de una canción es "Cabeza y Hombros, las Rodillas y los Dedos".

MATERIALES

Títere, un retrato grande de personas con características distintivas



Social Pretending

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin pretend play.

EXPERIENCE

By around age 1, most babies are engaging in first pretending, which is not quite real pretending but is actually imitating. By encouraging baby to imitate you now, you will be helping him toward real pretending, which will come soon.

At this point, the goal is for the baby to watch you and try to match your activities.

When talking on the telephone, offer the baby a few moments after you are finished (or use a play telephone). When you are dusting furniture, offer him a cloth. When stirring, give him a bowl and a spoon and show him your motion.

Think about all of the various activities you do and see if there is a way for baby to imitate some of your activities.

MATERIALS

Materials used in household activities



Social Pretender

Grupo de Bebes 2
6-12 meses

META

Para que el bebé comience a jugar juegos de pretender.

EXPERIENCIA

Alrededor de 1 año, la mayoría de los bebés comienzan a pretender. Lo cual no es exactamente pretender si no imitar realmente. Animando a su bebé a imitarla ahora, usted lo ayudará a pretender verdaderamente, lo cual vendrá pronto.

En este momento, el objetivo es para que el bebé la mire a usted y trate de copiar sus actividades.

Cuando hable en el teléfono, ofrézcale al bebé algunos momentos después de que usted termine (o use un teléfono de juguete). Cuando este sacudiendo muebles, ofrézcale una tela para limpiar. Cuando este meneando ingredientes de comida, déle una casuela y una cuchara y enséñele como menear la cuchara.

Piense en todas las actividades que usted hace y mire si hay alguna manera de que el bebé imite algunas de sus actividades.

MATERIALES

Materiales usados en el hogar para actividades



Spring: My Fruitloop Rainbow

Family Storytime

OVERVIEW

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

INFANT & TODDLER SKILLS

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

PRESCHOOL AGED SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: What Makes a Rainbow by: Betty Schwarts
- Spanish Book: Que Hace un Arco Iris (Translation Attached)
- Crayons
- Paper
- Glue
- Fruit loops
- Cotton
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place spring 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 spring to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the spring season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during spring. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe what changes they notice outdoor and at the park during the spring. Ask them to describe the type of activities they can do that they might not have been able to do during winter or the type of clothes that they get to wear that is different.
- Ask children if they know what season come before spring and what season comes after spring?

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 that the book will be about spring, flowers and/or a rabbit.
- Finally read the book to the children.
- As you read the story engage the children by:
 - Discussing any new and unfamiliar words during the story.
 - Asking questions such as:
 - What is going on in the story?
 - What do they see?
 - What is going to happen next?

ACTIVITY #2

Hands-on Art Activity:

- Tell children they will be making a rainbow.
- Each child will receive a rainbow template, fruit loops, glue and crayons.
- Tell children they will first color their rainbow with the colors stated on each row.
- Then have them glue cotton on the clouds.
- Lastly have them sort and match the fruit loops and glue them in the corresponding colors of the rainbow.



ACTIVITY #3

Family Book Sharing:

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

TALK ABOUT IT

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

- How is spring different than winter?
- What is your favorite thing about spring? Why?
- What are the different colors of the rainbows that we see during springtime?
- Inform families that before leaving, all children (under the age of 10) can choose a book from the give-away bookshelf to enjoy at home.



Book Translation: ¿Que Hace un Arco Iris?

Family
Storytime

Conejo Pequeño y su mamá estaban sentados abajo de un grande, pétalo rojo de flor.
"¡Mira!" dijo Conejo Pequeño. "Paro de llover".

"Si," dijo mamá Coneja. "Pronto veremos un arco iris."
"Que hace un arco iris?" pregunto Conejo Pequeño.
"Por qué no le preguntas a tus amigos," dijo Mamá Coneja.

"Mariquita, que hace un arco iris?" pregunto Conejo Pequeño.
"ROJO," dijo mariquita, suavemente cerrando sus alas ROJAS.
"Necesitas ROJO para hacer un arco iris."

"Señor Zorro, que hace un arco iris?" pregunto Conejo Pequeño.
"ANARANJADO," dijo Señor Zorro, moviendo su cola ANARANJADA.
"Necesitas ANARANJADO para hacer un arco iris."

"Pollito, que hace un arco iris?" pregunto Conejo Pequeño.
"AMARILLO," dijo pollito, tocando su suave pelusa AMARILLA.
"Necesitas AMARILLO para hacer un arco iris."

"Señor Saltamontes, que hace un arco iris?" pregunto Conejo Pequeño.
"VERDE," dijo el Señor Saltamontes, frotando sus largas, VERDES piernas juntas.
"Necesitas VERDE para hacer un arco iris."

"Pájaro Azul, que hace un arco iris?" pregunto Conejo Pequeño.
"AZUL," dijo Pájaro Azul, moviendo sus bonitas plumas AZULES.
"Necesitas AZUL para hacer un arco iris."

"Mariposa, que hace un arco iris?" pregunto Conejo Pequeño.
"MORADO," dijo Mariposa, esparciendo sus delicadas alas MORADAS.
"Necesitas MORADO para hacer un arco iris."

"Bien dijo Mamá Coneja a Conejo Pequeño, "ahora sabes que hace un arco iris:
LLUVIA, COLORES-ROJO, ANARANJADO, AMARILLO, VERDE, AZUL, MORADO y...
Claridad del Sol!"



Spring: My Fruitloop Rainbow

Family
Storytime





Spring: Spring Up & 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
- Mat
- Spinning disks and sticks

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 – Two Little Clouds
 - Spanish – La Primavera

ACTIVITY #3

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

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

ACTIVITY #4

This activity can be done if time permits.

Gross Motor Activity

- **Duck, Duck, Goose**
 - Ask the children to sit in a circle with their legs crossed, facing each other.
 - Select one child to stand outside the circle and play the fox.
 - The fox walks around the circle, touching each child on the head gently while saying “duck” as he taps each child.
 - Once the fox decides who will play the goose, he touches that child's head and says “goose.”
 - The goose must get up and chase the fox around the circle.
 - If the goose tags the fox before the fox sits down in the goose's spot, the fox must try again. However, if the fox sits down in the goose's seat before being tagged, the goose will play the fox and the game starts again.
 - Repeat until everyone has had a chance to be the fox.

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.

- **Spinning Disk Dance**
 - Ask children to make a circle on the carpet. Give each child a disk and a stick. Tell them that the goal of this activity is to keep the disk spinning while the music is playing.
 - Model for the children how to spin the disk.
 - Emphasize to the children that they are going to have to move their bodies to keep the disk from falling off the stick. In order to do this, it is very important that each child have enough space to be able to maneuver and play safely.
 - Tell the children that they can begin spinning their disk when they hear the music. When the music stops, they are to stop as well.
 - Play music in the background as children are completing the activity.

ACTIVITY #6

Cool Down:

- **Wriggle Your Toes in the Rain:** Ask children to lie on their backs on the floor, with their arms falling limply at their sides. Then ask the children to focus on each of the body parts while breathing. Sing the "Wriggle Your Toes in the Rain" Song:

Wriggle your toes in the rain
Cool and wet, cool and wet
Wriggle your toes in the rain

Raise your shoulders in the rain
Cool and wet, cool and wet
Raise your shoulders in the rain

Feel the rain on your knees
Cool and wet, cool and wet
Feel the rain on you knees

Wriggle your nose in the rain
Cool and wet, cool and wet
Wriggle your nose in the rain

Pat your tummy in the rain
Cool and wet, cool and wet
Pat your tummy in the rain

Flutter your eyes in the rain
Cool and wet, cool and wet
Flutter your eyes in the rain
Cool and wet, cool and wet

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.



Spring: Music & Movement Songs

Motor Movements

ENGLISH

Two Little Clouds

Two little clouds one April day,
(Hold both hands in fists).

Went sailing across the sky.
(Move fists from left to right).

They went so fast that they bumped their head, *(bump fists together)*

And both began to cry. *(Point to eyes)*

The big round sun came out and said,
(make a circle with arms)

"Oh never mind, my dears, I'll send all my sunbeams down
(wiggle fingers downward like rain)

To dry your fallen tears."

SPANISH

La Primavera

El invierno se despide,
Llega la nueva estación,
La llamamos Primavera,
Y está llena de color.

Mariposas, lagartijas,
Todo el mundo toma el sol,
Y le saludan cuando pasa
Al señor San Antón.

Cri, cri, la ,la,la,
San Antón, San Antón
¡La primavera nos gusta un montón!



Spring: In My Garden

My 5 Senses

OVERVIEW

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

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: In My Garden by: Gill Davies
- Spanish Book: Bombón y sus Amigos del Jardín por: Byeway Books Inc.
- English Song: Baby Bumble Bee
- Spanish Song: Mi Linda Abejita
- Rain sticks, insect specimen set, strawberries
- Thumbprint Bumble Bee Craft Kit
[Link for Thumbprint Bubble Bee Craft Kit:](http://www.orientaltrading.com/thumbprint-bumblebee-craft-kit-a2-48_9762.fltr)
http://www.orientaltrading.com/thumbprint-bumblebee-craft-kit-a2-48_9762.fltr
You can modify activity by using a Bumble Bee Template and pipe cleaners for antennas
- Glue stick, crayons, spring touch and feel book
- Flower candles: lilac mist, sweet pea, wild honeysuckle, spring meadow
- Pictures with spring items and bugs (flower, rainbow, butterfly, birds, bumble bee, etc)
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Rain stick, CD: Nature's Lullabies
 - **Sight:** Pictures with spring items and bugs (flower, rainbow, butterfly, birds, bumble bee, etc) and insect specimens
 - **Touch:** Spring touch and feel book
 - **Taste:** Strawberries
 - **Smell:** Flower candles: lilac mist, sweet pea, wild honeysuckle, spring meadow

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: Spring
- Tell the children that today they will learn about the season of spring through their five senses.
- Ask them how we can know that spring is here? (Rain, rainbows, growing flowers, trees are blooming, we plant seeds, etc)
- Let children know that spring is a time to fly kites, and to enjoy colorful rainbows. It's also a time in which all of our five senses are especially attune to our surroundings. We see new flowers blooming, hear birds singing, smell fresh mown grass, feel the wind blowing, and taste fresh picked fruits and vegetables.
- Tell children that we also see many bugs and insect during this time of season. Ask them to help you name some of these bugs and insects? (butterflies, bumble bees, praying mantis, lady bugs, spiders, caterpillars, etc.)

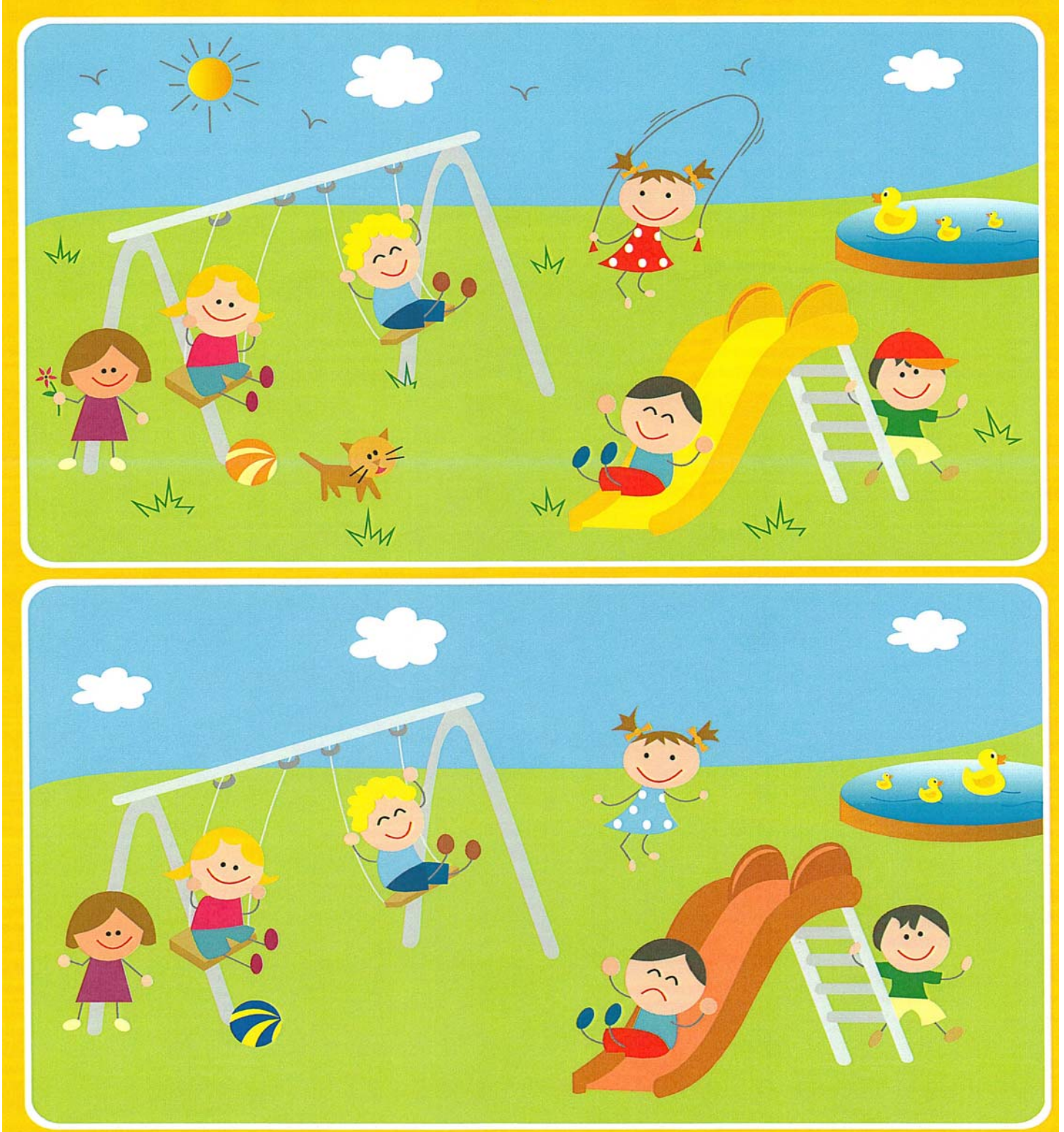
<p>ACTIVITY #1</p> <p>10 Minutes</p>	<p>Book Reading:</p> <ul style="list-style-type: none"> • Introduce the book by saying its title. • Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book. • Ask the children if they can predict what the book will be about. • 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:</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 – I’m a Little Watering Can • Spanish - Lluvia, Lluvia, Vete Ya
<p>ACTIVITY #3</p> <p>15 Minutes</p>	<p>Sensory Stations:</p> <p>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: Children will get to play with rain sticks ○ Sight station: Children will look at pictures of different signs of spring and insect specimens. Parents can ask their child to name what they see. ○ Touch station: Children will look at a spring feel and touch book. ○ Taste station: Children will taste strawberries. ○ Smell station: Children will smell different flowers. Parent should tell their child what kind of flower they smelt.
<p>ACTIVITY #4</p> <p>5 Minutes</p>	<p>Search and Find:</p> <ul style="list-style-type: none"> • Invite children to complete the Spot the Difference worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations. • Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.
<p>TALK ABOUT IT</p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> • Ask children if they can remember the 5 senses that they used today. • Ask them what is their favorite thing about spring? • Ask them what is there favorite insect or bug?
<p>PARENT TIP SHEET</p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about springtime by reading, singing, and completing some of the suggested activities.</p>



Spot the Difference

My 5 Senses

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

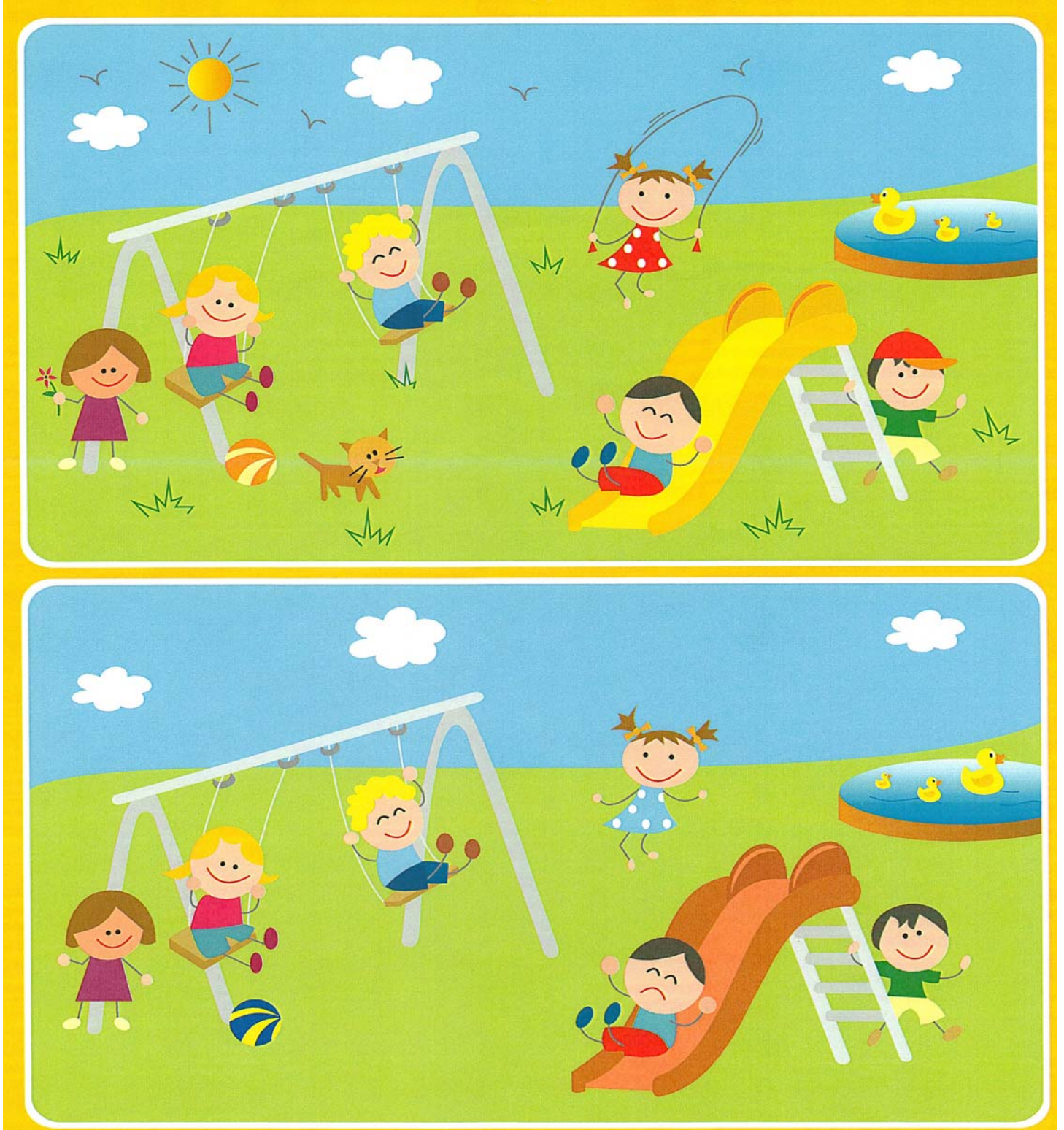




Encuentra la Diferencia

Mis 5 Sentidos

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





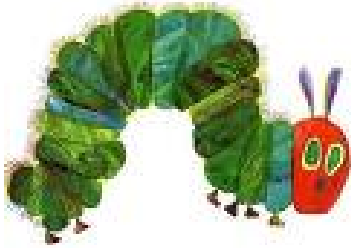
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Arco iris



Butterfly
Mariposa



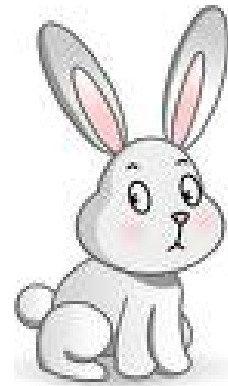
Flower
Flor



Caterpillar
Oruga



Rain
Lluvia



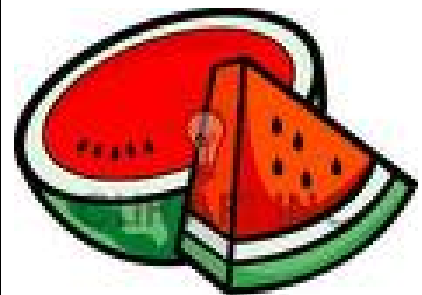
Bunny
Conejo



Bee
Abeja



Frog
Rana



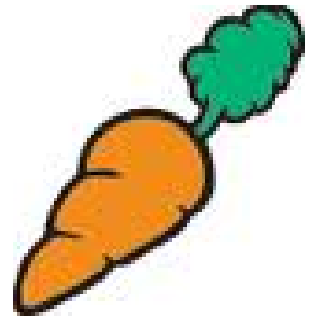
Watermelon
Sandia



Cherry
Cereza



Radish
Rábano



Carrot
Zanahoria



Ladybug
Mariquita



Dragonfly
Libélula



Grasshopper
Saltamontes



Strawberry
Fresa



Swallow Bird
Golondrina



Blooming Tree
Árbol Floreciendo



Spring: Bumble Bee

My 5 Senses

Baby Bumble Bee

I caught myself a baby bumblebee.
Won't my mommy be so proud of me!
I caught myself a baby bumblebee.
Ouch! He stung me!
I'm talking to my baby bumblebee.

Won't my mommy be so proud of me!
I'm talking to my baby bumblebee.
"Oh," he said, "I'm sorry."
I let go of my baby bumblebee.
Won't my mommy be so proud of me!
I let go of my baby bumblebee.
Look, he's happy to be free!

Mi Linda Abejita

Una linda abejita yo atrapé
¡Que orgullosa estaría mi mamá!
Una linda abejita yo atrapé
¡Ay caramba! ¡Me mordió!
Con mi linda abejita yo platicué
¡Que orgullosa estaría mi mamá!

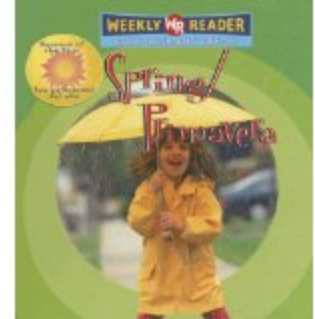
Con mi linda abejita yo platicué
Disculpa, -me dijo- no volverá a pasar
A mi linda abejita dejé ir
¡Que orgullosa estaría mi mamá!
A mi linda abejita dejé ir
¡Miren! Se va, volando muy feliz



Parent Tip Sheet: Spring

My 5 Senses

BOOKS



ACTIVITIES

Kool Aid Art

What You Need:

- Kool Aid Mix (Different Colors)
- Construction Paper
- Water
- Spray Bottle

What You Do:

Sprinkle a little dry Kool aid mix onto a piece of paper. Have your child spray water from a spray bottle onto the paper. Use different colored Kool-aid mix. For added adventure, you may choose to take your children out into the rain with a piece of paper that has Kool-aid on it.

Blue Shaving Cream Art

What You Need:

- Blue Paint
- Shaving Cream
- Construction Paper

What You Do:

Add a few drops of blue paint to shaving cream. Have your children use this to paint on a piece of construction paper.

SONGS

I'm a Little Watering Can

Sung to: "I'm A Little Teapot"

I'm a little watering can
Tall and thin.
To fill me up,
Just pour the water in.

Then you tip me over
And the water sprinkles out.
"Thanks for the drink,"
The flowers all shout

Pretty Rainbow

Rainbow, rainbow in the sky,
Pretty colors up so high.
Oh, I wish that it would stay
Bringing color everyday.



Consejos Para Padres: Primavera

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Arte con Kool Aid

Que Necesita:

- Kool-Aid (Colores Diferentes)
- Papel de Construcción
- Agua
- Roseador

Que se Hace:

Ponga un poco de kool aid en el papel. Agregue agua a un bote de rosear y deje que su niño rocíe agua encima del papel. Use diferentes colores de kool aid. Para mas diversión, puede llevar a su niño afuera a la lluvia con un papel que tenga kool aid y dejen que le caiga lluvia encima para crear arte.

Arte con Kool Aid

Que Necesita:

- Pintura Azul
- Crema de Afeitar
- Papel de Construcción

Que se Hace:

Agregue unas gotas de pintura azul a la crema de afeitar. Deje que su niño use esta pintura en un papel para pintar.

CANCIONES

Que Llueva, Que Llueva

Que llueva, que llueva,
la Virgen de la Cueva,
los pajaritos cantan,
las nubes se levantan
que sí, que no,
que caiga un chaparrón
con azúcar y turrón,
que se rompan los cristales
de la estación
y los míos no
porque son de cartón.

Lluvia, Lluvia, Vete Ya

Lluvia, lluvia, vete ya.
Los niños quieren jugar.
Nubes, nubes, aléjense.
Los niños quieren jugar.
Truenos, truenos, no suenen mas.
Los niños quieren jugar.
Lluvia, lluvia ven aquí.
Las florecitas quieren salir.



Spring: Springtime Fun & Games

Playing to
Learn

OVERVIEW

Children will learn about the season of spring as they play games with their parents. Children will take home one of the games played today 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 – #31 COG5 – Engagement and Persistence
- DRDP – #34 MATH3 – Classification
- DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- BINGO cards (1 per child)
- BINGO calling cards
- Game markers for BINGO game
- All the colors of the rainbow board (1 per child)
- Large Ziploc bags
- Prizes
- Stickers

Preparation:

- Prepare take home activity set for each participant: all the colors of the rainbow.
 - Make copies of game board and flower cards (cutting if necessary)
 - Place game boards and flower cards in Ziploc bag (1 per child).
- Prepare BINGO game.

INTRODUCTION

- Introduce topic to Students: Tell children that today's games will be about the season of spring.
- Ask them what are some signs nature provides us to let us know spring is here? How is the weather? What holidays do we celebrate during spring? What animals do you see?
- Show children pictures of things we see during spring and have them name them with you.

ACTIVITY #1

All the Color of the Rainbow:

- Tell children they will now be playing a spring flowers sorting game with their parents.
- Pass out a Ziploc bag with flower pictures and game board to each child.
- Ask the children to take out the playing cards from the bag.
- Tell children they will need to sort the cards into the correct places, matching the color.
- Parents need to assist their child in placing the flowers in the correct location on the game board.

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

- Their child's ability to classify objects.
- Their child's ability to sort objects on a single attribute.
- Their child's ability to focus on a single task.

ACTIVITY #2

Spring Bingo:

- Tell children we will first play BINGO as a group. Parents can assist their children if needed.
- Pass out a BINGO card and game markers to each child.
- Let children know that you (teacher) will pull out one picture at a time, describing it and showing it to the children.
- Instruct children to look at the card you pull very carefully and to check to see if the same picture is on their BINGO card.
- Tell children that if they find the same picture on their BINGO card, that they are to cover it up with a game marker.
- Let them know they have a free space in the center of the card and they can put a marker on it now.
- Tell children that when they cover all the pictures in a straight line (down or across) that they have to yell out BINGO.
- The first player to get BINGO is the winner and receives a prize.

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

- Their child's ability to participate in a group activity.
- Their child's ability to follow verbal instructions.
- Their child's ability to share and take turns.

ACTIVITY #3

Sing a Song:

Rainbow Song

I like red it's the color of an apple
Orange it's the color of an orange
Yellow it's a lemon and a beautiful sun sun sun
Green it's the color of the trees and lots of living things
And then there's blue for the sky
And purple that's a color that's fun fun fun
When you put these colors side by side
What do you think you've done
You've made a rainbow
And it's a really beautiful one

La Primavera

La primavera ha venido
Nadie sabe cómo ha sido
Ha despertado la rama
El almendro ha florecido
En el campo se escucha el "GRI" "GRI" del grillo
La primavera ha venido
Nadie sabe cómo ha sido

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

- Their child's ability to recognize and name colors.
- Their child's ability to identify objects based on color.
- Their child's ability to listen and repeat a song and rhythm.

TALK ABOUT IT

- Ask children how the game they played reminded them about spring? Ask them what things do they like to do during spring?
- Tell children to take their game home so that they can play it again with their parent, sibling or guests.
- 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.

All the Colors of the Rainbow

Red

Purple



Orange

Yellow

Green

Blue

Todos los colores del arco iris

Rojo

Morado

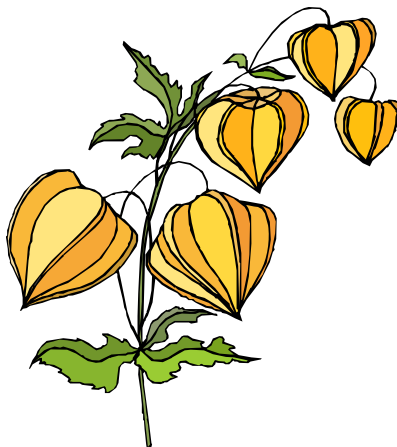
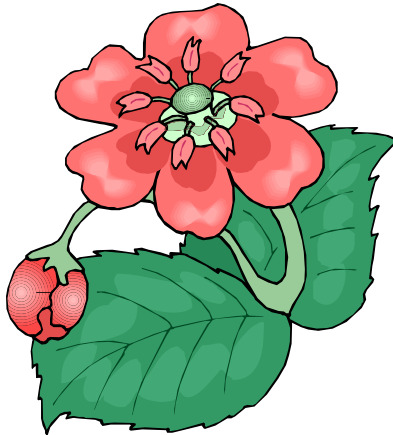
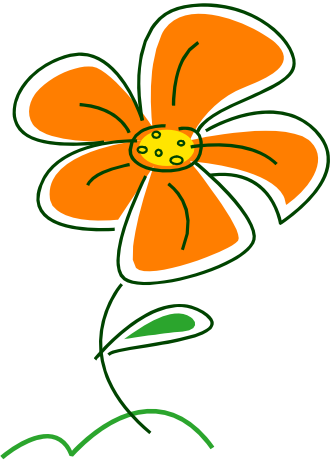
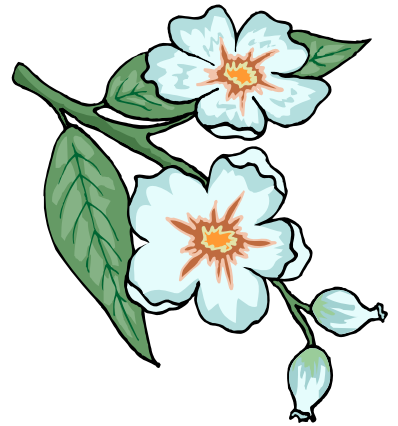
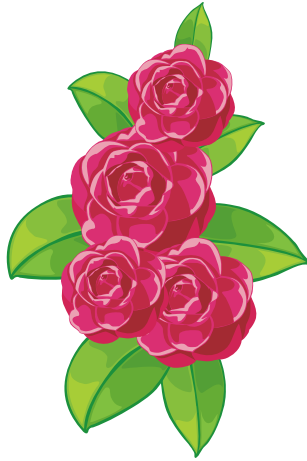
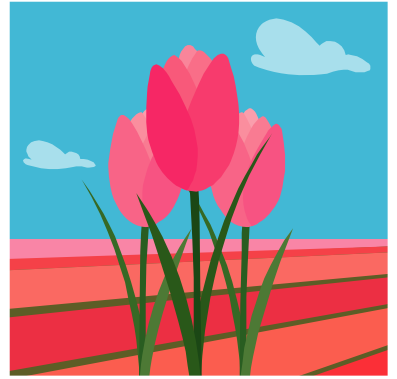


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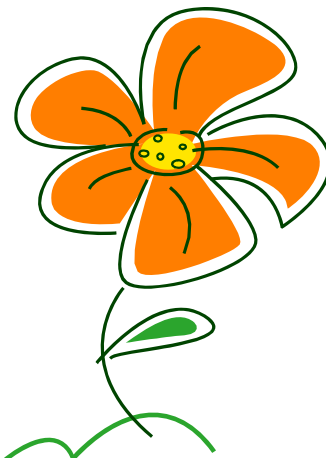
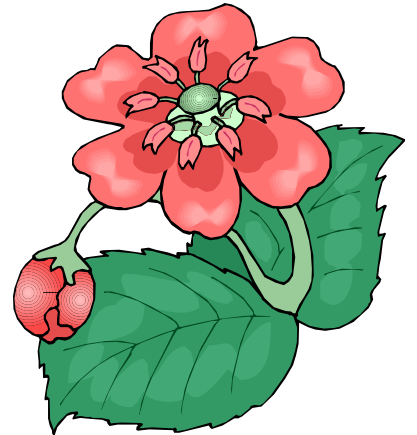
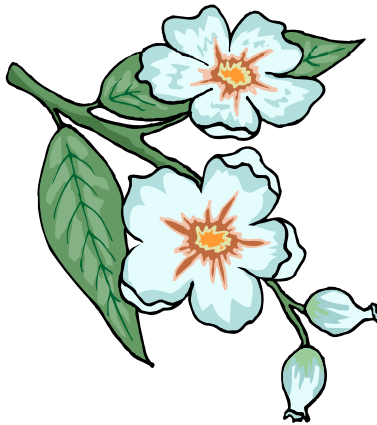
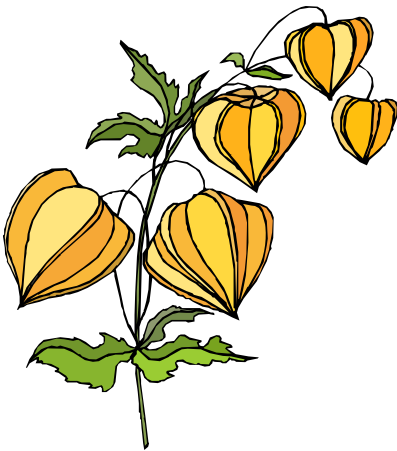
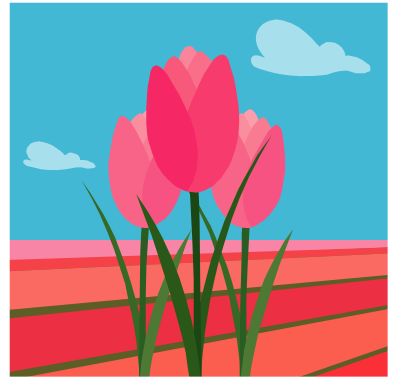
Amarillo

Verde

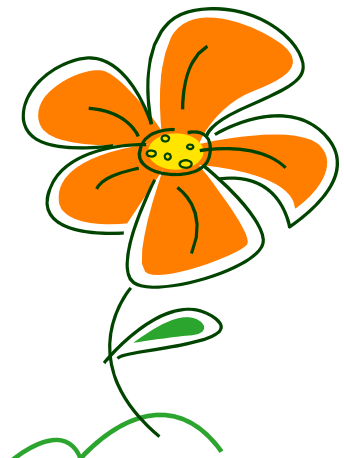
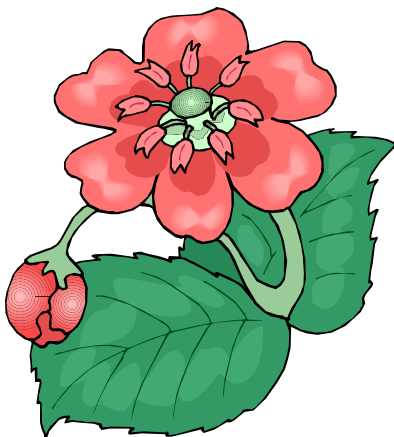
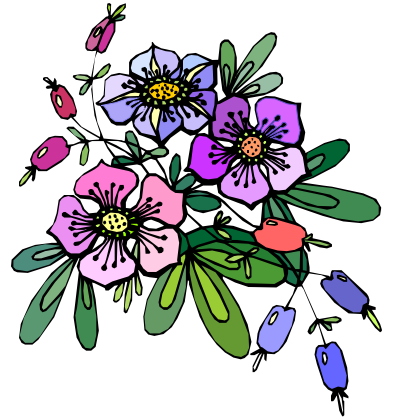
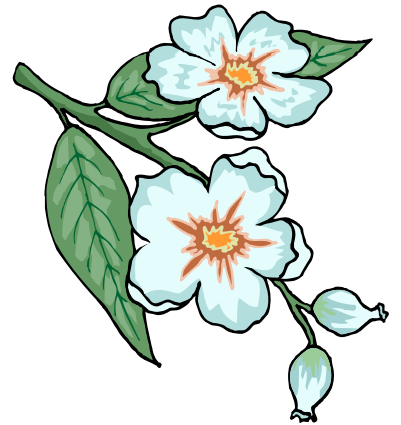
Azul



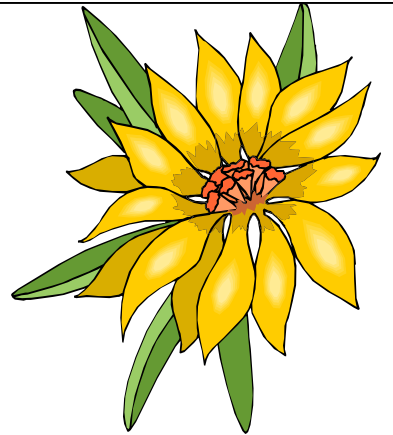
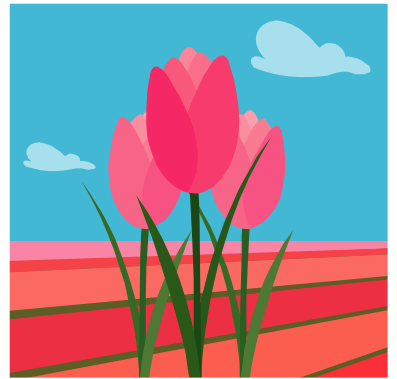
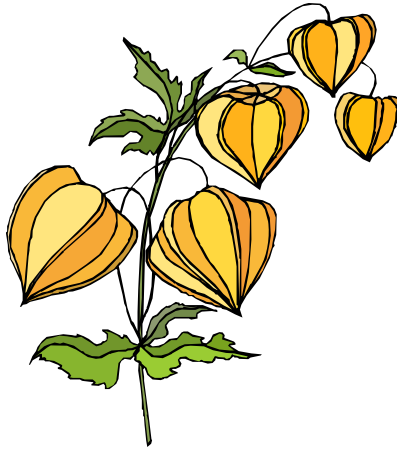
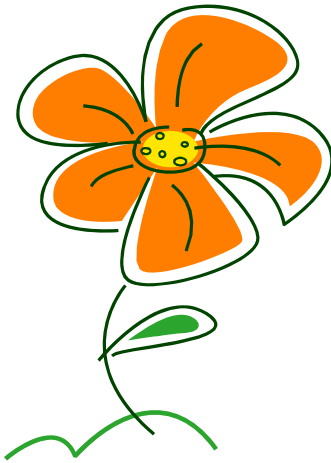
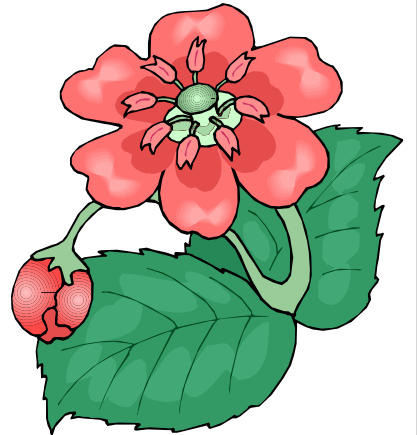
Spring BINGO



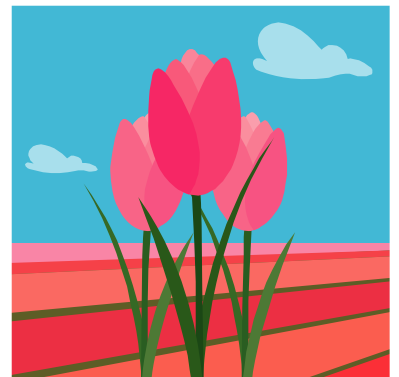
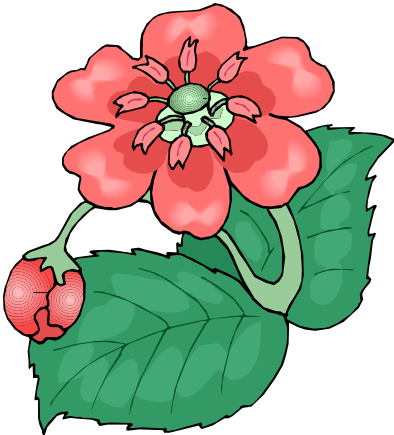
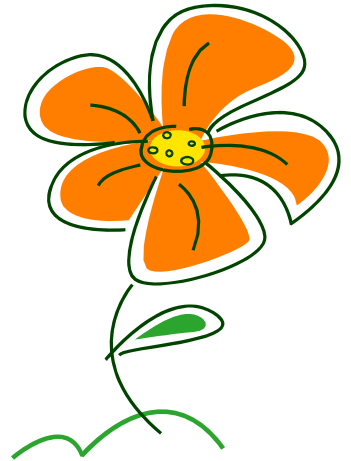
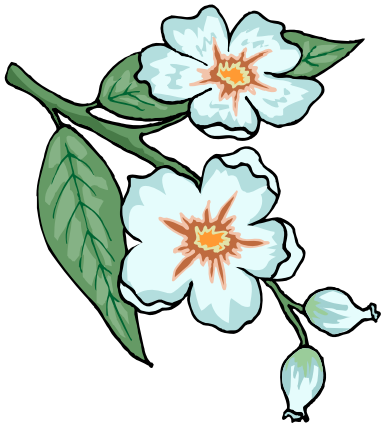
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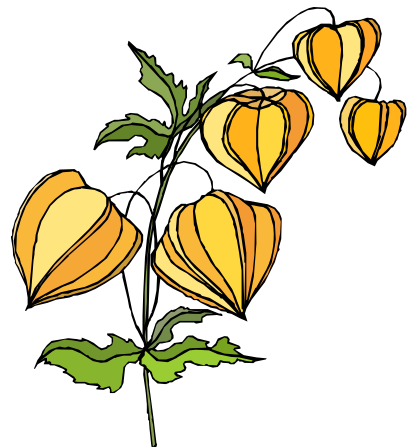
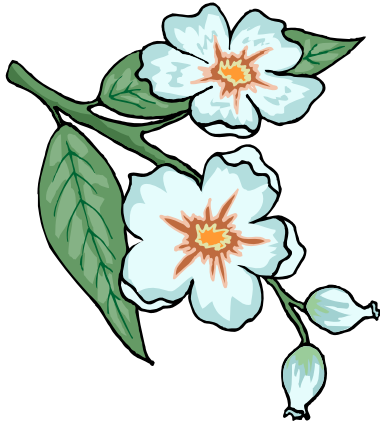
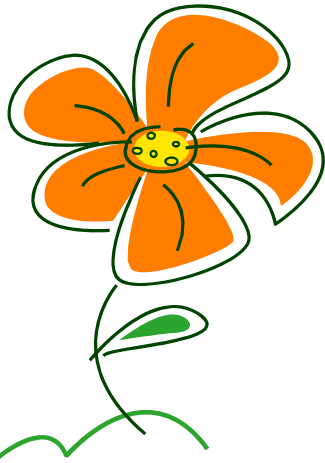
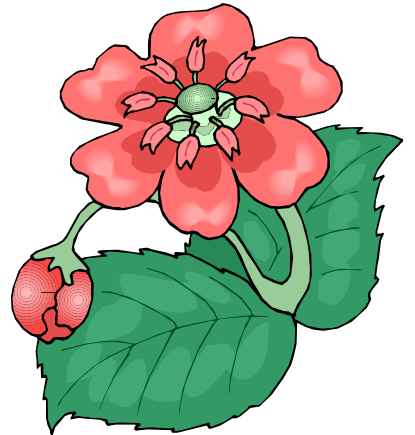
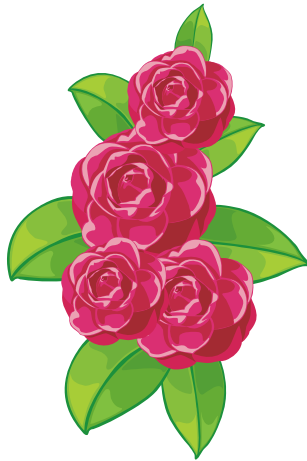
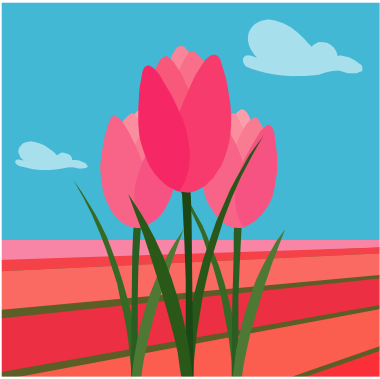
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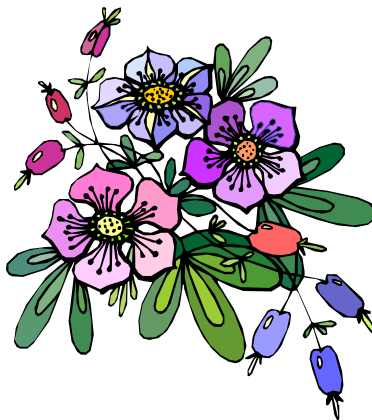
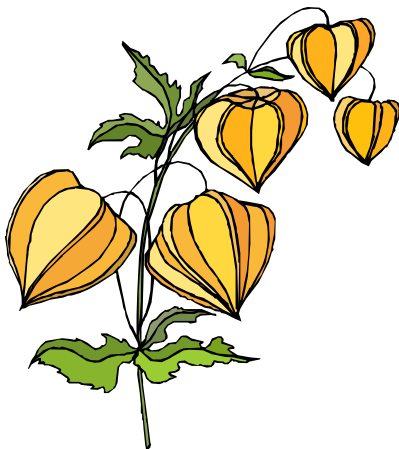
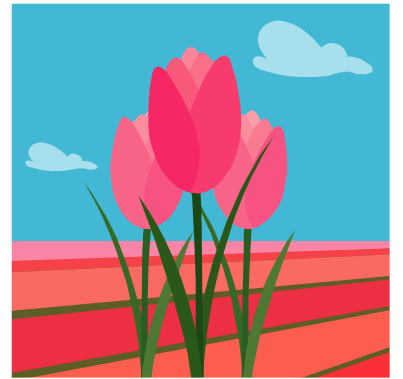
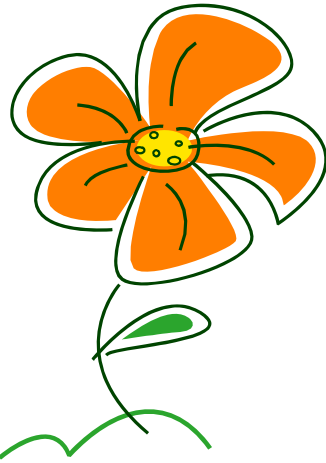
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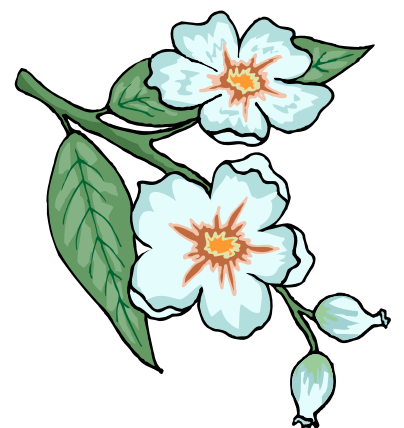
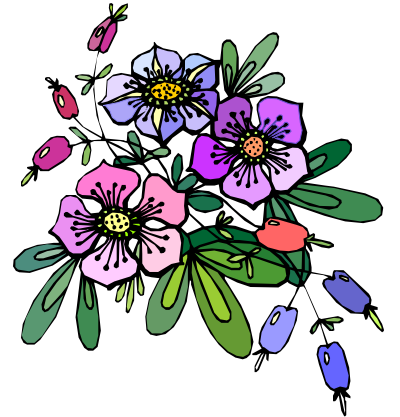
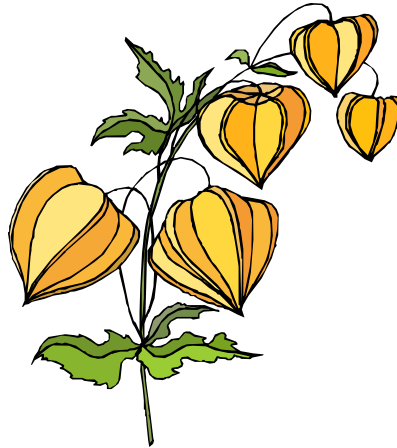
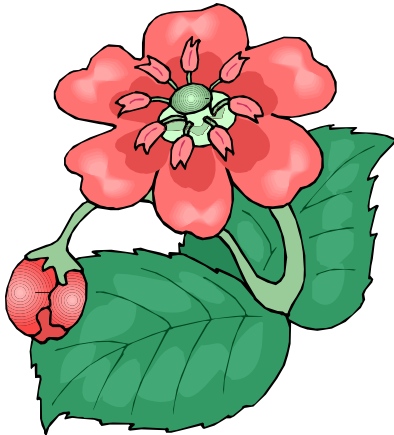
Spring BINGO



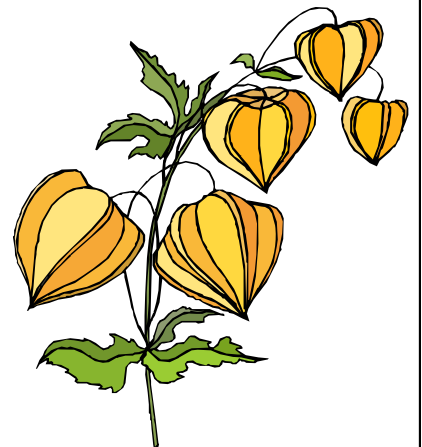
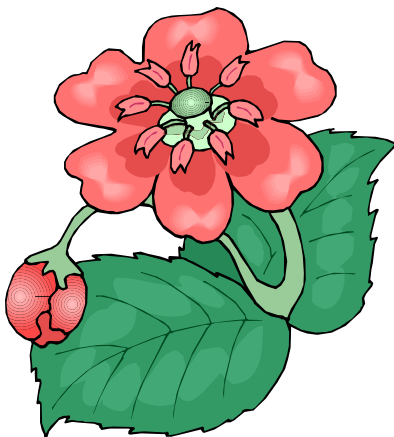
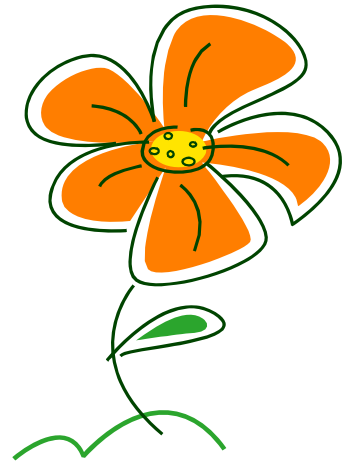
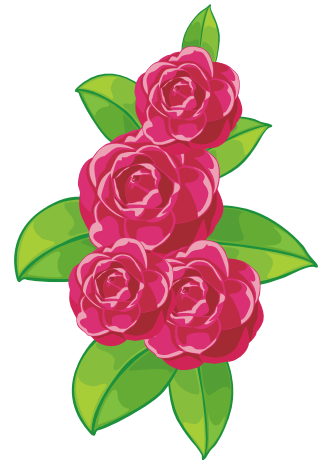
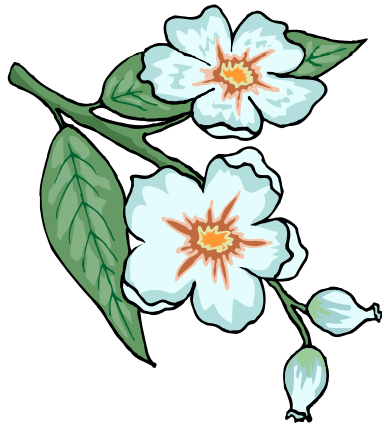
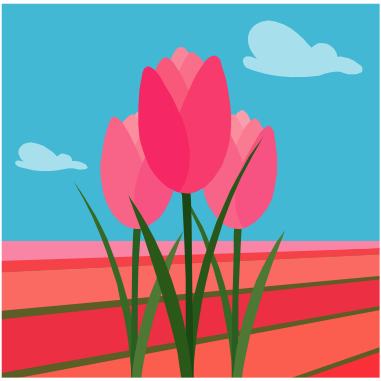
Spring BINGO



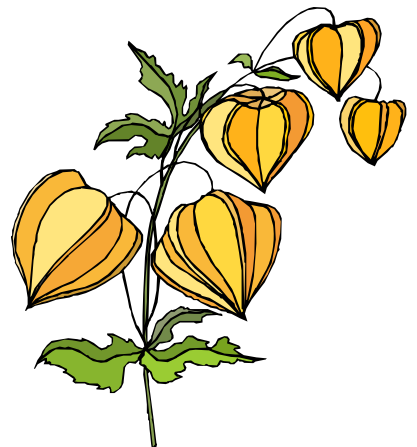
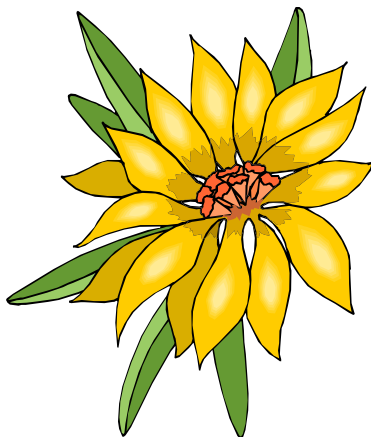
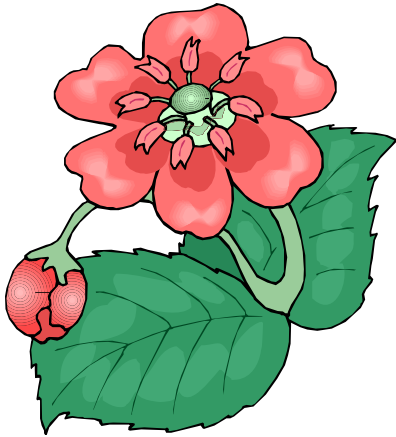
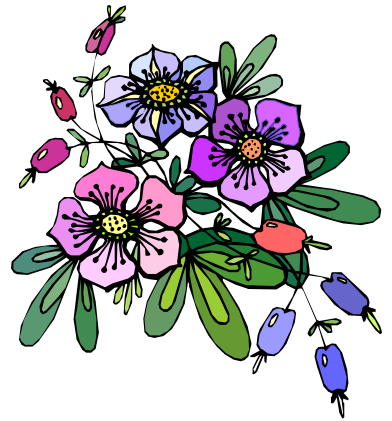
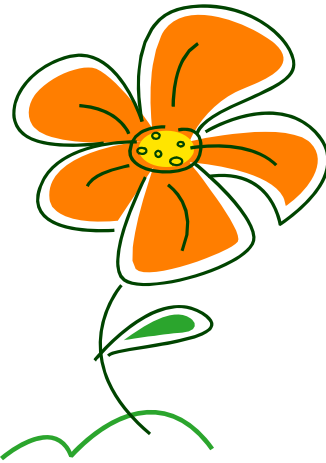
Spring BINGO



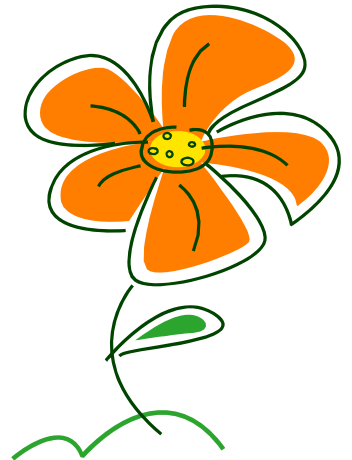
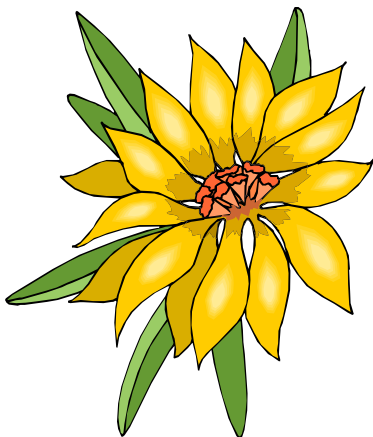
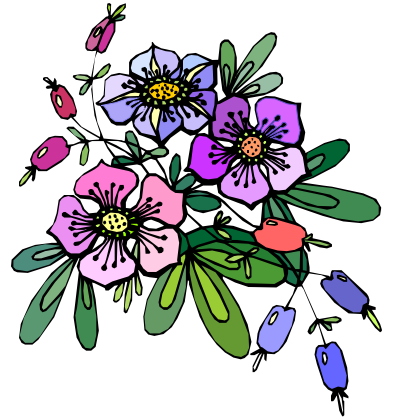
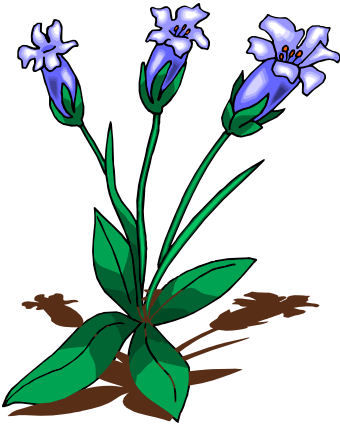
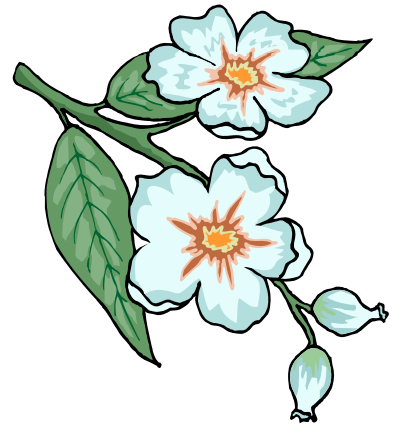
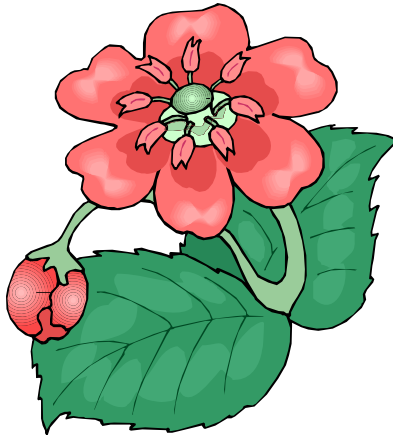
Spring BINGO



Spring BINGO



Spring BINGO



All the Colors of the Rainbow

Red



Purple

Orange

Yellow

Green

Blue



Spring: Tissue Paper Butterfly

Sesame Street Fun!

OVERVIEW

In this activity children will learn about spring and the insects we see during this time of season. Children will learn about the life cycle of a butterfly by listening to a story and making a 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 - #27 COG1 - Cause and Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Very Hungry Caterpillar by: Eric Carle
- Spanish Book: La Oruga Muy Hambrienta por: Eric Carle
- English Video/Sesame Street: Spring
- Spanish Video/Plaza Sésamo: La Primavera
- Scissors, Paint Brush, Glue, and Water
- Craft Kit From Oriental Trading: 1 Acetate Butterfly, 2 Foam Butterfly Frames, Tissue Squares, Cord, Foam Circles, Glitter Foam Stickers, and Chenille Stems

http://www.orientaltrading.com/tissue-paper-butterfly-craft-kit-a2-48_5790-12-1.fltr?Ntt=butterfly

- **You can modify activity by using a butterfly template and have children glue tissue paper on the butterfly**

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make tissue paper glaze (mix white school glue with a small amount of water until the glue is a thin liquid).

INTRODUCTION

- **Show opening Sesame Street/Plaza Sésamo Clip**
- Introduce topic to Students: Tell children that today we will be learning about the season of Spring.
- Ask children, what are some signs that nature provides to us to let us know that spring is here (rain, rainbows, trees are blooming, growing flowers, insects, etc)
- Ask children what are some insects we see during spring time?
- Tell them caterpillars are one type of insect we see during springtime. Tell them caterpillar will become butterflies.
- Talk to them about the life cycle of a butterfly.

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 - Caterpillar Change
 - Spanish - La Primavera
- **Show Sesame Street Clip:** Spring / La Primavera

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 be making a butterfly.
- Pass all materials to students: Butterfly Kit, glue, and paint brush.
- Tell children they will use the paint brush to apply the glaze to one side of the clear acetate butterfly.
- They will then place the tissue squares on the acetate and then cover with a layer of glaze. Teacher can help trim any tissue paper that may be hanging off the edge of the butterfly shape.
- Then have them glue the dry acetate butterfly to one of the foam butterfly frames. Glue the satin cording to the top of the butterfly creating a loop for hanging. Fold the chenille stems in half and curl the ends down as shown and then glue the antennas on top of the satin cording hanger.
- Glue the second foam butterfly frame to the remaining side of the acetate butterfly, sandwiching the acetate between the two foam layers.
- Lay the butterfly flat with the tissue side face down and then glue the foam circles and glitter foam circles to the acetate side of the butterfly as shown in the picture. Allow time for your craft to dry completely before hanging.
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

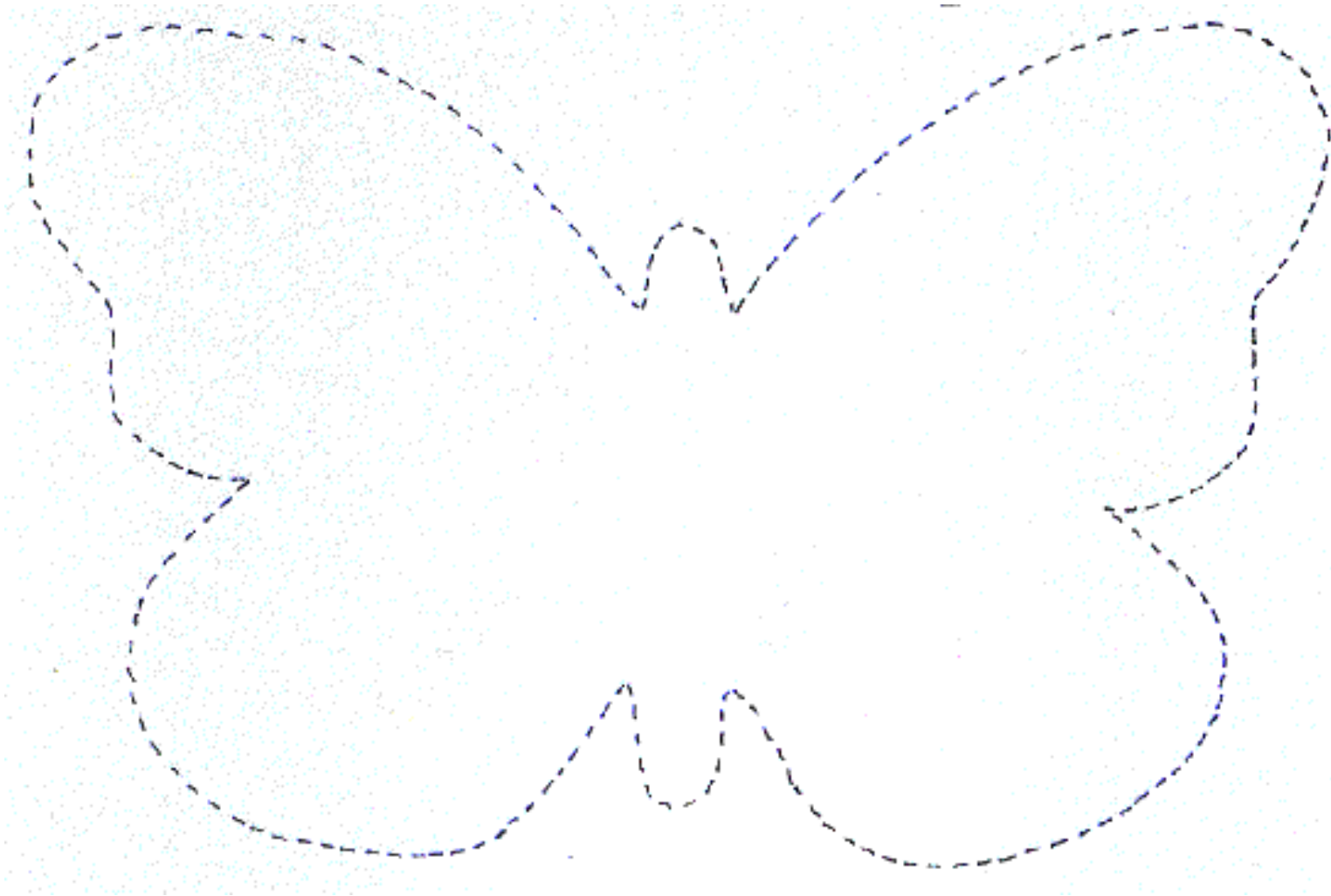
- Discuss what the children learned regarding spring?
- Ask children what they learned about butterflies?

PARENT TIP SHEET

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



Sesame Street
Fun!





Parent Tip Sheet: Spring

Sesame Street Fun!

BOOKS



ACTIVITIES

Raindrop Art

What You Need:

- Sponge (Rain Drop Shape)
- Paper Plate
- Blue Paint
- White Construction Paper

What You Do:

Give your child a raindrop shaped sponge and blue paint on a paper plate. Have your child make a rain scene with it.

Finger Print Caterpillars

What You Need:

- White Construction Paper
- Paint (Different Colors)
- Black Pen

What You Do:

Give your child a piece of white paper. Paint each of your child's fingers a different color. Have your child place their fingers on the paper next to one another. When finished, let the paint dry and add legs and antennae with a black pen to complete your caterpillar.

SONGS

Caterpillar Change

There was a little caterpillar crawling all about.
(Walk with fingers on arm)
He worked and he worked without a doubt.
(Wiggle fingers)
Wrapping himself in a snug cocoon.(Wrap other hand around fingers)
Waiting and waiting, will it be soon? (hold fingers)
Look, he's coming out, my oh my! (raise arms in excitement)
For now he's become a beautiful butterfly (Cross thumbs and flap hands like wings)

Falling Raindrops

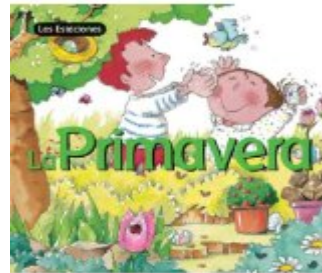
I listen to the raindrops fall
On thirsty trees and flowers.
I hear the pitter-patter sound,
And I'm thankful for the shower.



Consejos Para Padres: Primavera

Plaza Sesamo!

LIBROS



ACTIVIDADES

Gotas de Lluvia

Que Necesita:

- Esponja (En Figura de Gota)
- Plato de Papel
- Pintura Azul
- Papel Blanco de Construcción

Que se Hace:

Déle a su niño una esponja con figura de gota de lluvia y también pintura azul en un plato de papel. Deje que su niño haga un retrato en un papel usando la esponja.

Orugas con Huellas de Dedos

Que Necesita:

- Papel Blanco de Construcción
- Pintura (Colores Diferentes)
- Pluma Negra

Que se Hace:

Déle a su niño un papel blanco. Pinte los dedos de su niño de diferente color. Deje que su niño ponga sus dedos en un papel junto uno del otro. Cuando termine, deje que se seque la pintura y agregue los pies y las antenas para terminar su oruga.

CANCIONES

De Colores

De colores de colores se visten
Los campos en la prima vera
De colores de colores son los
pajarillos que vienen de fuera
De colores de colores es el arco
Iris que vemos lucir
Y por eso los grandes amores
de muchos colores me gustan a mi
Y por eso los grandes amores
de muchos colores me gustan a mi

De colores de colores brillantes y finos
se viste la aurora
De colores de colores son los mil
refiejos que el sol atesora
De colores de colores se vista
el diamante que vemos lucir
Y por eso los grandes amores
de muchos colores me gustan a mi
Y por eso los grandes amores
de muchos colores me gustan a mi

La Primavera

El invierno se despide,
Llega la nueva estación,
La llamamos Primavera,
Y está llena de color.

Mariposas, lagartijas,
Todo el mundo toma el sol,
Y le saludan cuando pasa
Al señor San Antón.

Cri, cri, la ,la,la,
San Antón, San Antón
¡La primavera nos gusta un montón!



Spring: Time for Spring

Sing & Play

OVERVIEW

In this activity children will be learning about the spring season by participating in a book reading, singing a nursery rhyme, playing with manipulative toys and pasting sensory materials on a fun art project.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Let's look at Spring by Sarah L. Schuette
- Spanish Book: Veamos la Primavera por: Sarah L. Schuette
- 11 x 17 construction paper
- Premade butterfly template
- Pom-poms
- Jumbo wood craft sticks
- Pipe cleaners
- Tissue paper
- Wiggle eyes
- glue
- Manipulative-Table top toys for activity centers: peg boards, puzzles, jump ropes, and hula hoops.

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place 11 x 17 Construction paper onto activity table to signify a workstation for children.
- Pre-cut butterfly 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 spring. Tell children that one of the ways we know spring is here, is that it will rain and we will see rainbows in the sky. The leaves start to grow back on the trees, and flowers begin to bloom. The weather starts to get a little bit warmer.
- 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 – Spring is Coming
 - Spanish – Primavera en el Bosque

(Songs are available on Parent Tip Sheets)

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making a butterfly today.
- Show a sample of the completed craft project.
- Pass out materials: Butterfly template, tissue, glue
- Direct children to first paste their butterfly onto the 11 x 17 Construction paper.
- Instruct children to paste the tissue paper onto the butterfly wings.
- Ask parents to assist their children as they add the following embellishments:
 - Craft Stick – body of butterfly
 - Pom poms – butterfly wing decorations
 - Pipe cleaners – butterfly antenna
 - Wiggle eyes – butterfly eyes
- When children are done with their project, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.



ACTIVITY #4

Free Play (Share, play and Socialize):

- Invite children to play at the activity centers that are found on the carpet area of the classroom while their classmates finish their 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"

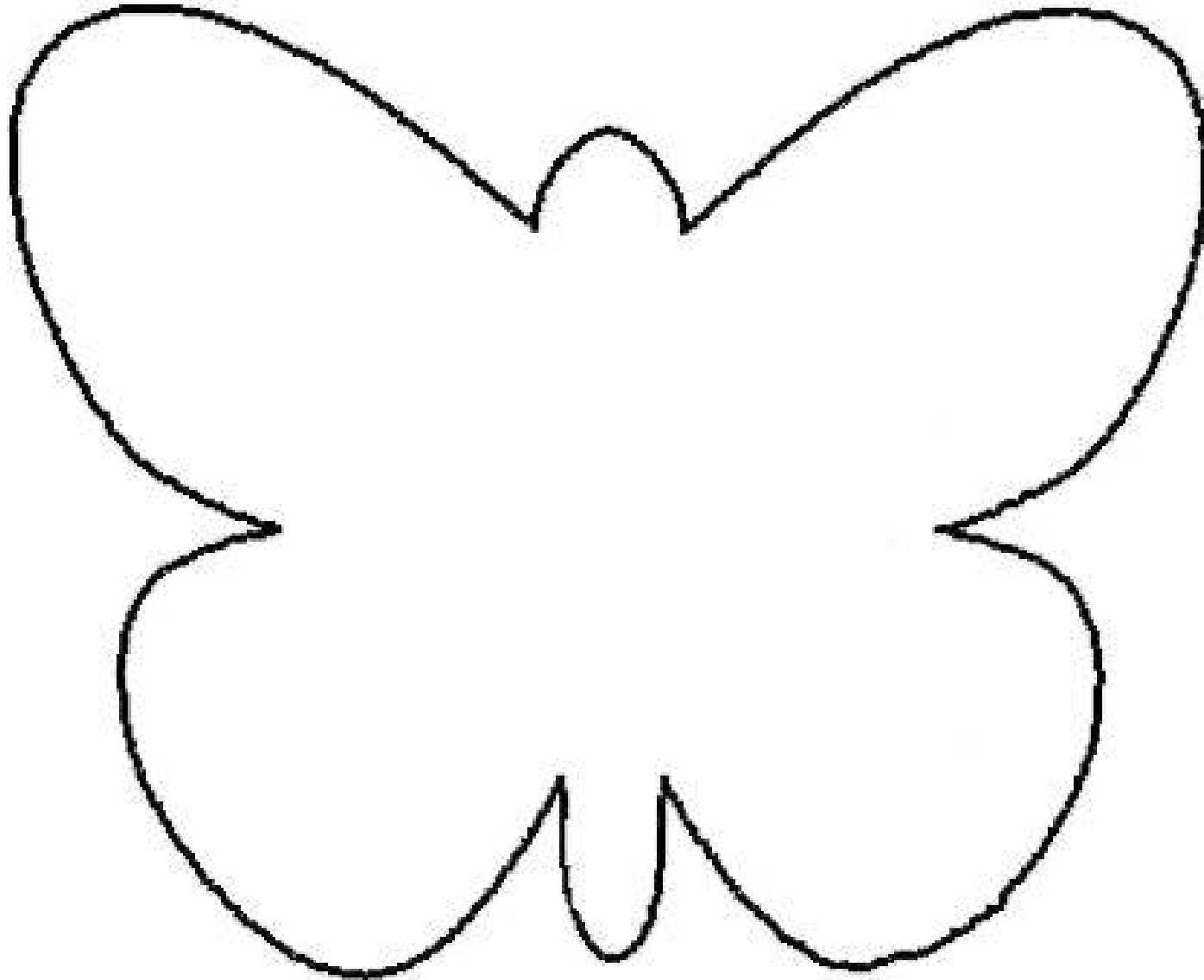
TALK ABOUT IT

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

- Ask children what they learned today about spring?
- Ask children to show off their project and describe it to the class.

PARENT TIP SHEET

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

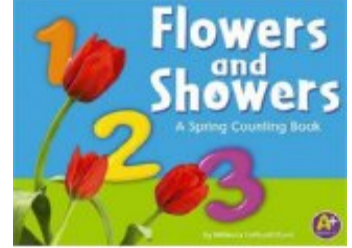




Parent Tip Sheet: Spring

Sing & Play

BOOKS



ACTIVITIES

Pudding Paint

What You Need:

- Instant pudding
- Food coloring
- Small containers for pudding
- Long sheet of bulletin board paper or heavy craft paper
- Soap and water

What You Do:

Prepare pudding and tape paper to a table. Parents can pre mix food coloring with the pudding or let your child do it. Draw a sample flower or hand prints with pudding and give to your child a container of pudding, and then let him use his fingers to do the rest. Talk about how it feels between his fingers, about the taste, smell, and possible drawings.

Flowery Mask

What You Need:

- Large Paper Plate
- Yarn
- Crayons
- Scissors
- Hole Puncher
- Scissors

What You Do:

Have your child decorate a paper plate as flower petals using crayons of different colors. After your child colored the paper plate cut out two eyes in between to make a hole punch on each side and add yarn thru to the size of your child's head with two eyes. Once the flower is done your child could wear the flower mask and pretend to be a flower.

SONGS

Spring is Coming

Spring is coming Spring is coming!
How do you think I know?
I see a flower blooming,
I know it must be so.
Spring is coming, spring is coming!
How do you think I know?
I see a blossom on the tree,
I know it must be so.

Itsy Bitsy Spider

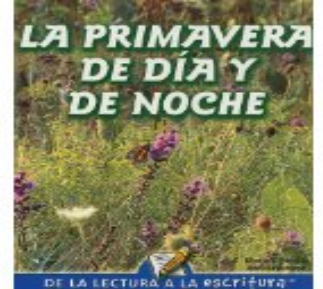
The itsy bitsy spider
Went up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider
Went up the spout again.



Consejos Para Padres: Primavera

Canta y Juega

LIBROS



ACTIVIDADES

Arte de Pudín

Que Necesita:

- Budín de sabores colorantes comestibles, pequeños recipientes de budín, hojas de papel de construcción grande, jabón y agua.

Que se Hace:

Prepare el pudín y ponga papel y péguelo con cinta en la tabla. Los Padres pueden pre-mezclar los colores comestibles alimentos con el pudín, o permita que los niños lo hagan. Dibuje un ejemplo imprimiendo sus manos en el papel con el pudín. Déle a su niño su propio contenedor de pudín y permítale usar los dedos para hacer el resto. Hable de lo que se siente entre sus dedos, sobre el sabor, el olor, y sus dibujos.

Mascara de Flor

Que Necesita:

- Un plato de papel largo, hilo de estambre, crayones, papel de construcción, tijeras, un perforador de papel.

Que se Hace:

Pídale a su hijo que decore un plato de papel como pétalos de una flor con crayones de colores diferentes. Después que su hijo coloree el plato de papel ayúdele a hacer dos ojos entre medio del plato con las tijeras (su hijo puede que necesite ayuda a recortar el plato para hacer los ojos.) Háganle un agujero con el perforador en cada lado del plato. Ponga el hilo en los agujeros al tamaño de la cabeza de su hijo. Una vez realizada la flor su hijo podrá ponerse la flor como mascara y pretender ser una flor.

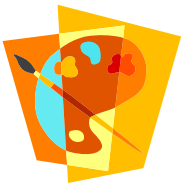
CANCIONES

De Colores

De Colores, de colores se visten los campos en la primavera. De colores, de colores son los pajaritos que vienen de afuera. De colores, de colores es el arco iris que vemos lucir. Coro; Y por eso los grandes amores de muchos colores me gustan a mi. Se repite (2).
Canta el gallo, canta el gallo con el kiri, kiri, kiri, kiri, kiri, kiri. La gallina, la gallina con el cara, cara, cara, cara. Los Pollitos con el pio ,pio ,pio, pi.
Coro; Y por eso los grandes amores de muchos colores me gustan a mí. (2).

Primavera en el Bosque

Es primavera,
el bosque se alegra,
Nacen las flores, el sol calienta.
Bambi acaba de nacer,
Bambi es muy pequeño es.
Corre y salta sin parar,
no se cansa de jugar.
Es primavera,
el bosque se alegra,
Nacen las flores,
el sol calienta.



Spring: Spring has Sprung

Smart Art

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English book: Wee Little Bunny by: Lauren Thompson
- Spanish Book: Wee Conejito (Translation Attached)
- Bisque piece: Small Flower Trinket
- Bisque paints: green, pink, and yellow
- 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 there are four seasons in the year. Spring is the second season, the one that comes after winter and before summer.
- Tell children that we know when spring is coming because the weather gets a little warmer, the leaves start growing on the trees and flowers begin to bloom outside. It is also a good time of year to plant.

ACTIVITY #1

Sing a Song:

English Song: Spring is Coming

Spring is coming Spring is coming!
 How do you think I know?
 I see a flower blooming,
 I know it must be so.

Spring is coming, spring is coming!
 How do you think I know?
 I see a blossom on the tree,
 I know it must be so.

Spanish Song: Primavera en el Bosque

Es primavera,
el bosque se alegra,
Nacen las flores, el sol calienta.
Bambi acaba de nacer,
Bambi es muy pequeño es.
Corre y salta sin parar,
no se cansa de jugar.
Es primavera,
el bosque se alegra,
Nacen las flores,
el sol calienta.

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

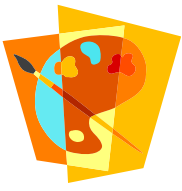
Free Play (Share, Play and Socialize):

- 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.



Book Translation: Wee Conejito

Smart
Art

Era primavera en la pradera y por primera vez para el conejito.

El conejito se atareaba mucho en jugar.

¿Que vas a hacer hoy? Pregunto la mama coneja.

“! Todo!” dijo el conejito, y corrió, corrió, y corrió a perseguir a una libélula.

“! Que tal si nos escondemos en este tronco!” Dijo la ardilla de líneas cafés.

“! Alcánzame si puedes!” dijo el conejito, y! brinco, brinco, y brinco ! apresurado en medio del verde pasto.

“! Ya cálmate!” Le grito puntiagudo Puerco Espín gruñón.

“! Disculpe!” Dijo el conejito y de puntitas se fue retirando. Chapaleando el agua del charco.

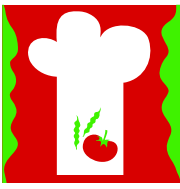
“! Es hora de saltar hacia casa!” Canta pajarito jee-jee.

“! Pronto!” dijo el conejito, y ! brinco, brinco, y brinco!- se tropezó en un trébol.

–Entonces el conejito escucho que su mama le hablaba, “es la hora de un cuento” y se fue apresurando más y mas rápido hasta llegar a su madriguera.

¿En donde esta mi conejito mareado? dijo la mama coneja acariciando a su pequeño. ¿Porque no te sientas un ratito para contarte una historia interesante?

“Ho, Si” dijo el conejito. Y se acurruco, acurruco, acurruco, y le platico a su mama una fabula feliz de su día muy ocupado.



Spring: Ladybugs in Spring Time

Snack Attack

OVERVIEW

Children will learn about the season of spring as they listen to a story and create an edible ladybug snack.

SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #41 HLTH1 – Personal Care Routines
- DRPD - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Ten Little Ladybugs by: Melanie Gerth
- Spanish Book: Diez Pequeñas Mariquitas por: Melanie Gerth
- Per Child:
 - 2 (Large) strawberries
 - 6 pretzel sticks
 - 2 blueberries
 - 10 mini chocolate chips
 - 2 toothpicks

PREPARATION:

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

INTRODUCTION

- Introduce topic to students: Ask children if they know what happens during spring time? (Trees bloom, flowers grow, it rains, we see rainbows, we see lots of bugs and insects)
- Ask children what are some bugs and insects we see during this season?
- Ask them if they have seen a ladybug? What color is a lady bug? Have they ever caught a ladybug before? Has it crawled around their body?
- Let them know ladybugs live in gardens to protect them. They eat aphids (known as plant lice and as greenflies, black flies or whiteflies). Aphids can harm plants.
- 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.

Ladybug, Ladybug

Tune: "On Top of Old Smokey"

Out on the branch
A ladybug crawled
She wasn't big,
She was quite small.
The dots on her back.
Were black like her head
The rest of her body was
Colored red.

She wasn't afraid,
And I know why.
If she was threatened,
Then off she would fly!

Lluvia, Lluvia Vete Ya

Lluvia, lluvia, vete ya
Los niños quieren jugar
Nubes, nubes, aléjense
Los niños, quieren jugar
Lluvia, lluvia, ven aquí
Las florcitas quieren salir.

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:

- Pass out ingredients to each child: 2 strawberries, 6 pretzel sticks, 2 blueberries, 10 mini chocolate chips and 2 toothpicks.
- Tell children they will make two ladybugs. Give children instructions:
 - For the ladybug's head, push a toothpick into the top of a strawberry, leaving about half an inch sticking out. Press a blue berry onto the toothpick.
 - For the ladybug's spots, push the pointed ends of the mini chocolate chips into the strawberry.
 - For the legs, break three pretzel sticks in half and push all six pieces into the strawberry.
- Follow same instruction for the second ladybug.



TALK ABOUT IT

- Ask children what we learned in class today?
- Ask them, what is their favorite insect or bug?
- Tell them that next time they see ladybugs in their garden they should take care of them and not harm them because they are good for gardens.



Spring: Planting a Flower

Story Time

OVERVIEW

Story Time classes focus on engaging children in a literacy experience. Children will participate in an interactive read-aloud followed by a corresponding hands-on activity meant to bring the written word to life, deepening the early learning experience. As a group, children and teacher will have a discussion about the characteristics of the spring season. Children will have the opportunity to make their own spring flower art project.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Garden
 - Spanish Book: Mis Jardin
 - Styrofoam cups
 - Flower seeds
 - Spring stickers
 - Soil
 - Scoop
 - Water
 - Give-away books
- by: Kevin Henkes
(Translation Attached)

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Lead children in a discussion about the spring season.
- Ask what kinds of things are seen in a garden.
- Ask the children to name some of the colors we can see in a garden.

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 guess it's about plants, flowers and a girl.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

ACTIVITY #2

Cup of Flowers:

- Each child will receive a styrofoam cup that they will decorate using spring stickers.
- Children will then put soil in their cups.
- Next the children will make a hole in the middle of the soil and plant the flower seed.
- Finally the children will add water to their plant.
- 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?
- Explain to the children that during Spring we also see rainbows? Ask children if they know how rainbows are created. Ask the children if they have ever seen a rainbow?

PARENT TIP SHEET

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



Book Translation: Mis Jardín

Story Time

Mi Mama tiene un Jardín.

Yo soy su ayudante. Yo riego. Y siembro. Y correteo a los conejos, para que ellos no se coman la lechuga.

Es muy duro trabajar, y el jardín de mi mama esta muy bonito, pero si yo tuviera un jardín...

No hubiera mala hierba y las flores crecerían y crecerían y nunca se murieran.

En mi jardín las flores pudieran cambiar de color justo en el momento en que lo piense—rosa, azul, verde, morado. En patrones.

Y si tu escogieras una flor, otra crecería en el lugar de la tu escogiste.

En mi jardín, los conejos no comerían lechuga porque los conejos comerían chocolate y Yo comería con ellos.

Si plantara conchas, yo cosecharía conchas.

Y si plantara gomitas de frijolitos, yo cosecharía una planta grande de gomitas.

Algunas veces en mi jardín, bueno, inusuales cosas saldrían – botones y paraguas y llaves oxidadas.

En mi jardín, habría pájaros y mariposas por montones, de manera que el aire zumbara con las alas.

Los tomates serian del tamaño de las pelotas de playa, y las zanahorias serian invisibles porque a mi no me gustan las zanahorias.

En la noche, las glorias de la mañana permanecerían todo el tiempo y las estrellas brillarían, y las fresas brillarían como linternas.

Es la noche ahora. Solo las luciérnagas y la luz del porche brillan. Antes de ir a la cama, tomare una concha de la plataforma de mi cuarto y voy a el jardín. Entierro la concha en la tierra. ¿Quién sabrá lo que pase? Yo la cubro con tierra y la cubro bien con mi pie.

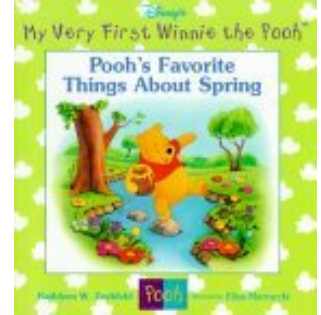
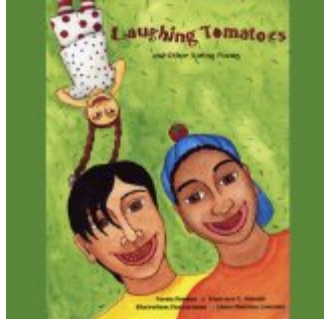
¿Que estas haciendo? pregunta mi Mama, " Oh Nada", Yo contesto. "Solo trabajando en el jardín".



Parent Tip Sheet: Spring

Storytime

BOOKS



ACTIVITIES

Rainbow Sticks

What You Need:

- Paper Towel Rolls
- Tape that you can paint on
- Glue
- Paint
- Uncooked Rice
- Toothpicks

What You Do:

Pre-poke holes into the side of the paper towel rolls. Then have your children poke toothpicks through the holes (glue both ends). Next tape one end of the roll closed. Add rice and tape the other end. Next let your children paint their sticks as rainbows. Finally, cut off any ends of the toothpicks sticking out. Now your children have a great rainbow stick that sounds like the rain that makes rainbows come.

Paper Plate Sunflower

What You Need:

- Paper Plates
- Yellow Paper
- Paint
- Glue
- Sunflower Seeds or Oatmeal

What You Do:

Give your children paper plates. Have them cut out pedals from the yellow paper and then attach them around the paper plate. They can then add sunflower seeds or oatmeal to the seed of the flower

SONGS

Spring Is Here

Sung To: Are You Sleeping)

I see robins,
I see bird's nests,
Butterflies too,
flowers too.
Everything is growing,
The wind is gently blowing.
Spring is here, spring is here

Spring Poem

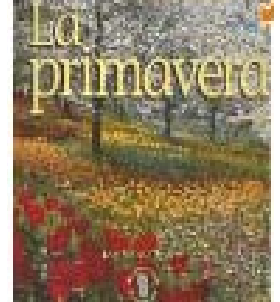
Some days seem like winter,
Some are nice and warm.
Rainy days and windy days,
Maybe it will storm.
Warm or cold or wet or dry,
What will the weather be?
I think Spring is trying to play
Peek-a-boo with me



Consejos Para Padres: Primavera

Hora de Cuentos

LIBROS



ACTIVIDADES

Tubos de Arco Iris

Que Necesita:

- Tubos de toallas de papel
- Cinta en la que pueda pintar
- Pegamento
- Pintura
- Arroz crudo
- Palillos de dientes

Que se Hace:

Haga agujeros pequeños en los tubos de toallas. Luego deje que su niño/a ponga los palillos de diente en los agujeros con pegamento. Con cinta de pegar cubra una orilla del tubo. Agregue el arroz y cubra ese lado con cinta. Los niños pintaran el tubo como un arco iris. Al final corte las orillas de los palillos que están de fuera.

Girasol

Que Necesita:

- Platos de papel
- Papel amarillo
- Pintura
- Pegamento
- Semillas de girasol o avena

Que se Hace:

De un plato de papel a su niño/a. Permita que su hijo/a use el papel Amarillo para cortar pétalos de girasol. Después su hijo/a pegara los pétalos alrededor del plato de papel. Cuando terminen de pegar los pétalos pueden pegar la semilla o la avena en el centro de su flor.

CANCIONES

La Primavera

La primavera
Cantan, cantan por los campos,
Primavera llega ya.
Por los campos viene riendo jaja
Riendo jajajaja
Primavera
Los campos florecen
Las aves aparecen
Sale el sol
Todo es amor
Llegó la primavera
Vestida de flores
Y yo quisiera
Vestirme de mil colores.

Que Llueva

Que llueva, que llueva,
La Virgen de la Cueva,
Los pajaritos cantan,
Las nubes se levantan.
Que sí, que no,
Que caiga un chaparrón.