



Shapes: Painting with Shapes



OVERVIEW

Children will learn about the concept of shapes with an emphasis on circles, squares, rectangles, and triangles. They will be read a book about shapes and complete hands-on activities meant to establish visual recognition of various shapes.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #29 COG10 – Classification and Matching
- DRDP I&T - #30 COG11 – Space and Size

MATERIALS & PREPARATION

MATERIALS:

- English Book: Colors and Shapes by: Gladys Rosa-Mendoza
- Spanish Book: Los colores y las figuras por: Gladys Rosa-Mendoza
- Large cut-outs of a circle, square, rectangle, and triangle
- Tempera paint: Assorted colors
- Black or white construction paper (one per child).
- Stencil shapes
- Foam shape stamps
- Baby wipes
- Paper plates.

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Tape large shape cut-outs at the front of the classroom for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Point to the shape cut-outs, asking children to name the color and shape.
- Tell students that they will be learning about Shapes 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 – Shape Family
- Spanish – El Circulo

ACTIVITY #3

Instruct the children that they will now be finger painting making a “Circus of Shapes”.

- Provide one piece of construction paper and 3 paper plates to each child.
- Ask that parents pour a little bit of paint on the paper plate so that children can use it with the stencil to create a shape on their construction paper. 3 plates have been provided for use of 3 different colors for each child. Show the children how to paint using their finger to cover the stencil with paint instead of dipping the stencil in paint. This will help their project dry faster.
- Parents can ask children to name each shape as the child paints it on their page to extend the learning in the activity.

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

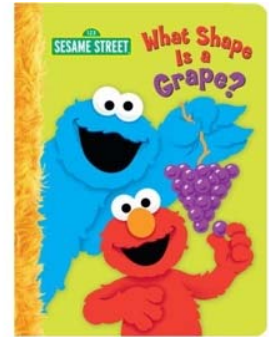
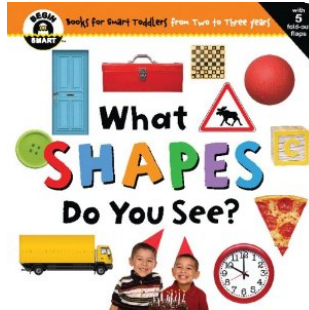
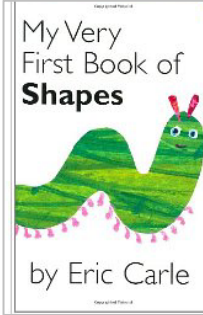
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about shapes by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Shapes



BOOKS



ACTIVITIES

Kitchen Stencils

What You Need:

- Kitchen plates and cups
- Large crayons
- Bright construction paper

What You Do:

Let your child become interested in art activities. Use large nontoxic crayons, plates, and cups on construction paper and let your child scribble and model on tracing and coloring the kitchen utensils shapes.

Shape Puzzles

What You Need:

- Puzzle Shapes

What You Do:

Toddles begin putting objects together. Simple puzzles (separate pieces) with knobs are great. Model and help your youngster on putting key shapes into locks and letters into mailbox slots. Once your child is figures out to match the shapes into the slots he will have some fun too.

SONGS

Shape Song

Cynthia Circle, Cynthia Circle is nice and round
No corners on her are ever found.
Samuel Square, Samuel square that's my name.
I have four sides that are all the same.
Tilly triangle, Tilly triangle is here to see you.
She has three sides and three points too.
Ricky Rectangle Ricky rectangle is a funny sort
Two sides are long and two sides are short

Shape Family

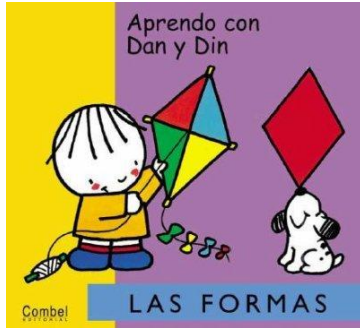
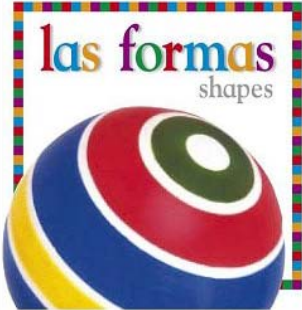
I am baby triangle, three sides have I.
I am mama circle, Round like a pie.
I am papa square, My sides are Four
I am uncle rectangle, Shaped like a door.



Consejos Para Padres: Formas



LIBROS



ACTIVIDADES

La Loza de la Cocina

Que Necesita:

- Platos y vasos
- Crayones grandes
- Papel de dibujo grande

Que se Hace:

Permítale a su hijo usar materiales de arte para que tenga interés. Usen los platos, vasos como figuras para trazar y después colorear las diferentes figuras trazadas.

Rompe Cabezas De Figuras

Que Necesita:

- Rompe Cabezas de Figuras

Que se Hace:

Los pequeñines empiezan a poner objetos en conjunto. Un juguete de rompe cabezas sirve para separar y juntar sus piezas. Juegue con su chiquitín y use un rompe cabezas que con agarradera es de buena ayuda. Modele y ayúdele a su hijo a juntar las piezas de figuras similares o de letras en los orificios de figuras de una caja o en una planilla plana. Cuando su chiquitín le encuentre la manera de juntar las figuras le será muy divertido.

CANCIONES

El Circulo

El Circulo da vueltas todo el día desde el cielo hasta la tierra vueltas da.

Esta en vueltas por las calles de mi pueblo vueltas todo el día.

El círculo da vueltas todo el día.

Se la pasa patinando dando vueltas todo el día por el pueblo vueltas da.

El Triangulo

Tres triangulo, tres triangulo tiene tres lados, tiene tres lados

Tres triangulo, tres triangulo tiene tres lados un, dos, tres.

Cuenten los lados uno, dos, tres.



Shapes: The Shapes of Things

Barney & Friends

OVERVIEW

In this activity children will learn about shapes. 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 - #29 COG10 – Classification and Matching
- DRDP I&T - #30 COG11 – Space and Size
- DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Shapes by: Rebecca Emberly
- Spanish Book: Mis Figuras por: Rebecca Emberly
- English Barney Clip: Shapes
- Spanish Barney Clip: Shapes
- House/Train templates
- Geometric shape templates
- Geometric shape flashcards

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Tell children that today’s games have to do with shapes.
- Show children flashcards with shapes and have them name them with you.
- 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 – Sammy Square
 - Spanish – El Rectángulo
- **Show Barney & Friends clip:** Shapes / Figuras

ACTIVITY #3

Hands on Activity:

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

- Tell children that they will be making an art project using shapes.
- Ask parents to assist children by cutting out the shapes on the template.
- Instruct children to match the cut-outs to the template provided.
- Instruct children to glue each shape onto the designated area.
- Children can finish their project by naming each shape that they used to create their masterpiece.
- Children can choose from either the train or house, or if time permits, they can complete both projects.
- 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 shapes.

- Encourage parents to ask their children questions about circumstances that arise in the book to help deepen their child's understanding about circles, squares, and triangles.

TALK ABOUT IT

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

- Remind children about the different shapes they learned about today.
- Point out some very identifiable things in their environment that are circles, squares and triangles.
- [Show closing Barney & Friends clip](#)

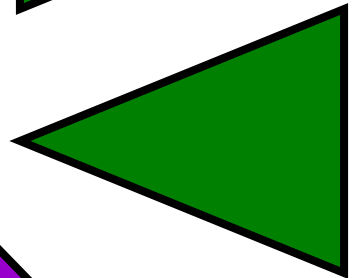
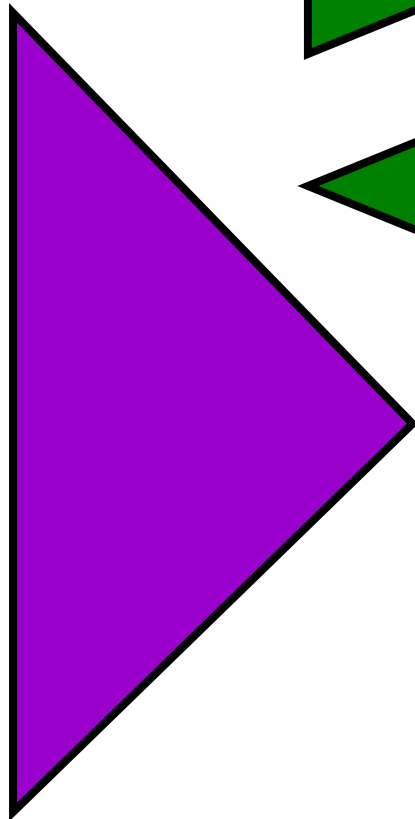
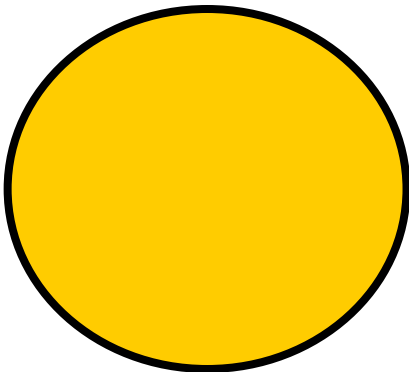
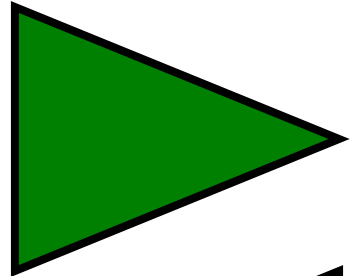
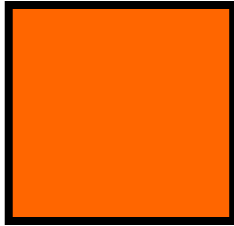
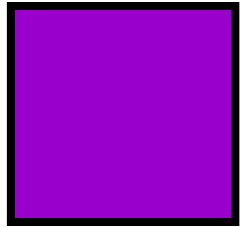
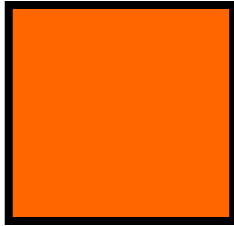
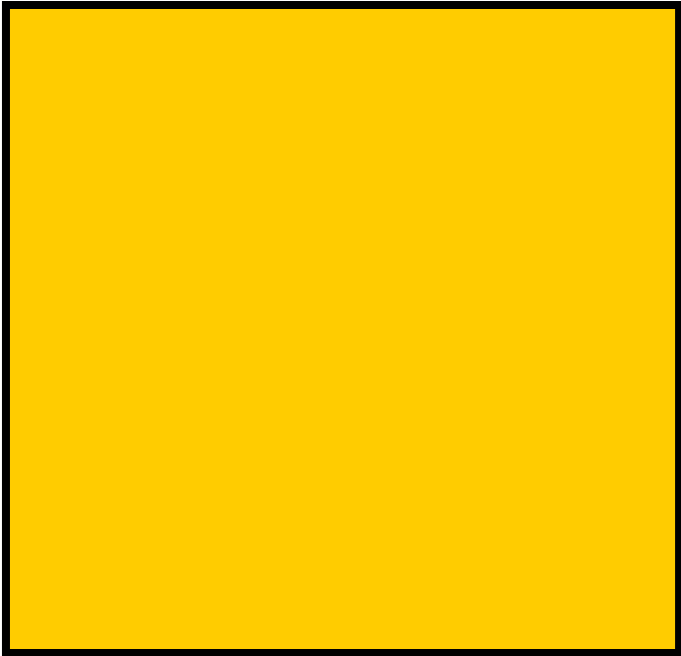
PARENT TIP SHEET

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



Shapes: Shapes Template

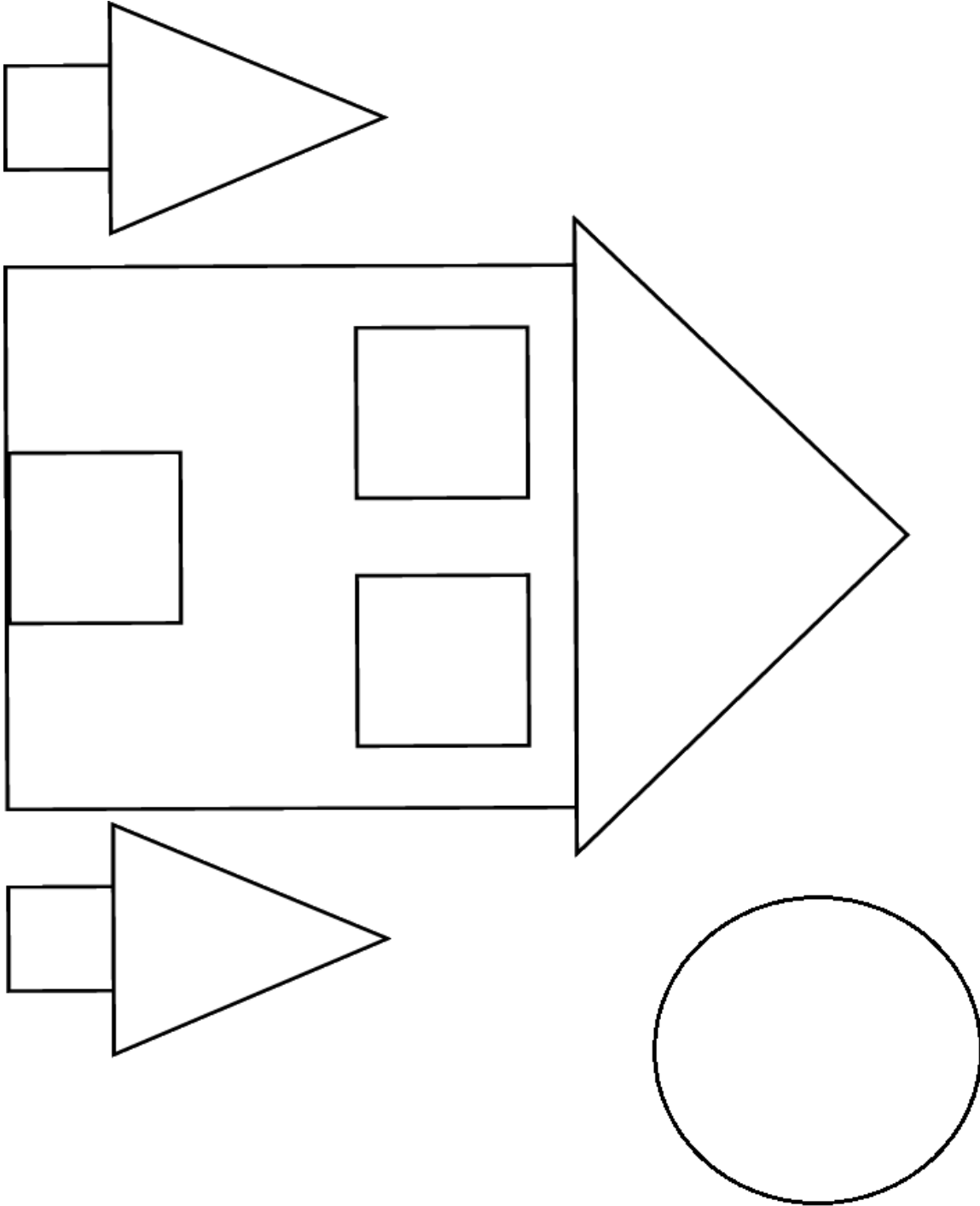
Barney &
Friends





Shapes: House Template

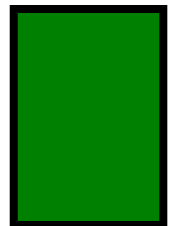
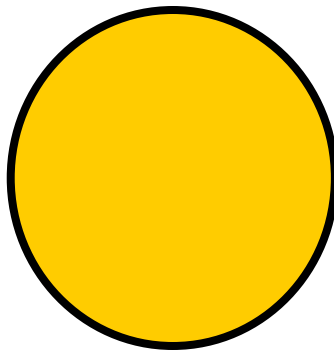
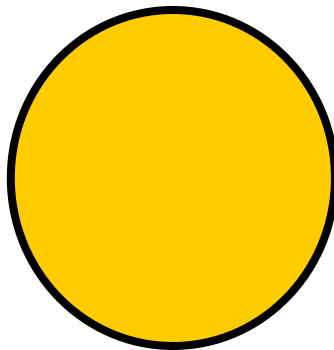
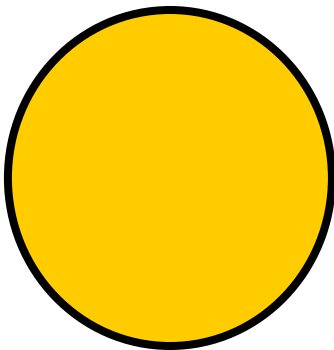
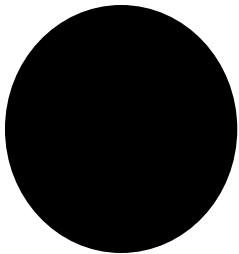
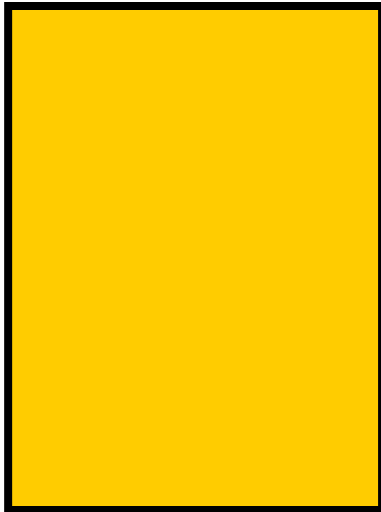
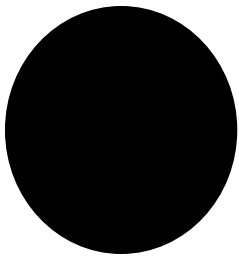
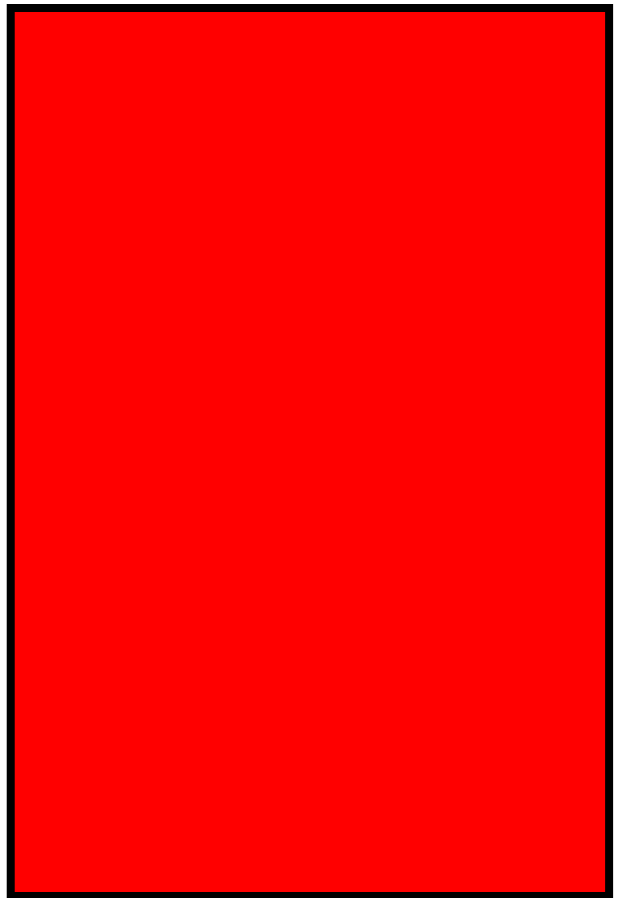
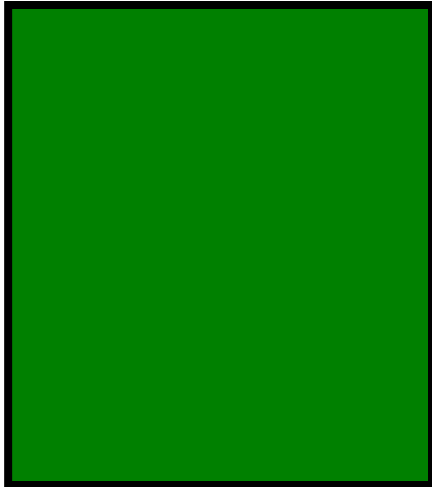
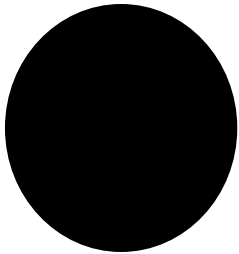
Barney &
Friends





Shapes: Train Template

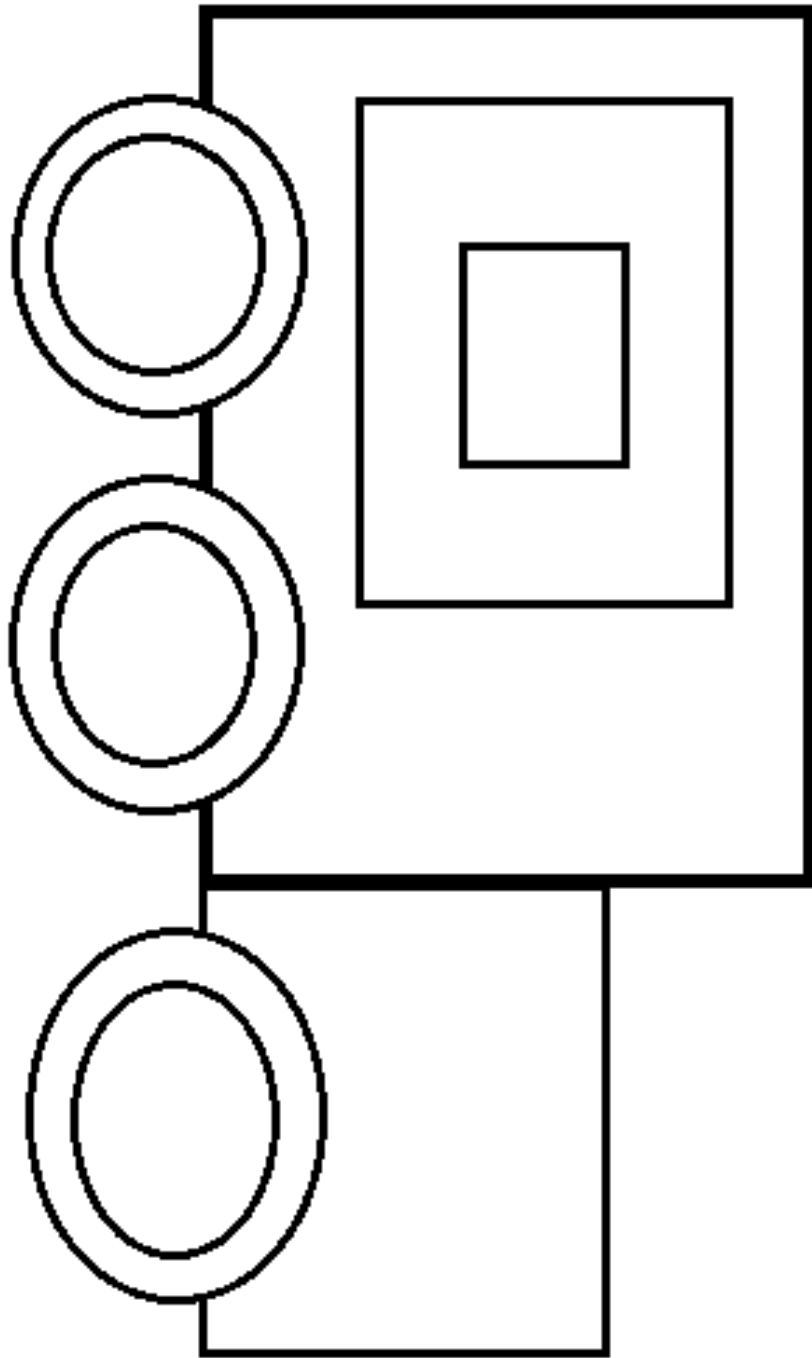
Barney &
Friends





Shapes: Train Template

Barney &
Friends

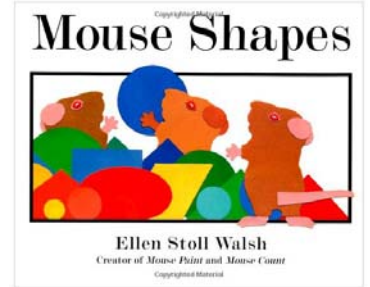
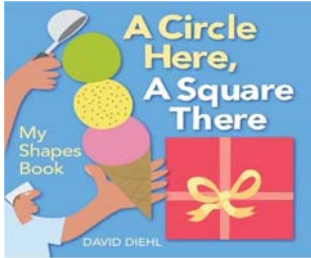




Parent Tip Sheet: Shapes

Barney & Friends

BOOKS



ACTIVITIES

Coloring Shapes

What You Need:

- Construction paper
- Crayons

What You Do:

Take time to draw with your child when she wants to get out paper and crayons. Draw large shapes or people body shapes and let your child color them in. Take turns.

Shape Toys

What You Need:

- Toy cars
- Crayons
- Construction paper

What You Do:

Play with your child with cars and model drawing toy cars. Have your child draw his car on construction paper and crayons. See if you child can draw different cars and talk about its shapes.

SONGS

Twinkle, Twinkle, Little Star

Twinkle, twinkle little star
how I wonder what you are?
Up above the world so high
like a diamond in the sky
Twinkle, twinkles little star
how I wonder what you are.

Sammy Square

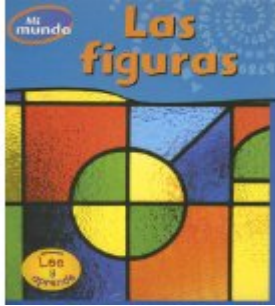
Sammy Square is my name.
My four sides are just the same.
Turn me around, I don't care.
I'm always the same.
I'm Sammy Square.



Consejos Para Padres: Formas

Barney Y Amigos

LIBROS



ACTIVIDADES

Colorear las Figuras

Que Necesita:

- Papel de construcción
- Crayones

Que se Hace:

Tome tiempo para dibujar con su hijo. Dibuje diferentes figuras o diferentes personas en un papel de dibujo y modele a su hijo que haga lo mismo.

Juguetes con Figuras

Que Necesita:

- Carros de Juguetes
- crayones
- Papel de dibujo

Que se Hace:

Juegue a los carritos con su hijo y modele en dibujarlos. Pídale a su hijo que dibuje sus carritos en el papel de dibujo. Al estar dibujando hable con su hijo sobre las figuras de los carritos.

CANCIONES

El Cuadrado

El cuadrado tiene cuatro lados y son iguales.
El cuadrado tiene cuatro lados y son iguales.
El cuadrado tiene cuatro lados y son iguales.
Al derecho o al revés el cuadrado tiene cuatro partes y son iguales.
El cuadrado tiene cuatro lados y son iguales.

El Rectángulo

Hola amigo soy un rectángulo tengo cuatro lados pero no son iguales. Dos son largos y dos son cortos y puedes encontrarme en esta canción. Dos son largos y dos son cortos mira alrededor que vez tengo cuatro lados y no son iguales mira la pizarra es un rectángulo igual que yo tengo cuatro lados y no son iguales. Dos son largos y dos son cortos y puedes encontrarme en esta canción.



Letter Recognition: Learning My Letters: J and K

Compu Kids

OVERVIEW

In this activity children will learn the basic essentials of early reading such as phonemic awareness, letter recognition, letter to sound relationship, and listening comprehension.

SKILLS

- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #20 LLD8 – Phonological Awareness
- DRPD - #21 LLD9 – Letter and Word Knowledge
- DRDP - #22 LLD10 – Emergent Writing
- DRDP - #2 SSD2 – Recognition of Own Skills and Accomplishments

MATERIALS & PREPARATION

MATERIALS:

- IPAD/Kindle Fire/Nook Notebooks (6)
- IPAD/Kindle Fire/Nook Application (English/Spanish)
- Electronics rules
- Worksheet (s) (1 per child)
- Pencil (1 per child)
- Alphabet Phonics Song
- Homework

PREPARATION:

- Ensure all Electronic Notebooks are fully charged
- Download and test applications:
 - **Lesson #1:** <https://itunes.apple.com/us/app/abcs-and-me/id370155659?mt=8>
 - **Lesson #2:** <https://itunes.apple.com/us/app/abc-phonics-rocks!-free-for/id384319421?mt=8>
 - **Lesson #3:** <https://itunes.apple.com/us/app/alphabet-tracing/id374493089?mt=8>
 - **Lesson #4:** <https://itunes.apple.com/us/app/abc-pocketphonics-letter-sounds/id299342927?mt=8>
 - **Lesson #5:** <https://itunes.apple.com/us/app/abc-spelling-magic-short-vowel/id429301553?mt=8>

INTRODUCTION

- Provide application Instructions
- Introduce topic to the children
- Explain to the children the rules to the class. And at the same time, emphasis that each child is to be careful with the IPAD/Kindle Fire because they are expensive electronics.
- Before you instruct the children to recite the alphabet, explain to the children that each letter has a sound. Not all letters have the same sound.
- Tell the children that each letter sound could either be a soft, hard, short or long sound.
- Now, instruct the children to recite the alphabet phonics song.
- Tell the children that each lesson and activity will help them to become early readers and that is cool because....reading rocks!

ACTIVITY #1

- **Lesson #1:** ABC's and Me: ABC app (ABC with pumpkin image)
 - Make sure the child repeats and enunciates the sound correctly.
- **Lesson #2:** ABC Phonics: Word app (Says words in bold)
 - Have the children spread apart in the class
 - Tell the children they must listen carefully to each sound and try to match the letters to the sounds in order to get it correct.
- **Lesson #3:** Alphabet tracing (capital letters)
 - Explain the difference of capital and lower case letters before they begin the lesson.
 - Tell the children that this activity they will need to use their pointer finger to complete the lesson.
 - Complete A-Z tracing lesson.
- **Lesson #4:** ABC Pocket Phonics
 - Letter Sounds and Writing: Children will need to say letter sound and trace letter correctly using their pointer finger.
 - Word Game: Children will listen carefully to each sound and try to match the letters to the sounds in order to get it correct and complete a two to three word.
- **Lesson #5:** Spelling Magic (3-Letter Words)
 - Word Jumble/ Moveable Alphabet: Children will choose a vowel (a-e-i-o-u) or words with double consonants. Pictures will appear on screen and they will have to look at the picture, name it and spell out word using movable letters with letter sounds.

ACTIVITY #2

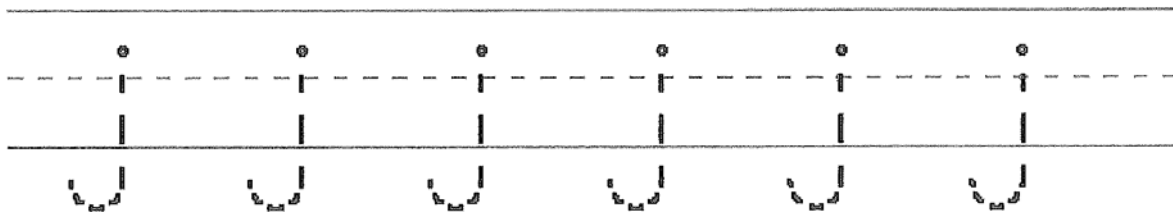
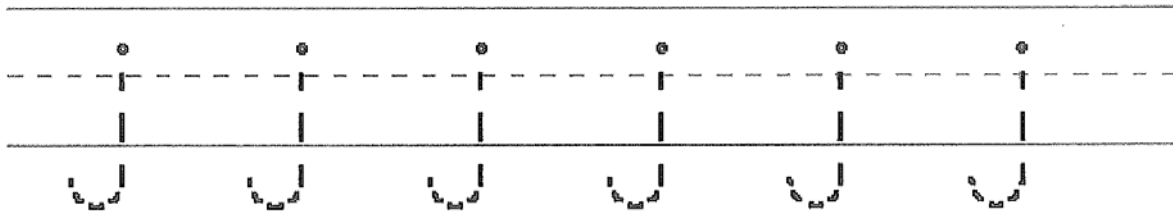
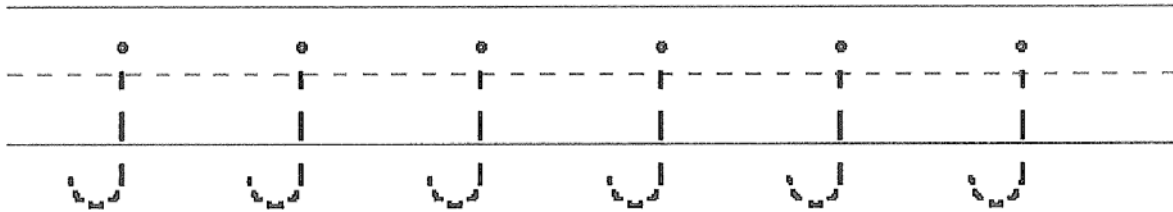
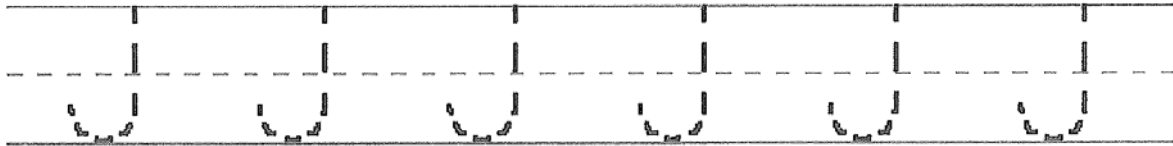
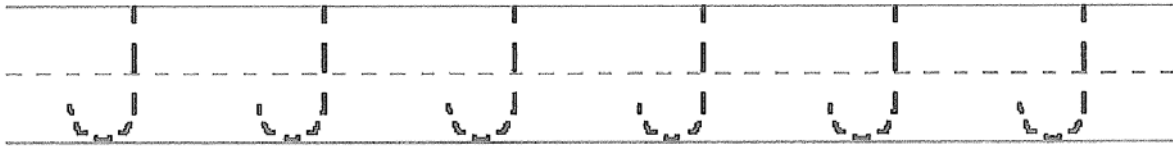
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters J,K

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.

j j j j j j j j j j j j

ju ju ju ju ju ju ju ju ju ju ju ju

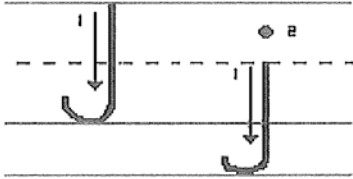
juice jump jumbo jumpy jumpy jumpy jumpy

Blank handwriting lines for independent practice.

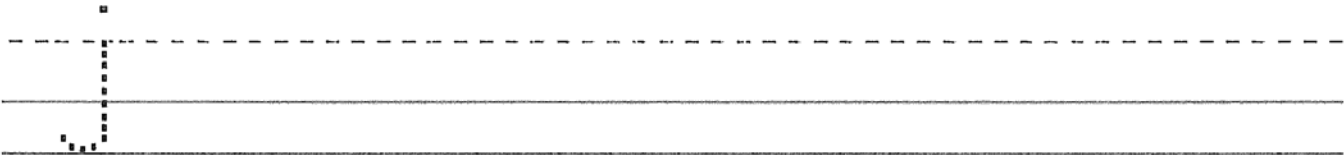
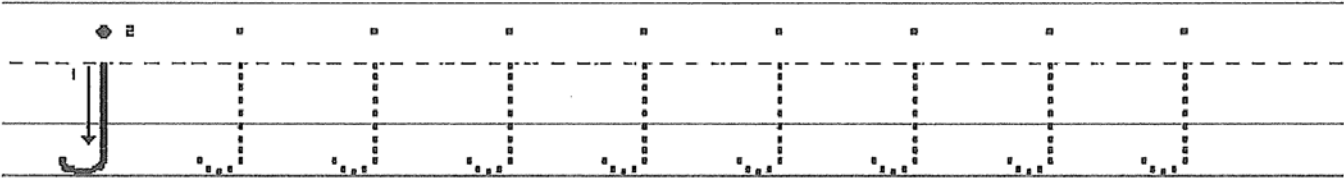
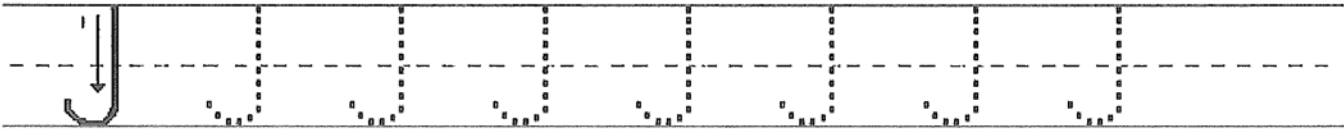
Me llamo: _____



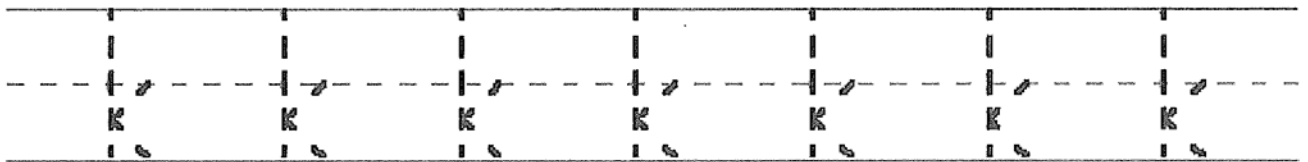
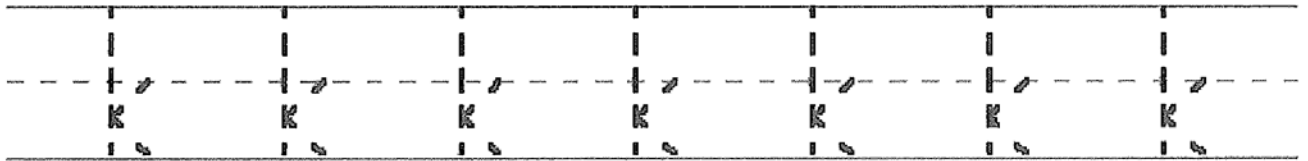
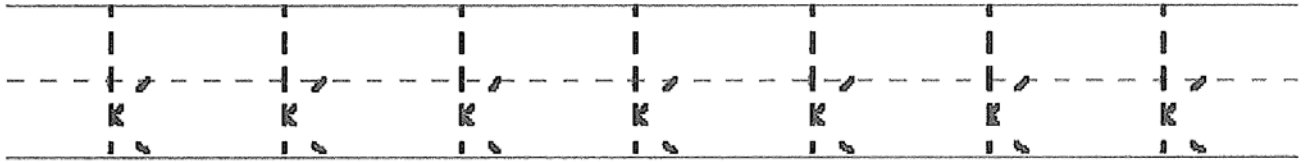
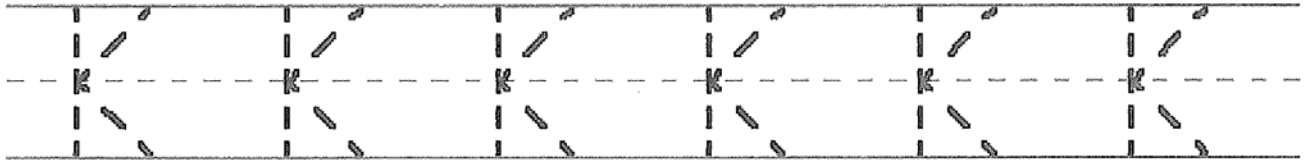
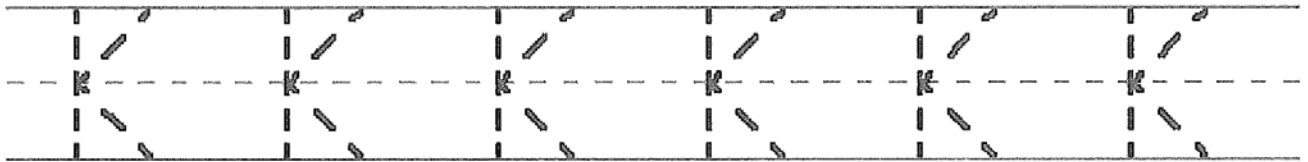
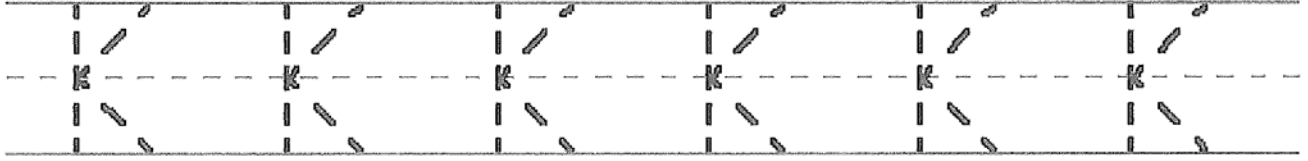
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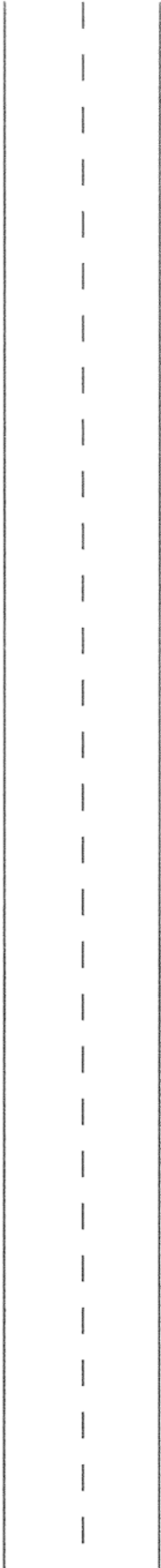
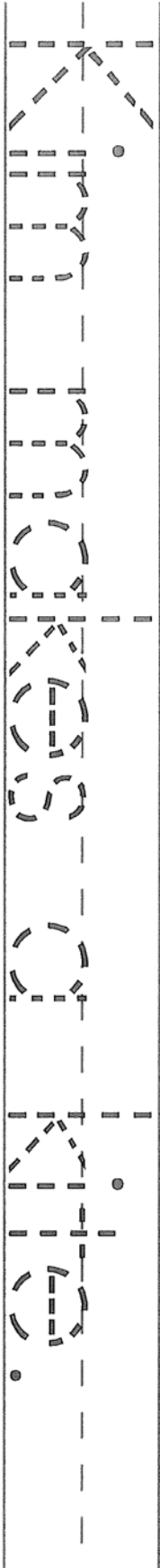
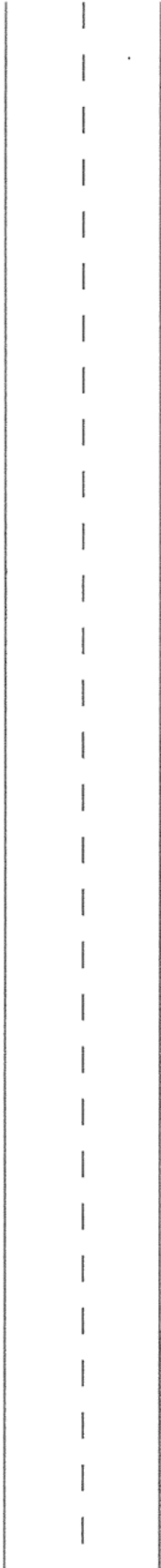
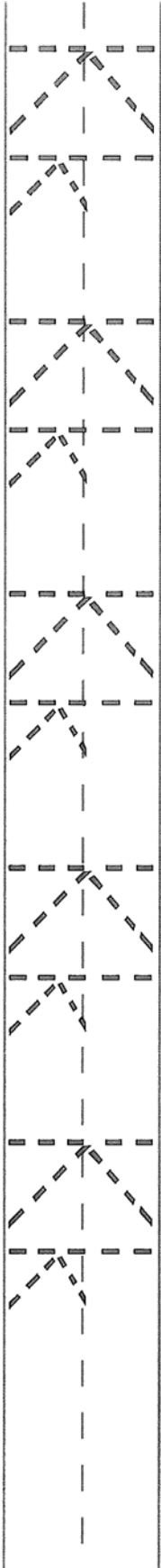
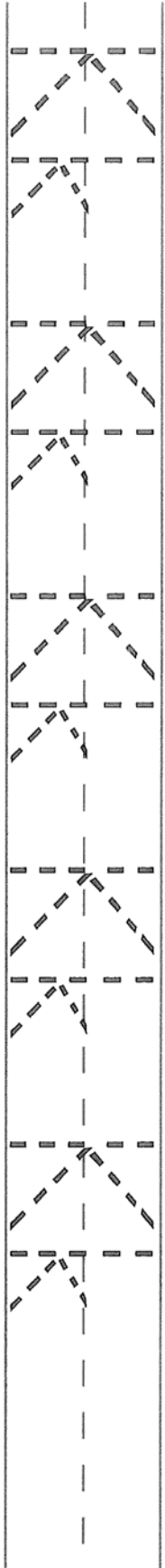
*Para ver la animación,
mueva su ratón sobre
una letra.*



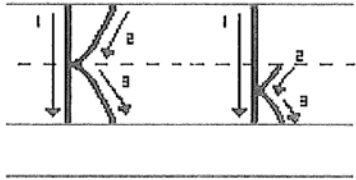
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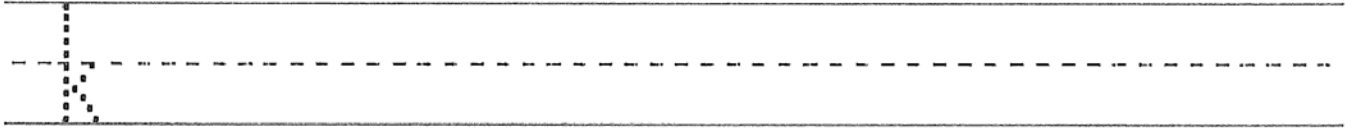
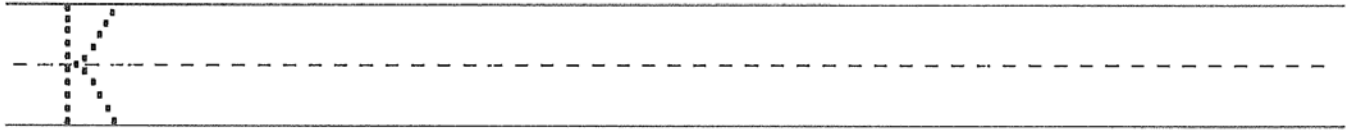
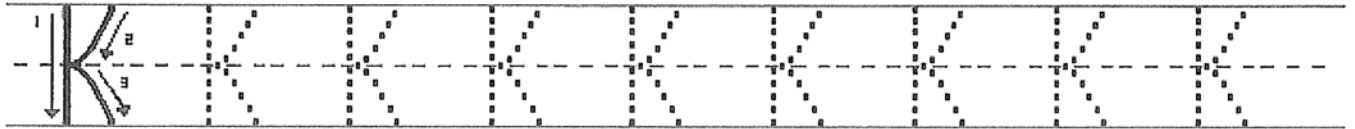
Instructions: trace and then copy letters or words.



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.



Communication

Responding to Voices and Music

Cuddle Crew 1
0-6 months

GOAL

For baby to respond to voices and to music.

EXPERIENCE

1. Talk slowly and with animation to the baby. Give her time to respond. Does she seem to be listening? Does she stop her activity? Does she look at you? Does she try to “talk back” by cooing or gurgling? If she does, converse with her in this manner and answer her with her own sounds. When you talk to the baby, watch for a specific response that indicates that she is listening.
2. Turn on music and enjoy listening to music together. You may find it interesting that most babies prefer classical music. Babies respond to music in individual ways. Some stop moving, others move more, some coo, and others go to sleep. (Some may even respond by crying if the music or the timing are not right.)

The baby can also experience music through headphones. Some audiologists recommend placing earphones on the bone behind the baby’s ear. (Putting the earphones directly on the ear could injure tiny hair cells in the ear.) Turn on the music at a low to mid-low level, carefully monitoring the volume.

MATERIALS

CD or audiotape player; small earphones; audiotapes of music such as classical music, lullabies, natural rhythms



Comunicación

Responder a Voces y Música

Grupo de Bebes 1
0-6 meses

META

Para que el bebé responda a voces y a la música.

EXPERIENCIA

1. Hable lentamente y con animación al bebé. Déle tiempo al bebe para responder. ¿Parece estar escuchando? ¿Para su actividad? ¿La mira? ¿Trata de "hablarle para atrás" haciendo sonidos roncOS o balbuceos? Si lo hace, platique con su bebe de esa manera y contéstele con los mismos sonidos. Cuando hable con su bebé, mire para una respuesta específica que indica que su bebé escucha.
2. Prenda música y disfruten escuchando la música juntos. Talvez se le haga interesante que la mayoría de los bebés prefieren música clásica. Los bebés responden a la música en maneras individuales. Algunos bebes paran de moverse, otros se mueven más, algunos se arrullan, y otros se duermen. (Algunos bebes responden llorando si la música o el horario no son correctos).

El bebé también puede experimentar música por auriculares. Algunos audiólogos recomiendan auriculares que se coloquen en el hueso detrás de la oreja del bebé. (Poniendo los auriculares directamente en la oreja podrían lastimar células diminutas de pelo en la oreja). Prenda la música en voz baja o al nivel medio, vigilando con cuidado el volumen.

MATERIALES

Reproductor de CD o cinta de audio, auriculares pequeños, cintas de audio de la música como la música clásica, canciones de cuna, ritmos naturales



Communication

Sharing First Conversations

Cuddle Crew 1
0-6 months

GOAL

For the baby to “converse” with you (or herself).

EXPERIENCE

1. When you have the baby’s attention, wait for her to make a sound. Imitate her sound. Pause.
2. When she makes another sound, imitate that one. Do this at least 5–10 times throughout the day.
3. Work toward a conversation in which she speaks, you imitate, she speaks, you imitate, and so forth several times. Soon you will be able to experience the back-and-forth quality in communicating with the baby. Turn taking with a young baby while she begins to learn about the back-and-forth patterns of human communication can be quite magical! The baby may move away during one of her turns. This may mean that she is finished, or it may mean that she just needs time to rest. Wait to see if she is going to “come back” before you end the conversation.

Another activity that helps a baby attune herself to her own sounds is tape recording her cooing, babbling, and even crying. When she is in a conversational mood, play her sounds back to her and watch her reactions.

MATERIALS

Audiotape recorder, audiotapes



Comunicación

Compartir Primeras Conversaciones

Grupo de Bebes 1
0-6 meses

META

Para que el bebé "converse" con usted (o el mismo).

EXPERIENCIA

1. Cuando tiene la atención del bebé, espere para que haga un sonido. Imita su sonido. Pare.
2. Cuando el bebé haga otro sonido, imite ese sonido. Haga esto por lo menos 5-10 veces durante el día.
3. Trate de hacer una conversación donde su bebé y usted tomen turnos conversando, deje que su bebé haga un sonido y usted imite, el hable, usted imite, etc. varias veces. Pronto podrá tener la experiencia de tener una conversación con su bebé. Tomando turnos con un bebé mientras comienza aprender sobre la comunicación humana pueden ser bastante mágicas! El bebé puede moverse durante uno de sus turnos. Esto puede significar que a terminada, o puede significar que solo necesita tiempo para descansar. Espere para ver si "regresará" antes de que usted termine la conversación.

Otra actividad que ayuda a sintonizar a un bebé a sus propios sonidos es la cinta de grabación de su arrullo, balbuceo, y incluso su llanto. Cuando el bebé este en un estado de ánimo de conversación, ponga la grabación de sus sonidos y vea su reacción.

MATERIALES

La cinta de grabadora de audio, las cintas de audio



Communication Dancing

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience rhythms and dance.

EXPERIENCE

If you love music and movement, you will communicate the happiness they bring you to the baby.

Play music with an easy rhythm. Hold the baby closely and dance with him. Sway from side to side, moving forward and backward. Turn and twist in time to the music.

Your movements will stimulate the sense organs deep within the baby's ears. The sensations he experiences with this activity will help him develop position sense and balance for when he sits and stands. If you hum, your chest vibrations will also stimulate the baby.

The baby is likely to respond with pleasure when dancing with you.

MATERIALS

CD player or audiotape recorder, CD or audiotape music with an easy dancing rhythm



Comunicación Bailar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé tenga la experiencia de ritmos y baile.

Si le guste la música y movimiento, usted comunicara la felicidad que le traen a su bebé.

Toque música con un ritmo tranquilo. Sostenga al bebé cerca y baile con él. Muévase de lado a lado, y hacia adelante y hacia atrás. Dese la vuelta y gire al ritmo de la música.

Sus movimientos estimularán los órganos sensoriales profundos dentro de las orejas del bebé. Las sensaciones que experimenta con esta actividad lo ayudarán a desarrollar sentido de posición y equilibrio para cuando se sienta y se para. Si tararea, sus vibraciones de pecho también estimularán al bebé.

Es probable que el bebé responda con placer al bailar con usted.

MATERIALES

El reproductor de CD o la cinta de grabadora de audio, CD o la cinta de música de audio con un ritmo fácil de baile



Communication

Talking to Get Attention

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn that she can get your attention by “talking.”

EXPERIENCE

Stand with the baby and another person. Talk in back and-forth conversation with the baby. Then gently, not abruptly, begin to bring the other person into the conversation. Begin to talk back and forth with the other adult for a while. See if the baby coughs or makes a sound to bring attention to herself. As soon as she does, focus your attention back on her and talk to her again. She will learn this mature way of getting your attention.

How does the baby react after doing this exercise? If the baby does not seem to notice the change in conversation partners, wait a few weeks and try again. Be sure to try several times.

Watch for times when the baby coughs or vocalizes. When she does, answer her immediately. Soon she will learn that she can “call” you in this way.

MATERIALS

None



Comunicación

Hablando para Conseguir Atención

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda que puede conseguir su atención "hablando".

EXPERIENCIA

Párese con el bebé y otra persona. Haga una conversación con el bebé tomando turnos para hablar. Entonces suavemente, no bruscamente, comience a traer a la otra persona en la conversación. Comience hablar con la persona tomando turnos por un rato. Mire si el bebé tose o hace un sonido para llamar la atención hacia el. En cuanto lo haga, enfoque su atención de nuevo al bebé y háblele otra vez. Aprenderá esta manera madura de conseguir su atención.

¿Como reacciona el bebé después de hacer este ejercicio? Si el bebé no parece notar el cambio en conversación entre parejas, espere unas semanas y trate otra vez. Asegúrese de tratar varias veces.

Esté atento para cuando el bebé tosa o vocalize. Cuando lo haga, contéstele inmediatamente. Pronto aprenderá que le puede "llamar" de esta manera.

MATERIALES

Ninguno



Communication

Turning to Hear

Cuddle Crew 1
0-6 months

GOAL

For the baby to turn toward a sound. This experience helps the baby learn to coordinate two senses—hearing and seeing.

EXPERIENCE

1. When the baby is on the floor, move several feet away and off to one side of her head. Softly call her name. If she turns to look at you, laugh and smile and talk to her. Do the same from another angle. If she makes no attempt to turn toward you, say her name a little louder and move closer to her. Let her see you as you talk to her. Then try again from one side or the other. Notice if she is searching for you with her eyes even though she may not be turning her head in your direction yet.
2. Softly ring a bell at the baby's side. Does she turn? If the baby does not seem to respond to sound after repeated tries on different days, then the parents should discuss the baby's hearing with a physician.

MATERIALS

Small bell or chime



Comunicación

Voltear para Escuchar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé voltee donde esta el sonido. Esta experiencia le ayuda al bebé aprender a coordinar dos sentidos- escuchar y mirar.

EXPERIENCIA

1. Cuando el bebé esta en el piso, muévase varios pasos del bebé y a un lado de la cabeza del bebé. Llame suavemente su nombre. Si voltea a verla, ríase y sonría y háblele al bebé. Haga lo mismo desde otro ángulo. Si no intenta el bebé voltear a verla, diga su nombre un poco mas fuerte y acérquese mas al bebé. Deje que el bebé la mire cuando habla con el. Luego trate de nuevo de un lado o de otro. Note si la busca a usted con los ojos aunque el no pueda estar girando la cabeza en su dirección todavía.
2. Suavemente suene una campana al lado del bebé. ¿Voltea el bebé? Si el bebé no parece responder al sonido después de varios intentos en diferentes días, entonces los padres deben hablar con un medico sobre la audición del bebe.

MATERIALES

Pequeña campana o campaneo



Communication

Understanding Words

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to understand the meaning of words, gestures, or signs.

EXPERIENCE

When presenting toys and materials to the infant, label them. When offering the baby a cup, say, "This is a cup. Would you like this cup?" When you pick it up for her, say, "May I get your cup?" When offering two toys, say, "This is a cup and this is a ball," gesturing to emphasize the object as you say its name. Within a few weeks, ask her, "Where is the cup?" If she looks at it, say, "There's the cup."

Present the baby with high-contrast black-and-white outlines of common objects such as a ball, spoon, cup, or dog. Draw her finger around the outside of the line while labeling the picture. Do the same with a book with high-contrast outlines.

When sitting with the baby and another person whom the baby frequently sees, ask where the person is. This person should say something to get her attention. When she looks at him or her, acknowledge the person.

Some parents and providers may want to teach their children to use signs. Some excellent guides are available on this topic (Acredolo & Goodwyn, 2002). As with words, the first step is for baby to understand your signs. Start by using simple, basic signs such as for EAT, MOTHER, and MILK. Say each word (e.g., "Eat") at the same time that you sign.

MATERIALS

Common objects such as cups and balls, outlines of common objects for finger tracing, books with high-contrast outlines



Comunicación Entender Palabras

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a comprender el significado de palabras, de los gestos, o de los signos.

EXPERIENCIA

Cuando le presente juguetes o materiales al infante, máquelos. Cuando le ofrezca un vaso al bebé, diga, "Este es un vaso. ¿Quieres este vaso?" Cuando usted lo recoja por el, diga, "¿Puedo agarrar tu vaso?" Cuando ofrezca dos juguetes, diga, "Este es un vaso y esta es una pelota," haga gestos para enfatizar el objeto mientras dice su nombre. Durante unas semanas, pregúntele, "¿Dónde está el vaso?" Si lo mira, diga, "Hay esta el vaso."

Presente al bebé altos-contrastes (imágenes) en blanco y negro de objetos comunes como una pelota, una cuchara, un vaso, o un perro. Dibuje el dedo del bebé al rededor del exterior de la línea mientras marca la imagen. Haga lo mismo con un libro con altos-contrastes.

Cuando este sentada con el bebé y otra persona que el bebé mira frecuentemente, pregunte donde está esa persona. Esta persona debe decir algo para llamar la atención del bebé. Cuando lo mire a él o ella, reconozca a la persona.

Algunos padres y proveedores querrán enseñar a sus hijos a usar señas. Algunas guías excelentes están disponibles en este tema (Acredolo & Goodwyn, 2002). Al igual que con palabras, el primer paso es que el bebé entienda sus señas. Empiece por usar signos simples y básicos como, COMER, MAMÁ, y LECHE. Diga cada palabra (ejemplo., "Comer") al mismo tiempo que haga la seña.

MATERIALES

Objetos comunes como vasos y Pelotas, retratos de objetos comunes para trazar con el dedo, libros con altos-contrastes



Communication Chanting

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to play a vocalizing game. This teaches the baby how to play games of imitation with you, a process you can use to teach many more sounds and skills as she grows.

EXPERIENCE

1. When the baby is facing you, make a little chanting noise as you perhaps did as a child, flapping your hand over your mouth repeatedly while making an "ah-ah-ah-ah" noise.
2. Now, to teach the baby to do it, just say "ah-ahah-ah" and try to get her to imitate you. When she does, wave your hand in front of her mouth to make the chanting sound. If she does her part to make this sound, reward her with a great response. This is wonderful fun when it works.

MATERIALS

None



Comunicación Canto

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a jugar un juego de vocalización. Esto enseña al bebé como jugar juegos de imitación con usted, un proceso que usted puede usar para enseñar muchos sonidos más y habilidades como vaya creciendo.

EXPERIENCIA

1. Cuando el bebé esté frente a usted, haga un sonido pequeño de canto como hizo quizás cuando era niño, batiendo la mano sobre la boca repetidas veces mientras hace un ruido "ah-ah-ah-ah".
2. Ahora, para enseñar al bebé que lo haga, solamente diga "ah-ah-ah-ah" y trate de que la imite a usted. Cuando lo haga, usted haga una señal con la mano enfrente de la boca del bebé para hacer el sonido del canto. Si el bebé hace el sonido, recompénselo con una gran respuesta. Esto es divertido y maravilloso cuando funciona.

MATERIALES

Ninguno



Communication Sharing First Books

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to develop a love of books.

EXPERIENCE

The pleasurable feeling of reading can begin very early. This experience helps to familiarize the baby with books as objects as well as a source of pleasure during reading time.

1. Sit with the baby during a relaxed quiet time and look at a book with very simple pictures. Talk about the pictures. Encourage her in whatever responses she makes, such as patting or looking. If the baby wants to mouth the book (and if it is made of safe, durable material such as plastic or cloth), let her do so. When you look at books together, gently work toward looking at the book and talking about it. Do not worry about finishing a book with a young baby.
2. Point out different pictures and sounds if appropriate (e.g., animals, cars, airplanes).

MATERIALS

Books made of chunky cardboard, vinyl, or cloth, with one picture per page (high-contrast pictures are best), wordless books



Comunicación

Compartir los Primeros Libros

Grupo de Bebes 1
0-6 meses

META

Para que el bebé empiece a desarrollar un amor por los libros.

EXPERIENCIA

El sentimiento grato de leer puede empezar muy temprano. Esta experiencia ayuda a familiarizar al bebé con libros como objetos y también como una fuente de placer durante el tiempo de lectura.

1. Siéntese con el bebé durante un tiempo relajado y con calma mire un libro con imágenes muy sencillas. Hable sobre las imágenes. Anime a su bebé de cualquier respuesta que hace, como tocar o mirar. Si el bebé quiere poner el libro en su boca (y si el libro esta echo de material seguro como plástico o tela) deje que lo haga. Cuando miren libros juntos, háganlo con calma y muy suavemente. Hable sobre las imágenes. No se preocupe de terminar de leer el libro con el bebé.
2. Señale las diferentes imágenes y sonidos si es apropiado (por ejemplo, animales, carros, aviones).

MATERIALES

Libros de cartón grueso, vinilo o tela, con una imagen en cada página (imágenes de alto contraste son los mejores), libros sin palabras



Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Communication

Imitating Verbal Cues

Cuddle Crew 2
6-12 months

GOAL

For the baby to better discriminate between and mimic sounds.

EXPERIENCE

1. Imitate the baby, making babbling sounds (e.g., "ba-ba" or "ga-ga"). Make your sounds as close as possible to the baby's babbling sounds.
2. Listen for baby to repeat the sound, at first approximating it with any babble, then later making close to the exact one. Reinforce the efforts.
3. Now make a new sound and wait for baby to babble in return. Work toward baby imitating the sound more closely.

MATERIALS

None



Comunicación

Imitando Señas Verbales

Grupo de Bebes 2
6-12 meses

META

Para que el bebé pueda distinguir entre e imitar sonidos.

EXPERIENCIA

1. Imita al bebé, haciendo sonidos de balbuceo (ejemplo., "ba-ba" o "ga-ga"). Trate de hacer sus sonidos como los sonidos del bebé.
2. Escuche que el bebé repita el sonido, al principio aproxímelo con cualquier sonido de balbuceo, y después haciendo el sonido exacto. Reforcé el esfuerzo.
3. Ahora haga un nuevo sonido y espere que el bebé balbucee para atrás. Trate de que el bebé imite los sonidos de usted.

MATERIALES

Ninguno



Communication Repeating Events

Cuddle Crew 2
6-12 months

Objective

For the baby to communicate through action and sound that she wants an action repeated.

EXPERIENCE

In this activity, you are watching the baby for signs that she wants to continue playing. Get involved by playing a game with baby using one of her favorite toys, such as a silly or dancing clown, then stop. Watch to see if she kicks, bats at the toy, vocalizes, or moves all over. If she gives you a cue she wants you to resume activity (e.g., bats the toy), resume activity on her cue.

Play this game when you are bouncing her on your knee or moving her legs. Play vigorously, then stop. What is baby's response? Wait for her to give you a signal that she wants you to resume, and then do so.

Repeat an action with a toy and then stop. Has her response changed? Note if baby talks or touches, looks at, or smiles at the object. Repeat the action again, then stop. Does baby do one or two things to keep your attention? As she progresses, she may actively try to start the action again to get you to participate. For example, she may pat her hands on yours to play Pat-a-Cake.

MATERIALS

Baby's favorite action toys



Comunicación

Repitiendo Eventos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé pueda comunicarse por acción y sonido que quiere una acción repetida.

EXPERIENCIA

En esta actividad, va a vigilar al bebé que haga señales de que quiera seguir jugando. Involúcrese jugando un juego con el bebé, usando uno de sus favoritos juguetes, ya sea un chistoso o bailarín payaso, después pare. Mire haber si pateo, toca al juguete, vocaliza, o se mueve para todas partes. Si le da una señal que quiera continuar la actividad (ejemplo., tocando el juguete), siga jugando la actividad cuando el bebé haga una señal.

Juega este juego cuando usted la este saltando en su rodilla o moviendo las piernas del bebé. Juegue con mucha energía, luego pare. ¿Que es la respuesta de el bebé? Espere que le de una señal de que quiere continuar jugando, y luego continúe.

Repita una acción con un juguete y luego pare. ¿Ha cambiado la respuesta de su bebé? Note si el bebé habla o toca, mira, o sonrío al objeto. Repita la acción otra vez, luego pare. ¿El bebé hace una o dos cosas para mantener su atención? Como vaya progresando el bebé, podrá activamente tratar de empezar la acción otra vez para que usted participe con el. Por ejemplo, el bebé puede aplaudir sus manos en las de usted para jugar palmaditas.

MATERIALES

Un juguete favorito del bebé



Communication

Playing with Animals & Puppets

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin to play games with puppets and toy animals, which helps expand her range of communication modes.

EXPERIENCE

Hold a puppet and play games such as I'm Going to Give You a Kiss. Pretend to have the puppet kiss the baby. Make the puppet dance and be animated. Wait for the baby to communicate with you in response by making a gesture to continue the game.

With a toy animal or animal puppet, make accompanying animal sounds. For example, "What does this cow say? "Mooooo?" Make the cow puppet approach the baby as you say this.

These experiences expand the baby's communicative competence by laying the groundwork for the baby to later "talk through" a puppet or toy animal.

MATERIALS

Bright, colorful puppets with distinct faces; stuffed animals



Comunicación

Jugando con Animales y Títeres

Grupo de Bebes 2
6-12 meses

Meta

Para que el bebé empiece a jugar juegos con títeres y juguetes de animales, cuál ayuda ampliar el alcance de sus modos de comunicación.

EXPERIENCIA

Sostenga un títere y juegue juegos como Te voy a dar un beso. Finja que el títere le de besos al bebé. Haga que el títere baile y sea animado. Espere que el bebe se comunicó con usted haciendo una sena de que quiere seguir jugando.

Con un juguete de animal o un títere de animal, haga sonidos de animales. Por ejemplo, "¿Que dice la vaca?" "¿Mooooo?" Haga que el títere se acerque al bebé cuando le pregunte esto.

Estas experiencias desarrollan la competencia comunicativa del bebe colocando un fundamento para que el bebe después "hable por medio" de un títere o juguete de animal.

MATERIALES

Brillante, títeres de colores con caras distintas; animales de peluche



Communication

Recognizing Names

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn his name and associate names with people.

EXPERIENCE

1. While baby is playing, call his name. If he turns, smile and say, "Hi, Omar!"
2. Ask the baby, "Where's your mom (or the name of someone in the family who is in the room)?" Have that person try to get baby's attention. When baby turns to the person, show excitement and say, "There's Omar!"
3. Repeat, asking about other people the baby knows who are actually there or in photographs.

MATERIALS

Family member, photographs of people familiar to Baby



Comunicación

Reconociendo Nombres

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda su nombre y asociar nombres con la gente.

EXPERIENCIA

1. Mientras el bebe juega, llame su nombre. Si voltea, sonría y diga, "¡Hola, Omar!"
2. Pregúntele al bebé, "¿Dónde esta tu mamá (o el nombre de alguien de la familia que este en el cuarto)?" Haga que esa persona trate de obtener la atención del bebé. Cuando el bebé voltee hacia la persona, demuestre emoción y diga, "¡Allí esta Omar!"
3. Repita, preguntando sobre otras personas que el bebé conozca, que estén actualmente allí o en fotografías.

MATERIALES

Un miembro de la familia, fotografías de personas familiares al bebé.



Communication

Experiencing Joint Attention

Cuddle Crew 2
6-12 months

GOAL

For the baby to look at something at the same time the adult does (to share attention), and to begin to develop his ability to communicate about what he is looking at jointly with another person.

EXPERIENCE

When looking at something with the baby, point to what you are looking at and say the name of the object or person.

Carry the baby around the room and touch things you see in a way that captures the baby's attention. Talk about each object. (This is also a good way to calm or orient a child in a new environment.)

Note if the baby looks at you to share pleasure and then returns his gaze to the object of his attention. When he does, you can respond to what you think he is looking at, such as "Yes, that is a truck." Or the baby may share pleasure with you by looking at an object and then back at you, seeming to ask for comment or some other response.

Some babies near 1 year of age may point at objects themselves. Often this pointing means, "What's that?" or "Look at that." Supply a label when baby does this.

If you touch an object when playing with baby, see if he looks at the object and then goes to play with it. Later (12-18 months), he may bring an object to you for shared pleasure or for you to comment on it.

If you are teaching baby signs, take note of things around him that he is interested in and research baby signs that could be added. For example, if the baby shows interest in airplanes, look up the sign for airplane and use that when he looks at an airplane. Use the word airplane, too, so that he associates the object, sign, and word with one another.

MATERIALS

Whatever is of interest to the baby in your environment



Comunicación

Experimentar Atención Juntos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé mire algo al mismo tiempo que el adulto (que compartan atención), y comience a desarrollar sus habilidades de comunicar sobre lo que esta mirando junto con la otra persona.

EXPERIENCIA

Cuando mire algo con el bebé, señale lo que este mirando y diga el nombre del objeto o persona.

Cargué al bebe alrededor del cuarto y toque cosas que usted mire de una manera que capten la atención de su bebé. Hable sobre cada objeto. (Esta es una buena manera de calmar o orientar a un bebé a un nuevo ambiente.

Note si el bebé la mira a usted para compartir placer, y luego devuelve su mirada al objeto de su atención. Cuando lo haga, usted puede responder a lo que usted piensa que el esta mirando, tal como "Si, es un camión." O el bebé puede compartir el placer con usted mirando un objeto y luego a usted, buscando por un comentario o alguna otra respuesta.

Algunos bebes cerca de un año de edad pueden señalar a los objetos ellos mismos. Muchas veces estas señas significan," ¿Que es eso?" o "Mira eso". Marque el objeto cuando el bebé haga eso.

Si usted toca un objeto cuando este jugando con su bebé, mire si mira al objeto y después va a jugar con ese objeto. Después (12-18 meses), el podrá traerle un objeto a usted para compartir placer o para que usted haga un comentario.

Si usted le esta enseñando señas a su bebé, haga nota de las cosas que están alrededor de el que le interesen y investigue las señales de bebé que pueden hacer agregadas. Por ejemplo, si el bebé muestra interés en aviones, busque la señal de avión y use esa seña cuando mire un avión. Use la palabra avión también, para que el bebé asocie el objeto, seña, y la palabra con cada una.

MATERIALES

Cualquier cosa que sea de interés al bebé en su medio ambiente



Communication

Listening to Words

Cuddle Crew 2
6-12 months

GOAL

For the baby to have her vocalizations reinforced and associated with word meanings.

EXPERIENCE

By 10 months, some babies have meaningful words in their language repertoires. It is important to listen for them.

1. Listen for sounds resembling words, such as "hi," "mama," "dada," and "ba" (which can mean baby, bottle, blanket, ball), and any others that are used consistently.
2. When you hear what resembles a word, give the baby a positive response and elaborate on the meaning. For example, say, "Here's Dad" while pointing to the child's father. That will help her want to repeat the vocalization and to associate vocalizations with their meanings.

MATERIALS

None



Comunicación

Escuchando Palabras

Grupo de Bebes 2
6-12 meses

META

Para que el bebé reforcé su vocalización y la asocie con el significado de las palabras.

EXPERIENCIA

A los 10 meses, algunos bebes tienen palabras significativas en sus repertorios del idioma. Es importante escucharlos.

1. Escuche por sonidos que parezcan palabras, como "hola," "mamá," "papá," y "ba" (lo cual se puede significar bebé, biberón, cobija, pelota) y cualquier otra que use constantemente.
2. Cuando escuche lo que parezca palabras, déle al bebé una respuesta positiva y explique la palabra con más detalles. Por ejemplo, diga, "Aquí está papá" mientras señala a papá. Esto ayudara al bebé a que quiera repetir la vocalización y asociarla con su significado.

MATERIALES

Ninguno



Communication

Listening to Music

Cuddle Crew 2
6-12 months

META

For the baby to use music for fun and relaxation.

EXPERIENCIA

Play audiotapes and/or CDs with the baby and sing along. Model an appreciation and love of music.

Play music during baby's naptime for her to listen to as she drifts off to sleep.

Sing songs with infants individually and in groups.

Children this age love songs such as the following:

"Itsy Bitsy Spider"

"Rock a Bye Baby"

"Twinkle, Twinkle, Little Star"

"Baby Bumblebee"

"Open, Shut Them"

MATERIALES

CDs or audiotapes and CD or audiotape player



Comunicación

Escuchando Música

Grupo de Bebes 2
6-12 meses

META

Para que el bebé use música para divertirse y relajación.

EXPERIENCIA

Juegue cintas de audio y/o CDs con el bebé y canten juntos. Modele apreciación y el amor por la música.

Toque música durante la siesta del bebé para que la escuche mientras se duerme.

Cante canciones con los infantes individualmente y en grupos.

Los niños de esta edad les encantan canciones como las siguientes:

"La Araña Pequeñita"

"Arroró Mi Niño"

"Estrellita"

"Buenos Días"

"Los Pollitos"

MATERIALES

CDs o las cintas de audio



Communication Reading Books

Cuddle Crew 2
6-12 months

GOAL

For the baby's love of books to grow, and for the baby to learn to point to pictures.

EXPERIENCE

1. Begin by intentionally creating a positive, warm atmosphere for reading time. It is good to set up a time each day for reading. Sit with baby on your lap while you read. In some cases, it is good to sit in the same chair so that the baby comes to expect reading when you sit there, but it is not necessary.
2. Point to the pictures as you read. Then encourage baby to answer your question, "Where's the ____?" by pointing. You can also ask the baby to put his finger on the ____.

Remember, it is hard for some children this age to sit longer than a few seconds or minutes, initially. Stay with the activity as long as the child is able to enjoy it and the reading time will eventually grow longer and longer. Pay careful attention to what he shows interest in and build on those interests as much as possible. Do not worry about reading the "story" or about looking at a complete book with a child this age.

MATERIALS

Chunky infant/toddler books with one picture on a page (e.g., First Books by Discovery Toys, board books, wordless books)



Comunicación Leer Libros

Grupo de Bebes 2
6-12 meses

META

Para que crezca el amor del bebé por los libros, y para que el bebé aprenda a señalar las imágenes.

EXPERIENCIA

1. Empiece por crear un ambiente positivo y placentero para la hora de leer. Es bueno establecer un horario diario para leer. Siente a su bebé en sus piernas mientras lee. En algunos casos, es bueno sentarse en la misma silla para que el bebé sepa que al sentarse ahí es por que se le va a leer, pero no es necesario.
2. Señale los dibujos cuando lea. Apoye al bebé a que conteste su pregunta, "¿Donde esta ____?" al señalar. También puede pedirle al bebé que señale el ____.

Recuerde, es difícil para algunos niños de esta edad sentarse tranquilos por mas de unos cuantos segundos o minutos. Permanezca haciendo la actividad con su niño siempre y cuando el niño la disfrute y eventualmente el tiempo de lectura crecerá más y más. Preste mucha atención a lo que muestra interés y básiese en los intereses lo más posible. No se preocupo de leer la "historia" o mirar el libro completo con un niño de esta edad.

MATERIALES

Libros gruesos para bebes con una imagen en la pagina (por ejemplo, Libros de Discovery Toys, libros de cartón, libros sin palabras)



Shapes: Shape Train

Family Storytime

OVERVIEW

In this class children will learn about different shapes. 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 shapes 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 - #29 COG10 – Classification and Matching
- DRDP I&T - #30 COG11 – Space and Size
- 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 - #34 COG3 – Classification
- DRDP PS - #36 COG5 – Shapes
- DRDP PS - #37 COG6 – Patterning
- DRDP PS - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Freight Train by: Donald Crews
- Spanish Book: Tren de Carga por: Donald Crews
- Cardstock paper (Different Colors)
- Shapes template
- Shape train template
- Scissors
- Glue
- Crayons
- Various shapes
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Copy shape train template onto white cardstock paper.
- Copy shapes template onto different colored cardstock paper.
- Place crayons onto each activity table.
- Place shapes 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 summer to the families.
- Ask children if they can see any shapes around us in the room? Ask children to identify the item and the shape of the item.
- Show them shape flashcards and have them name each shape with you.
- Explain to children how shapes make up things in our everyday world.

ACTIVITY #1

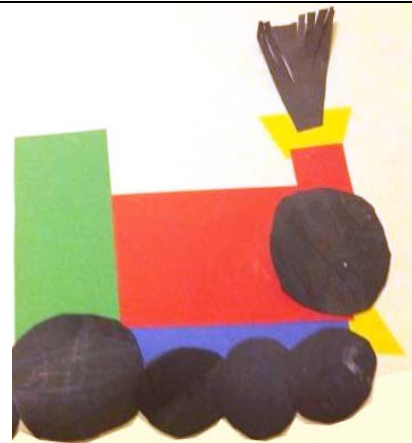
Book Reading:

- 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 trains.
- 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 type of shape is the train?
 - What other shapes do they see?
 - What color is the train?

ACTIVITY #2

Hands-on Art Activity:

- Tell children they will be doing a train using different shapes.
- Pass out shapes template, 1 sheet of construction paper, scissors and glue.
- Tell children they will use the shapes provided to create their train.
- First instruct children to use the scissors to cut out the shapes from the template provided.
- Review shapes with children.
- Instruct children to glue the shapes that they cut onto the template provided to make their very own shape train.
- Children can embellish their project by drawing railroad tracks, trees, etc. on their masterpiece!



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 shapes.

TALK ABOUT IT

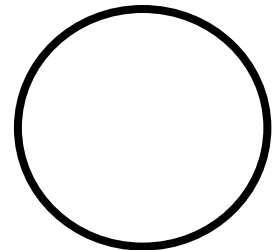
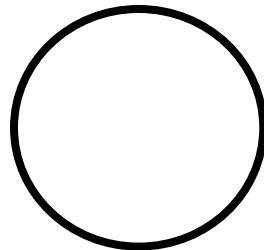
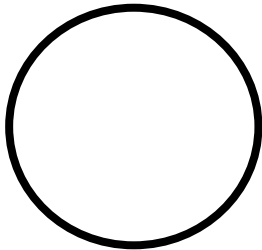
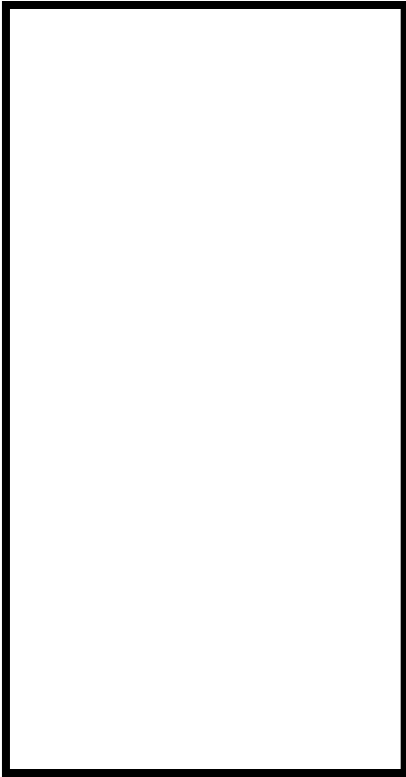
Ask families to go back to the rug or carpet to discuss the following:

- Ask children if they remember the shapes that were discussed in today's class and/or what shapes they used to build their train?
- Ask children if they know what shape the following items are:
 - A door
 - A ball
 - A piece of pizza
- 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.



Shapes: Shape Template

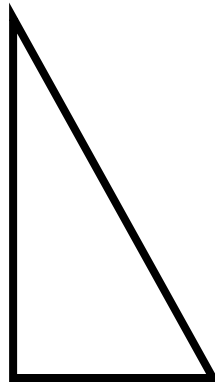
Family
Storytime





Shapes: Shape Template

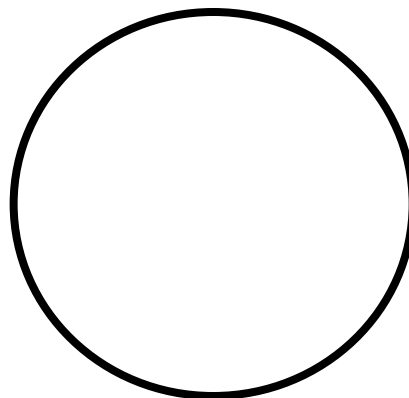
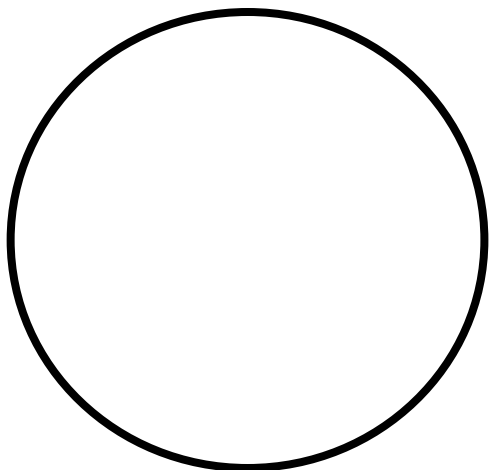
Family
Storytime





Shapes: Shape Template

Family
Storytime





Shapes: Shape Template

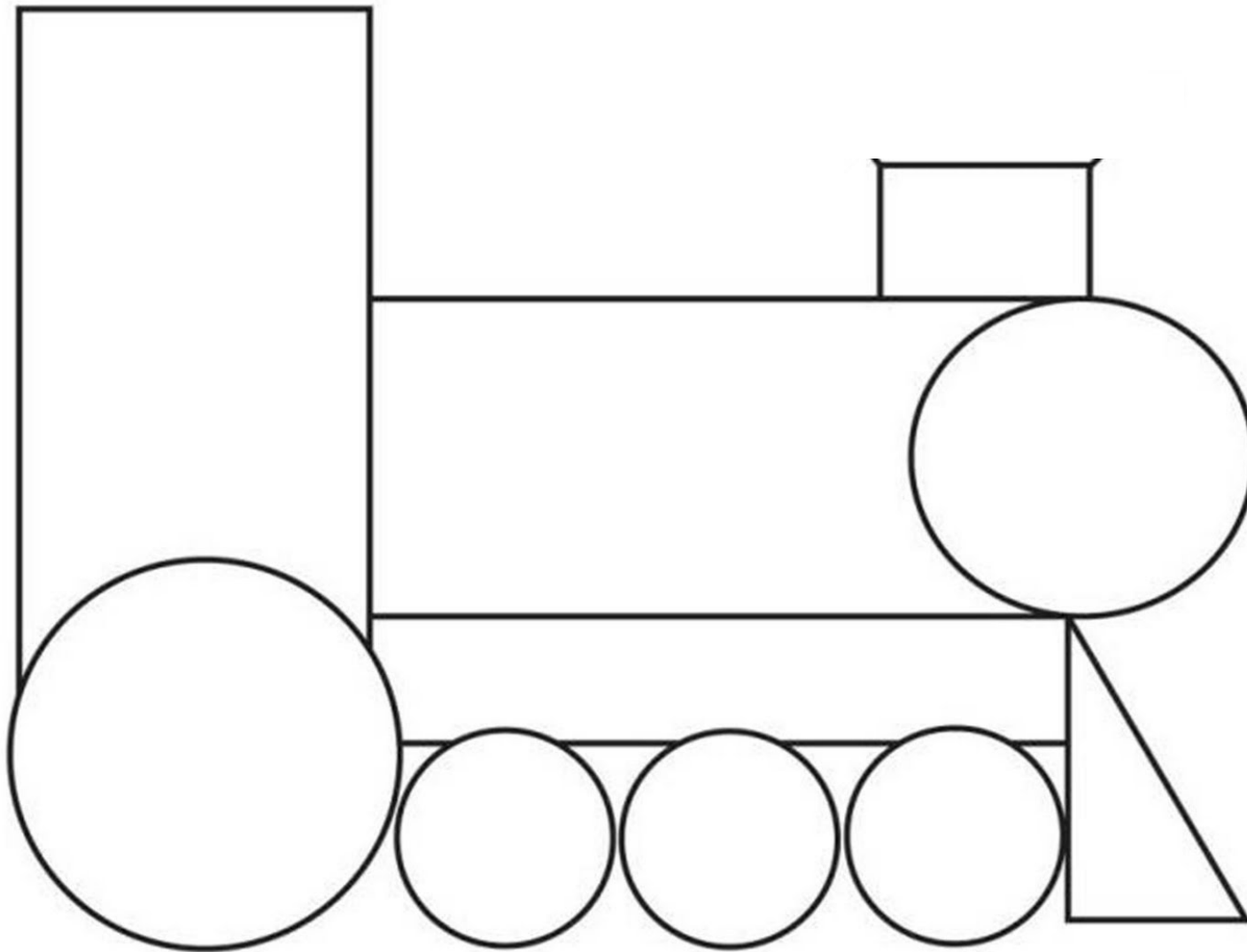
Family
Storytime





Shapes: Shape Train Template

Family
Storytime





Shapes: Getting in Shape

Motor Movements

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Parachute
- Bubbles

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 – Make a Square
 - Spanish – El Ocalo

ACTIVITY #3

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

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

ACTIVITY #4

This activity can be done if time permits.

Gross Motor Activity

- **Parachute Folly**
 - Have children make a big circle and tell them to grab the parachute's handle
 - Provide commands to rise up the parachute and let it fall for 5 cycles
 - Change commands of bending their knees all the way down and placed the parachute on the floor.
 - Give commands to get up and go inside and out the parachute for 5 cycles.
 - Have children say what the shape of the parachute is. (Play music as background).

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.

- **Popping Round Bubbles**
 - Tell children that they will be popping bubbles in the next activity.
 - Tell them that they should try to pop the bubbles before they reach the ground.
 - Show them that they will have to reach high and bend low to do this.
 - Tell them they can also try to catch the bubbles in their hands.
 - Tell the children that they should not start until the music begins and that when the music stops, they should "freeze" and wait for the next set of instructions.

ACTIVITY #6

Cool Down:

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

TALK ABOUT IT

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

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



Shapes: Music & Movement Songs

Motor Movements

ENGLISH

Make A Square

(Tune of "Twinkle, Twinkle, Little Star")

From the bottom to the top,
Straight across and then you stop,
Straight down to the bottom again,
Across and stop where you began,
If the lines are the same size,
Then a square is your surprise.

SPANISH

El Ovalo

My nombre es olivo y no soy un circulo es mas redondo y mas corto soy un Ovalo no tengo ningún principio y no tengo fin no soy gordo no soy alto ni soy flaco. Si me ves en el espejo podrías verme en el suelo.

My nombre es olivo y no soy un circulo es mas redondo y mas corto soy un Ovalo no tengo ningún principio y no tengo fin no soy gordo no soy alto ni soy flaco. Si me ves en el espejo podrías verme en el suelo. Me ves en la mesa pero podría estar en la mesa. Yo soy el ovalo y soy muy feliz.



Shapes: Shapesssssss

My 5 Senses

OVERVIEW

In this activity children will learn about shapes 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 - #23 COG4 – Memory
- DRDP I&T - #29 COG10 – Classification and Matching
- DRDP I&T - #30 COG11 – Space and Size

MATERIALS & PREPARATION

MATERIALS:

- English Book: Sammy the Snake
 - Spanish Book: Samuel la Serpiente
 - Basket with different shaped items
 - I-Pad with shape application
 - Shape flash cards
 - Play shapes book
 - Shape puzzle
 - 4 shape containers with 4 scents (smell)
 - Cheerios and Cheese-Its
 - Shape foam blocks
 - Shape matching nuts & bolts
 - Search and Find worksheet
- by: School Specialty
(Translated)

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Place an I-Pad on the table with a shape application
 - **Sight:** Place a set of flash cards with shapes and shape foam blocks.
 - **Touch:** Place a play shape book, shape puzzle and matching nuts & bolts on a table.
 - **Taste:** Make snack bags for each child with cheerios and cheese-its.
 - **Smell:** Place 4 shape containers and add a different scent to each shape

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: Shapes
- Tell the children that today they will learn about shapes through their five senses.
- Tell them that we will name our shapes (circle, square, triangle, and rectangle).
- Bring a basket with shape items in the middle of the rug. Ask children to help you name the shape to every item you pull out of the basket.

ACTIVITY #1

10 Minutes

Book Reading:

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

<p>ACTIVITY #2</p> <p>5 Minutes</p>	<p>Sing and Dance: Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.</p> <ul style="list-style-type: none"> • English – The Circle and Square Song • Spanish - El Circulo y el Cuadrado
<p>ACTIVITY #3</p> <p>15 Minutes</p>	<p>Sensory Stations: Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> ○ Hearing station: Have children press the shapes on the I-Pad. ○ Sight station: Have parent show flash cards to children and have them name the shapes with them. Children can also look at foam shapes. ○ Touch station: Have parents look at book with children and ask them to touch and feel each picture. Parents can name shapes on each page to practice with their children. ○ Taste station: Have children taste cheerios and cheese-its. Ask children what shape are the cheerios and a cheese-its. ○ Smell station: Parents can ask their children to smell each shape and ask them what they smelled in each of the shape containers.
<p>ACTIVITY #4</p> <p>5 Minutes</p>	<p>Search and Find:</p> <ul style="list-style-type: none"> • Invite children to complete the Eye Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations. • Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.
<p>TALK ABOUT IT</p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> • Ask children if they can remember the 5 senses that they used today. • Ask children to describe the shape of different items in the classroom. • Ask children to name as many shapes as they can remember.
<p>PARENT TIP SHEET</p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about shapes by reading, singing, and completing some of the suggested activities.</p>



Eye Spy

My 5 Senses



Eye Spy

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

- A Giraffe
- A Circle
- The Number "3"
- A Alligator
- A Rectangle
- A Marble
- A Crayon
- A Bear
- A Pig



Veo Veo

Mis 5 Sentidos



Ojo Espía

Encuentra cada elemento de la lista y haga un círculo en la imagen.

- Jirafa
- Circulo
- El Número "3"
- Caimán
- Rectángulo
- Canica
- Lápiz de Color
- Oso
- Cerdo



Shapes: Sammy the Snake (Translated)

My 5 Senses

Samuel la Serpiente

-Samuel la Serpiente esta muy consciente que las formas nos rodean en todas partes.

-¡Ahora, sigamos a Samuel para ver que el aprendizaje de nuestras formas es tan divertido como puede ser!

-Un círculo es redondo, como el sol que ilumina el cielo mientras jugamos y nos divertimos.

-¿Puedes dibujar un círculo? ¡Son fáciles de hacer! Trata de encontrar círculos en Samuel la Serpiente.

-Un cuadro tiene cuatro lados que son todos igual, como las ventanas en las casas o retratos en marcos.

-Cuenta los cuadros que se encuentran en Sammy- a el no le va molestar.
¿Cuántos otros cuadros puedes encontrar?

-Con cuatro esquinas y lados-como pacas de heno -los rectángulos son vistos en la granja todos los días.

-¿Donde mas vez unos rectángulos?
Mira muy cercas a Samuel la Serpiente.

-Mira los papalotes que los niños vuelan. Son como diamantes flotando en el cielo.

-Los diamantes son cuadros con dos esquinas apretadamente estiradas.
Samuel se asegurara que estas formas te aprenderás.

-Los óvalos tiene la forma de globos de la feria.
¡Mira cercas-vas a ver estas forma por todas partes!
-Solo piensa en un círculo que es más largo y delgado.
¡Encuentra óvalos en Samuel y serás un ganador!

-¿Que forma son las coloridas velas que vez?
¡Son triángulos! ¡Cuenta sus lados-uno, dos, tres!
-¿Donde mas hay triángulos como las velas?
¡Están por todo el cuerpo de Samuel, de su cabeza a los pies!

-Los hexágonos hacen el panal de abejas.
Estas figuras de seis lados llenan las colmenas
que llaman casas.
-Mira de cercas a Samuel-el será tu guía-
y cuenta todas las figuras que tienen seis
lados iguales.

-El sol ha bajado y el día se vuelve de noche.
Las polillas vuelan de un lado a otro en el
crepúsculo de la tarde.
-Se hace una figura de media luna en el cielo.
¡Hay figuras de media luna en Samuel que
estoy segura puedes encontrar!

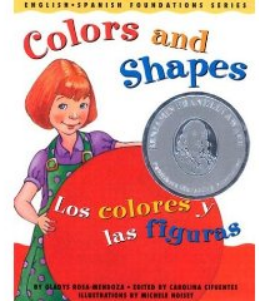
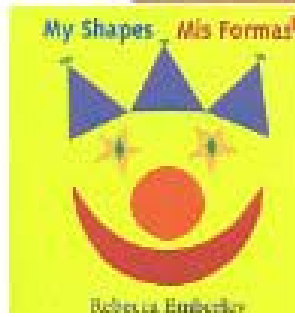
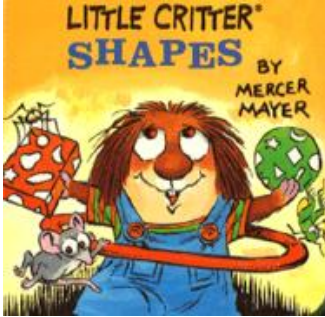
-Las estrellas llenan el cielo sobre prados y árboles.
¿Cuantos puntos en cada estrella puedes ver?
-¡Es hora de dormir ahora, pero mañana te despertarás,
y recordaras las figuras que te enseñó Samuel la Serpiente!



Parent Tip Sheet: Shapes

My 5 Senses

BOOKS



ACTIVITIES

Cheerio Lacing

What You Need:

- Yarn
- Cheerios

What You Do:

Put some cheerios on the table for your child. Tell your child that the cheerios are circles. Give your child a piece of yarn and show him/her how to lace the yarn through a circle (cheerio). Have him/her lace all the circles (cheerios) on to the yarn. When your child is done tie the yarn. Ask your child to help you count how many circles there are.

Finger Painting

What You Need:

- Paper
- Paint
- Paper Plate

What You Do:

Put some paint on a paper plate and have your child trace circles on a sheet of paper with his/her finger.

SONGS

Circles Go "Round and Round"

Circles go round and round,
Circles go round and round,
No corners, no sides,
Circles go round and round,
Squares have 4 corners.
Squares have 4 sides.
All corners are the same.
All sides are the same.
Rectangles have 4 corners and 4 sides.
Two sides are short.
Two sides are long.
Triangles have 3 corners and 3 sides.
Sides and corners
Can be any size.
Circles go round and round,
Circles go round and round,
No corners, no sides,
Circles go round and round.

The Circle and Square Song

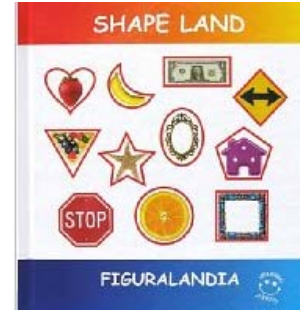
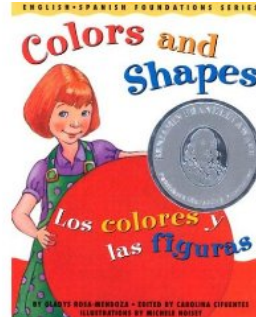
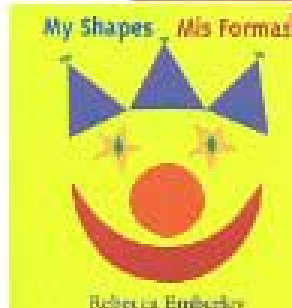
This is a circle,
This is a square,
I can draw them in the air.
This is a circle,
This is a square,
I can draw them anywhere!
There's something else that I can do
I can draw a triangle too,
I can draw one in the air,
I can draw one anywhere



Consejos Para Padres: Formas

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Enlazar Cheerios

Que Necesita:

- Hilo
- Cheerios

Que se Hace:

Ponga unos cheerios en la mesa para su niño. Dígale a su niño que los cheerios son círculos. Déle a su niño un hilo y enséñele como enlazar un cheerio. Deje que su niño enlace todos los cheerios en el hilo. Cuando su niño haya terminado de enlazar los cheerios amarre el hilo. Pídale a su niño que le ayude a contar los círculos.

Pintar con los Dedos

Que Necesita:

- Papel
- Pintura
- Plato de Papel

Que se Hace:

Ponga pintura en un plato de papel y deje que su niño trace círculos con su dedo en el papel.

CANCIONES

Triángulo, Circulo y Cuadrado

Triángulo, circulo y cuadrado
 Triángulo, circulo y cuadrado
 Al mirarlos ves lo diferente que son
 Triángulo, circulo y cuadrado.
 ¿Quién puede mostrarme un Triángulo?
 Tiene tres lados, cada uno recto
 ¿Quién puede mostrarme un circulo?
 Es redondo y curvado sin líneas rectas
 ¿Quién puede mostrarme un cuadrado?
 Tiene cuatro lados iguales y rectos
 Triángulo, circulo, y cuadrado
 Triángulo, circulo, y cuadrado
 A través del día mira estas figuras
 Triángulo, circulo, y cuadrado.

El Circulo y el Cuadrado

Esto es un círculo,
 Esto es un cuadrado,
 Yo los puedo dibujar en el aire.

¡Esto es un círculo,
 Esto es un cuadrado,
 Yo los puedo dibujar dondequiera!

¡Hay algo más que puedo hacer
 Puedo dibujar un triángulo también,
 Yo puedo dibujar uno en el aire,
 Yo puedo dibujar uno dondequiera!



Shapes: Tic Tac Toe

Playing to
Learn

OVERVIEW

Children will learn about shapes 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:

- Shapes Flashcards (square, triangle, rectangle, circle, diamond, oval, star)
- Tape
- Shape Train Template Laminated Shapes
- Tic -tac-toe Template, printed on Cardstock (1 per child)
- Tic-tac-toe Game Pieces, printed on Regular Paper
- Large Ziploc Bags
- Copies of pattern worksheets

PREPARATION:

- Prepare take home activity set for each participant: tic-tac-toe Game
 - Make copies of tic-tac-toe game board
 - Print game pieces
 - Place both game board and game piece in Ziploc bag (1 per child).
- Prepare a shape train outline on the classroom floor using tape.
- Print, cut and laminate large matching shapes.
- Print shape worksheets

INTRODUCTION

- Introduce topic to students: Tell children that today's games have to do with shapes.
- Show children flashcards with shapes and have them name them with you.
- Ask the children to give you examples of various shapes.
- Ask children their favorite shape and why.

ACTIVITY #1

Shape Train:

- Tell children that they will be using shapes to make a train on the classroom floor.
- Distribute to children a laminate shape.
- Instruct children that they are to place the shape that they have been given onto the taped outline of a train that can be found on the classroom floor.
- Tell children that they can get up and place the shape on the floor when the music starts, and that when they are done they are to make a line along the side of the wall and wait for all children to finish,
- Once children have finished with their shape placement, instruct them to follow you as you pretend to be a train moving throughout the class.
- Tell children that they should make sounds like a train as they move throughout the room like a train.
- When you pass each shape stop and name it.
- Give different children the opportunity to be the train conductor.

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

- Their child's ability to work cooperatively with peers.
- Their child's ability to follow instructions.
- Their child's ability to listen and move at the same time.

ACTIVITY #1

Patterning with Shapes:

- Use the worksheets attached.
- Have parents help children identify the patterns and then complete the worksheet.
- When they finish they can work on the shapes worksheets or make their own patterns with the tic-tac-toe pieces.

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

- Their child's ability to think logically.
- Their child's ability to identify shapes and colors.
- Their child's ability to predict simple patterns.

ACTIVITY #2

Tic-Tac-Toe:

- Tell parents and children that they will be playing shapes tic-tac-toe.
- Pass out bag to each family, explaining that it contains a tic-tac-toe game board, and sheets which have different shapes which will make game pieces.
- Explain to parents and children that the object of the game is to get three shapes in a row on the tic-tac-toe game board.
- Each player will choose a shape to use and will take turns placing a shape in one of the 9 squares found on the game board.
- Tell parents and children that when a player achieves 3 shapes in a straight line (down or across, or diagonally) that they have won the game!
- Explain to children that there will not be a winner every time, and that if no one wins the game, they can just start over.
- Tell parents and children that they can repeat this game using different shapes as time allows.

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

- Their child's ability to think strategically.
- Their child's ability to wait their turn.
- Their child's ability to identify simple shapes.

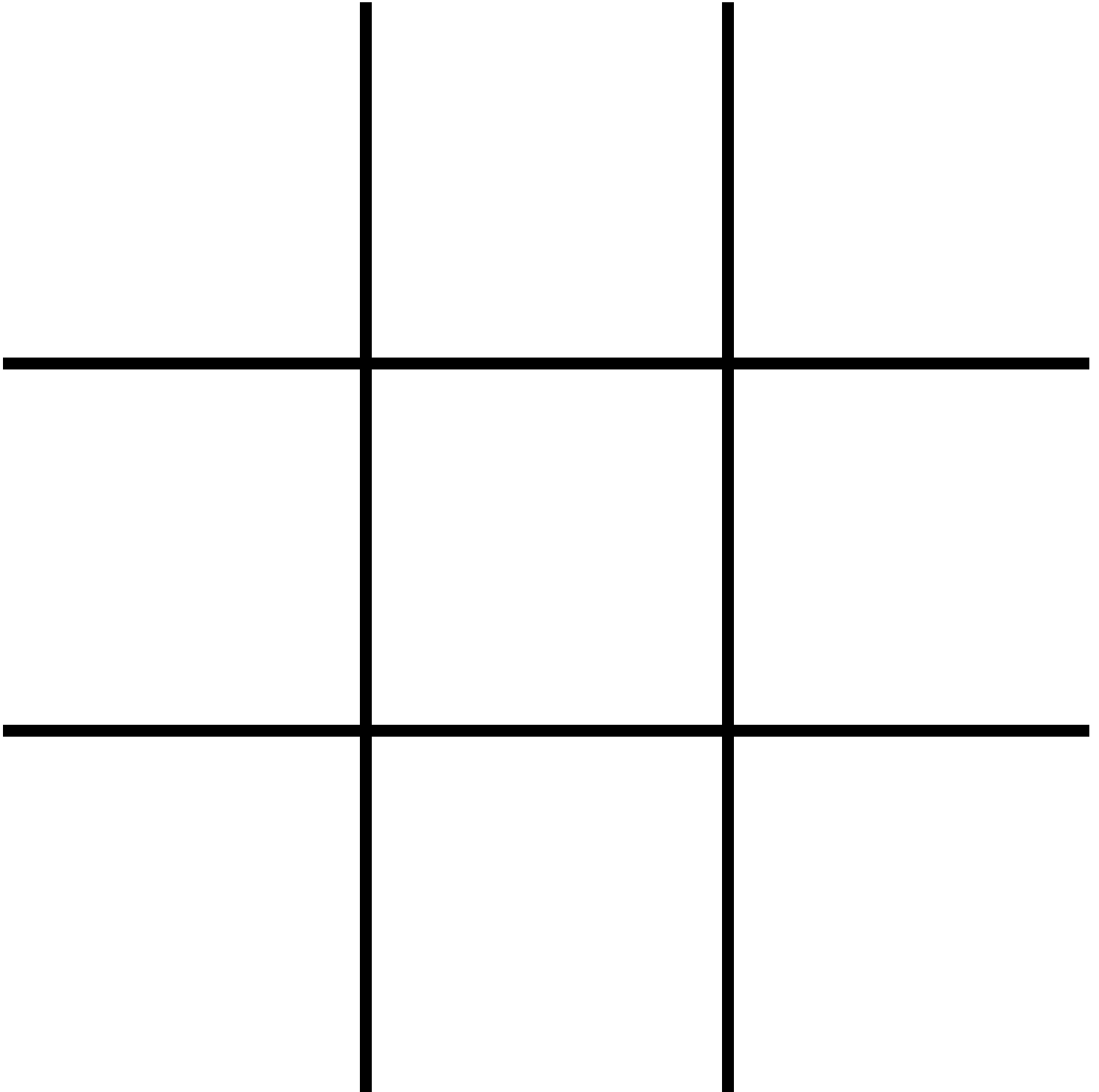
TALK ABOUT IT

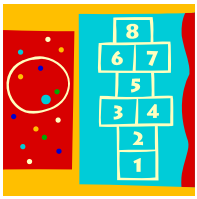
- Remind children about the shapes that they learned about today. Ask children to name the shapes as you show them the shapes flashcards.
- Tell children to take their game home so that they can play it again with their parent, sibling or guests.
- Tell children that when they are driving in the car, at the grocery store or at home that they can name everyday items that are some of the shapes that they worked with today.
- 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.



Shapes: Tic Tac Toe

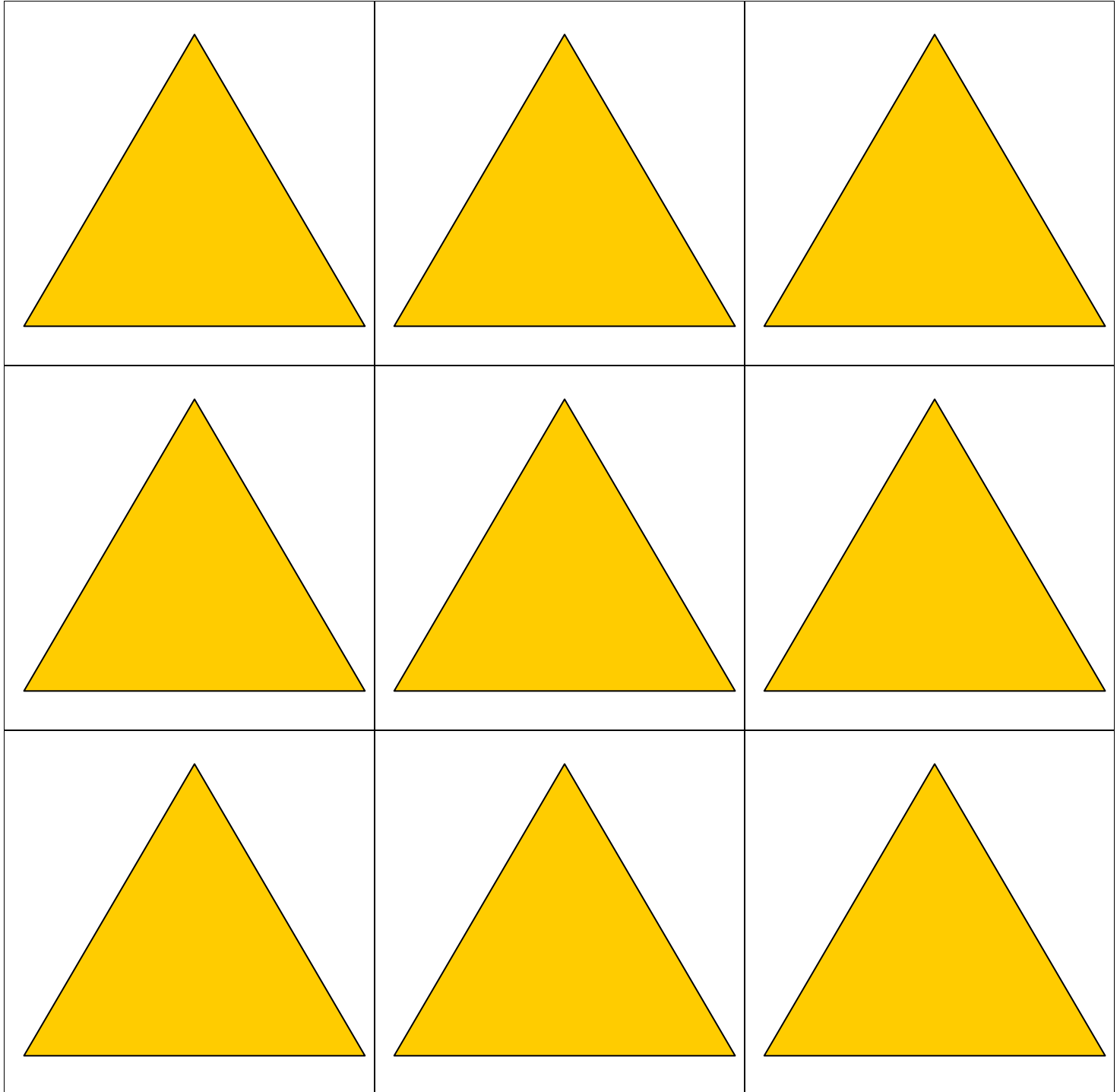
Playing to
Learn





Shapes: Tic Tac Toe

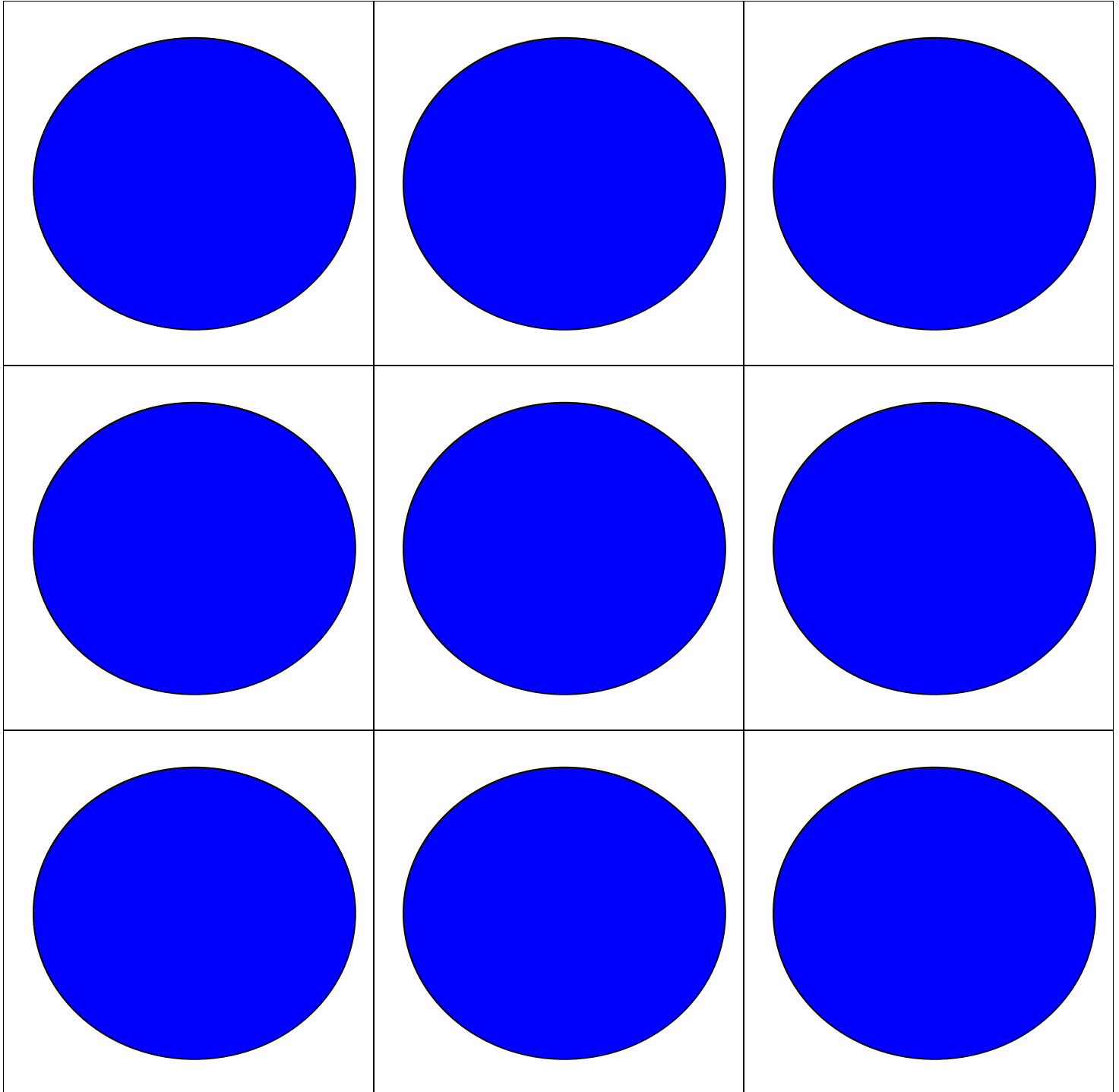
Playing to
Learn





Shapes: X's and O's

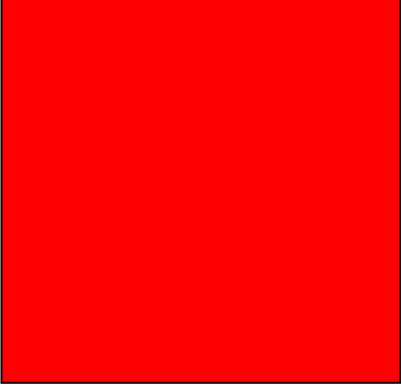
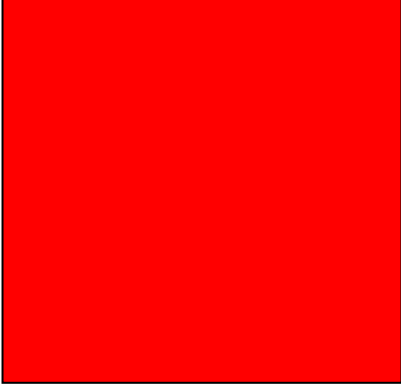
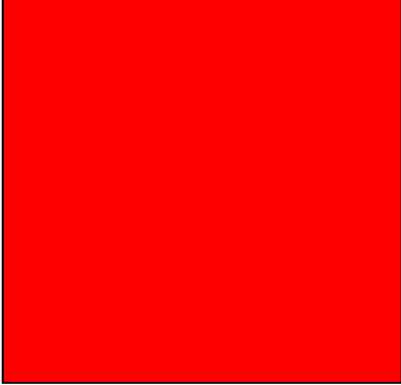
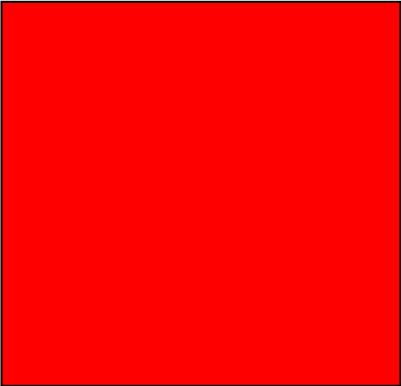
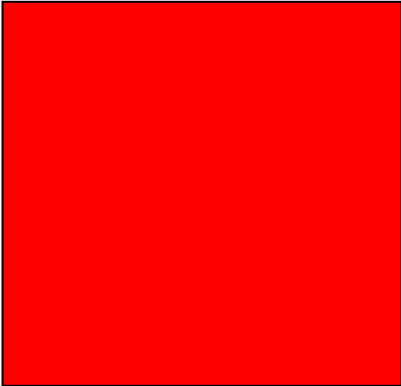
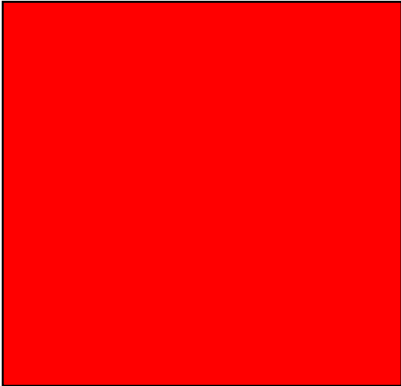
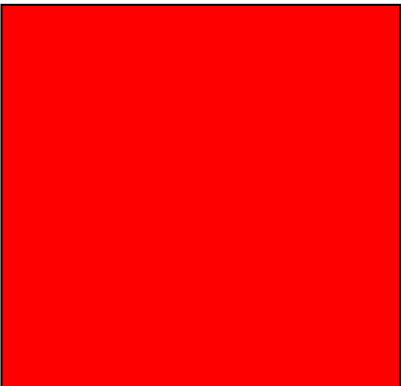
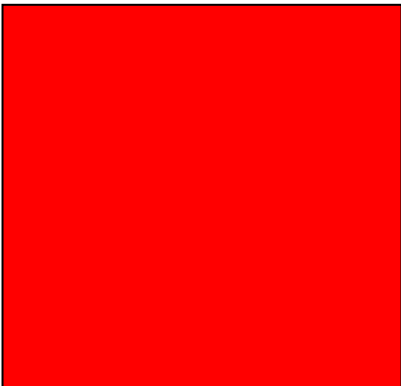
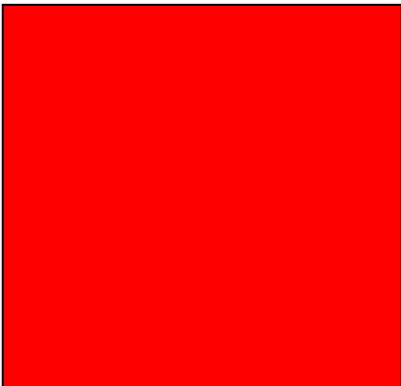
Playing to
Learn





Shapes: X's and O's

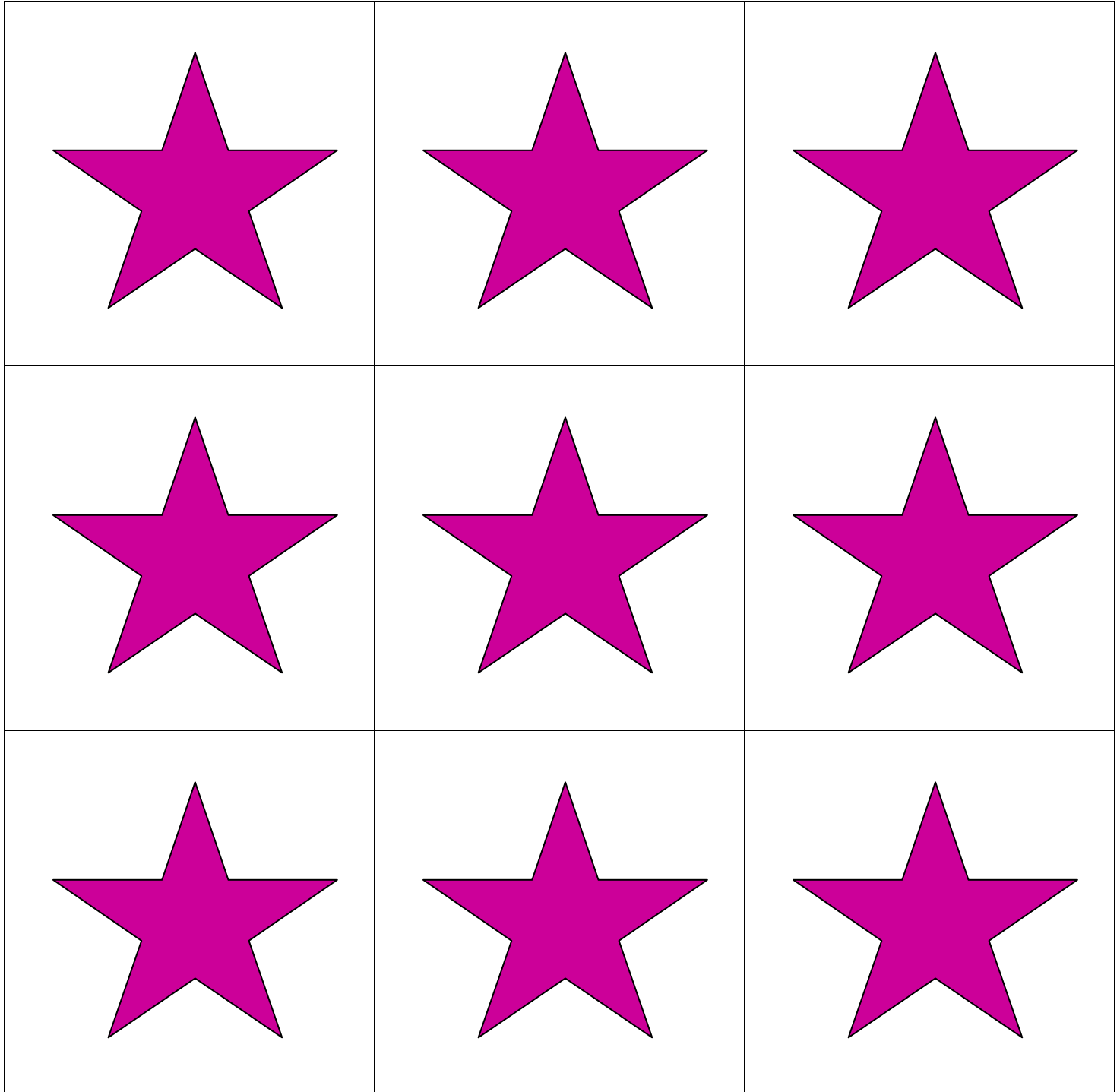
Playing to
Learn

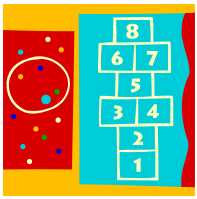
		
		
		



Shapes: X's and O's

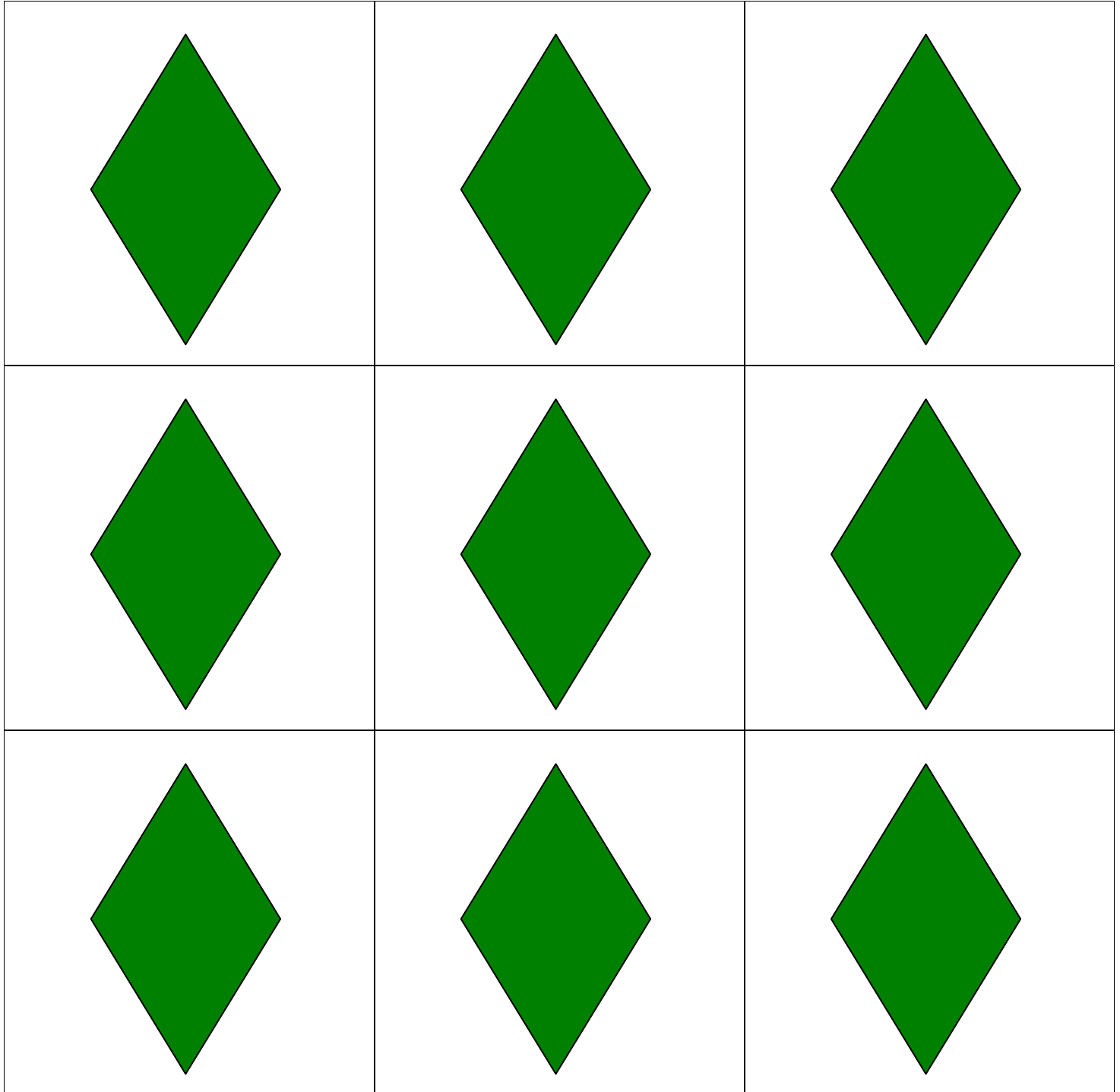
Playing to
Learn





Shapes: X's and O's

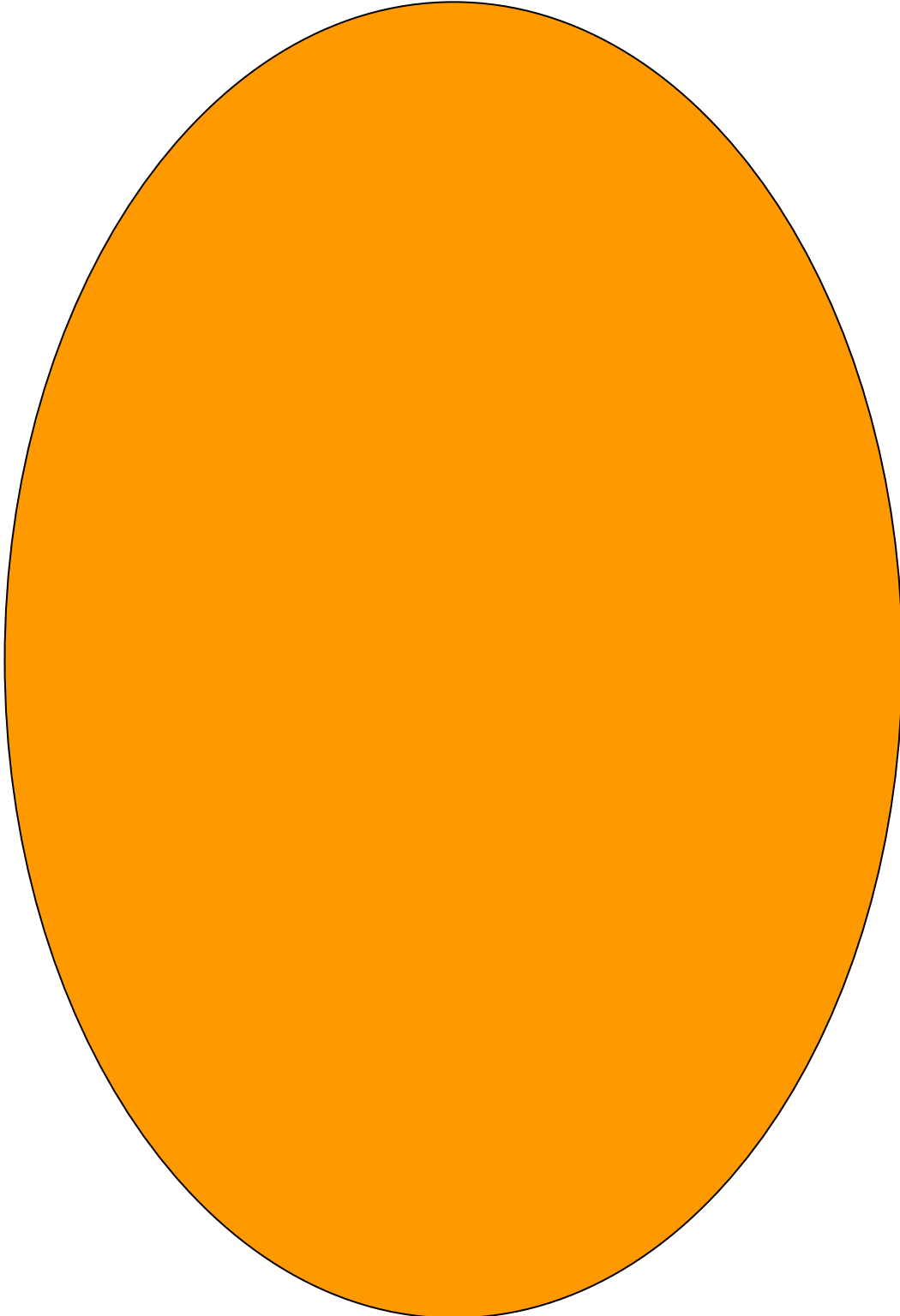
Playing to
Learn

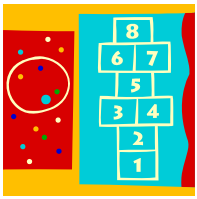




Shapes:
Flashcard - Oval

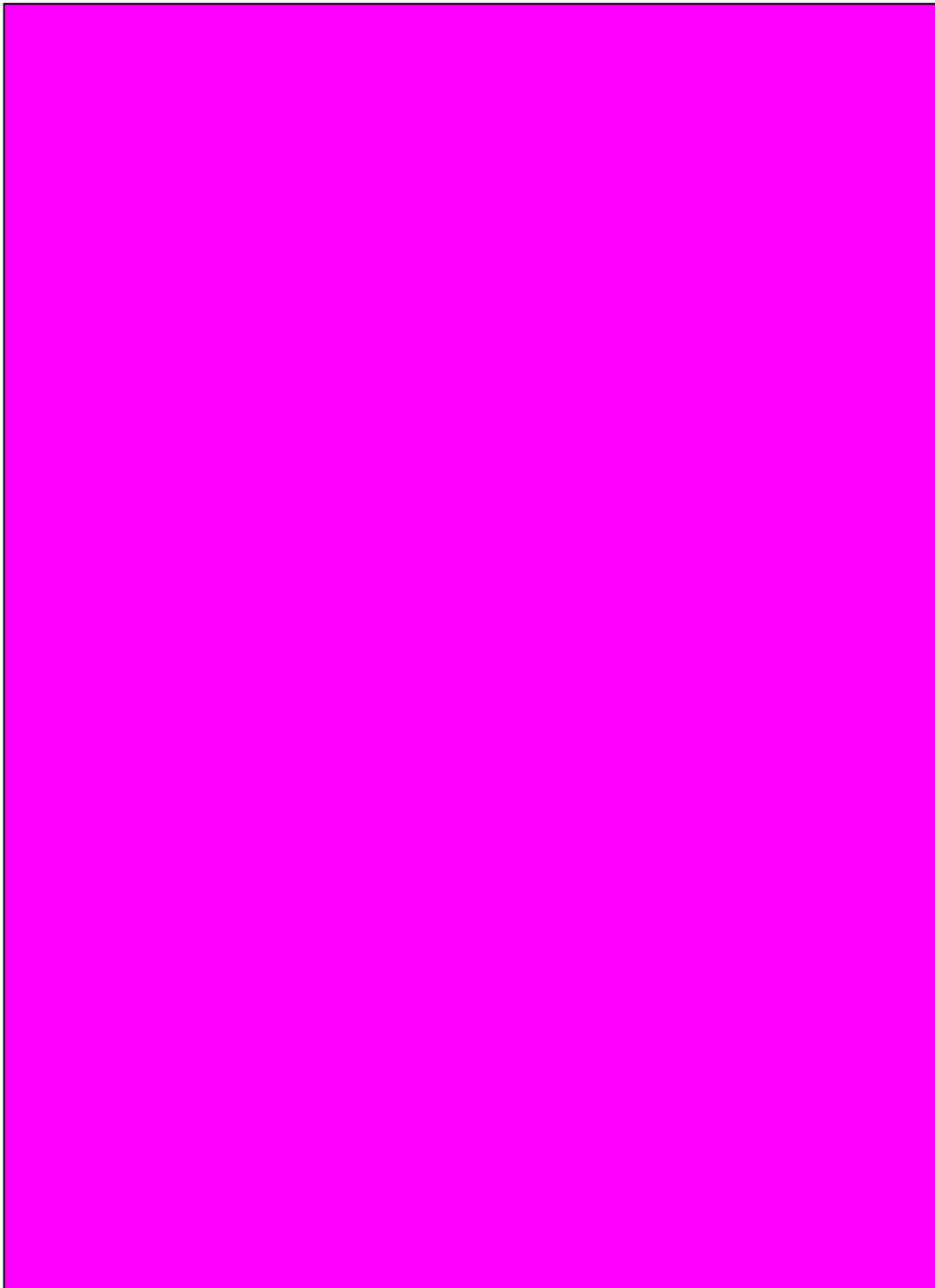
Playing to
Learn





Shapes: Flashcard - Rectangle

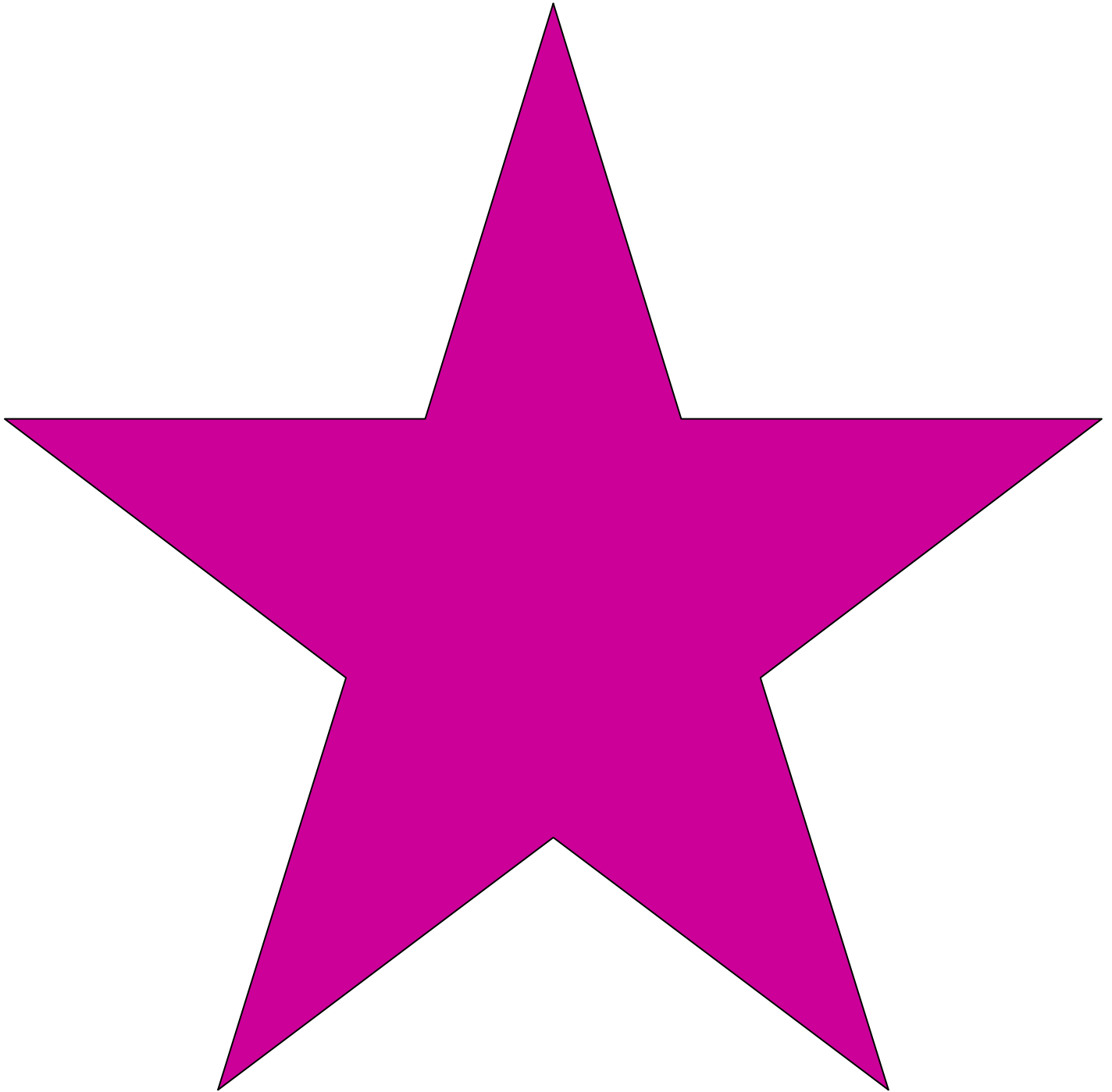
Playing to
Learn

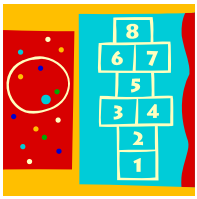




Shapes:
Flashcard - Star

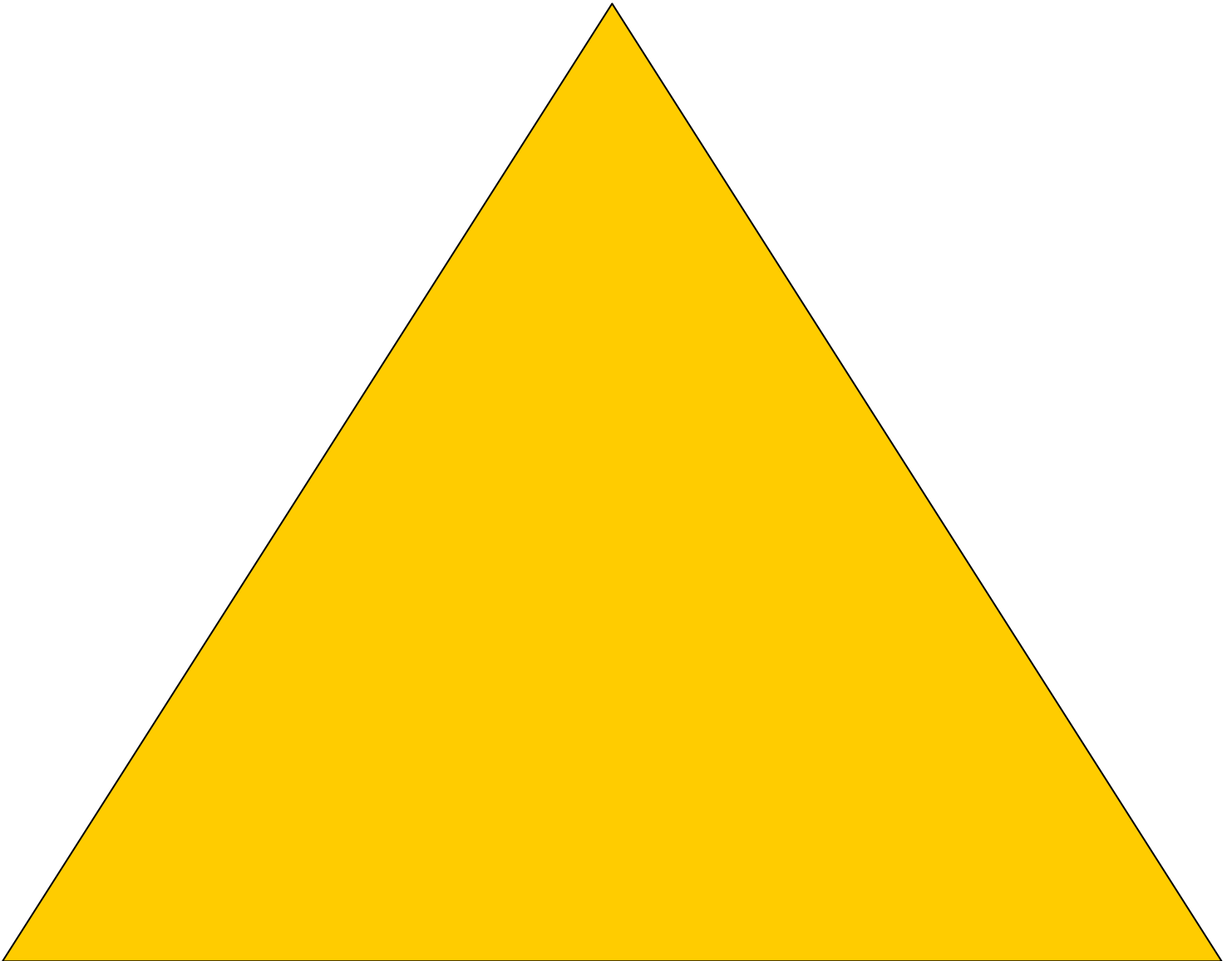
Playing to
Learn





Shapes:
Flashcard - Triangle

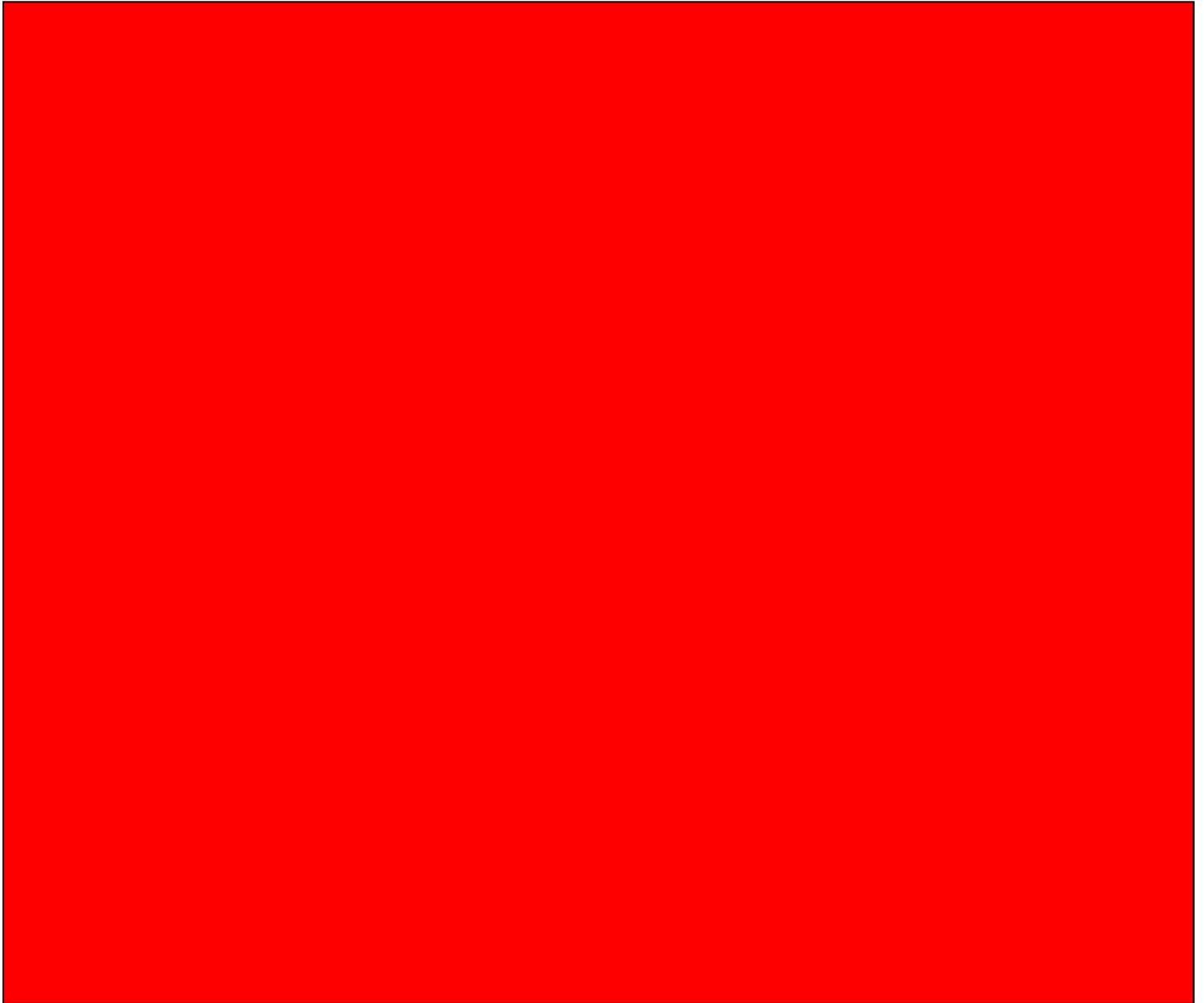
Playing to
Learn





Shapes: Flashcard - Square

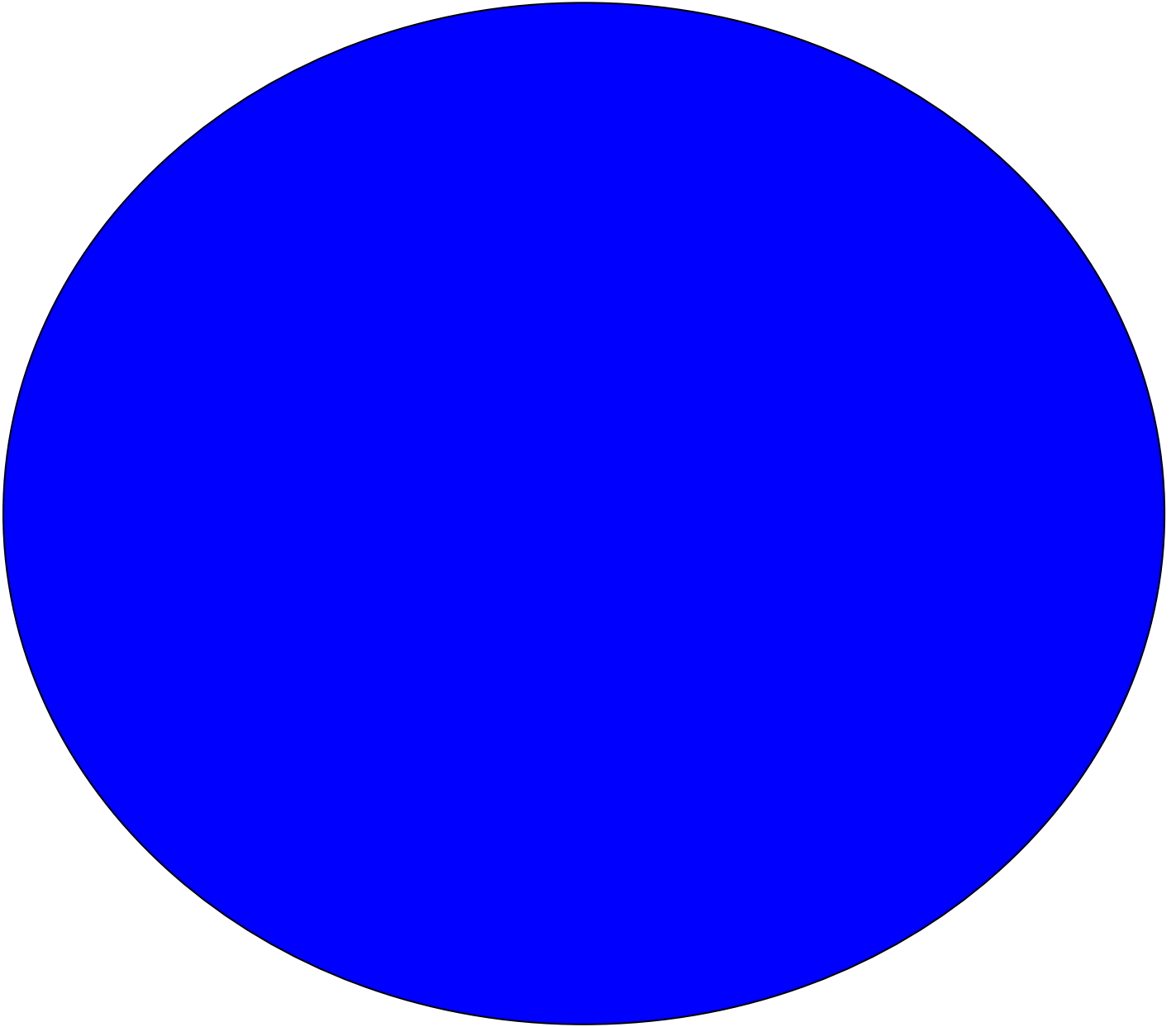
Playing to
Learn





Shapes:
Flashcard - Circle

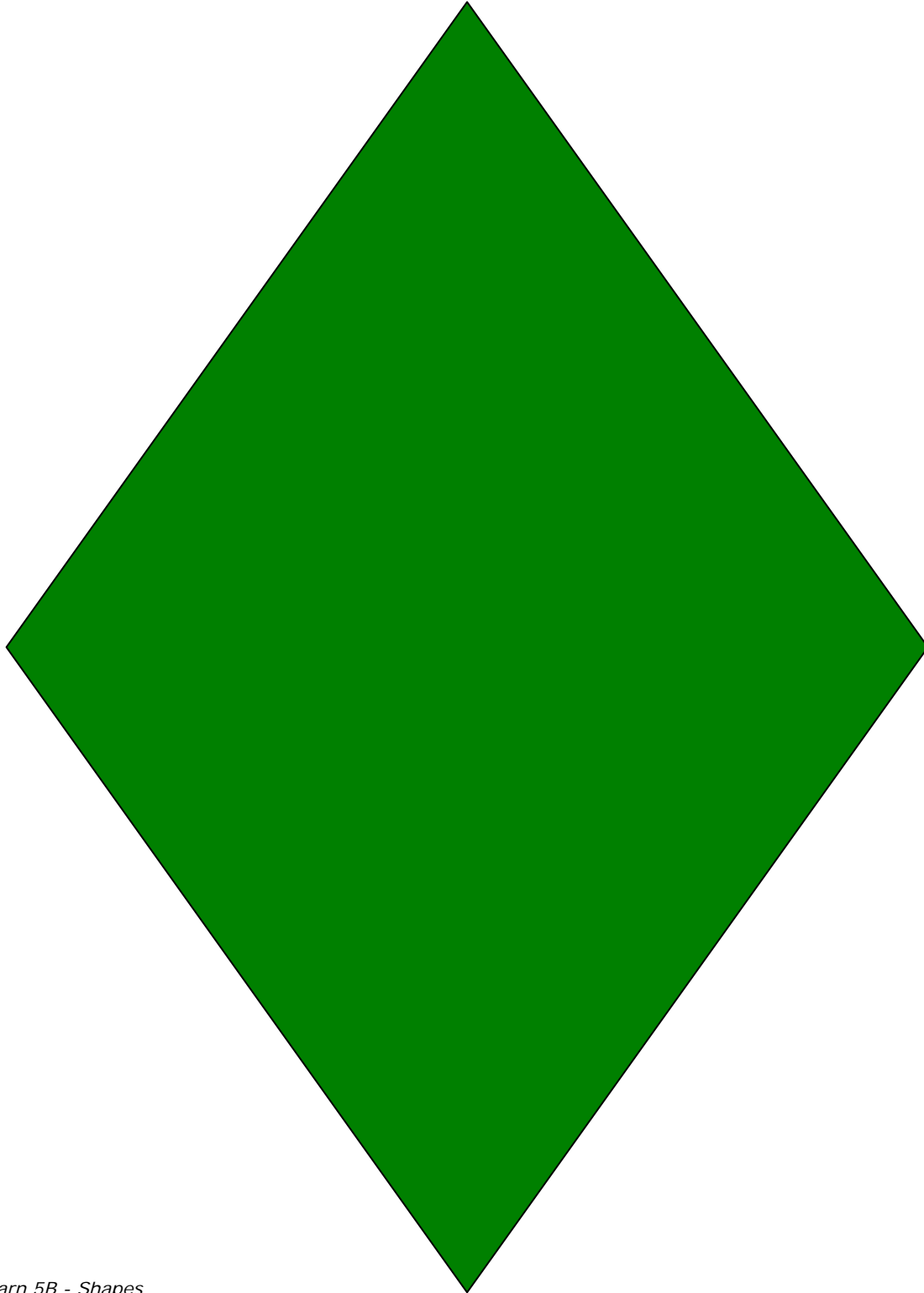
Playing to
Learn

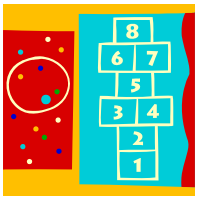




Shapes: Flashcard - Diamond

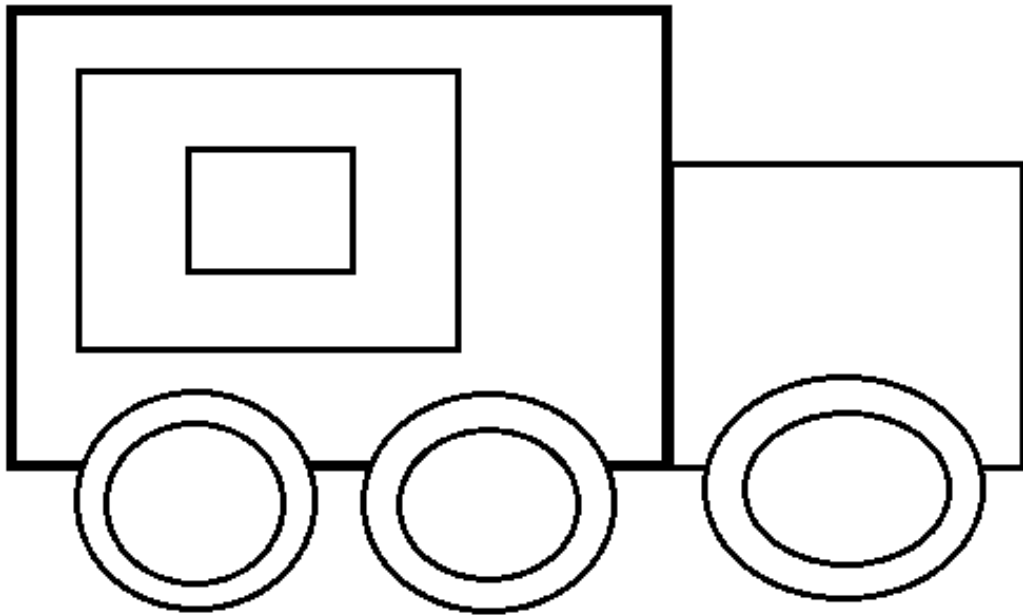
Playing to
Learn



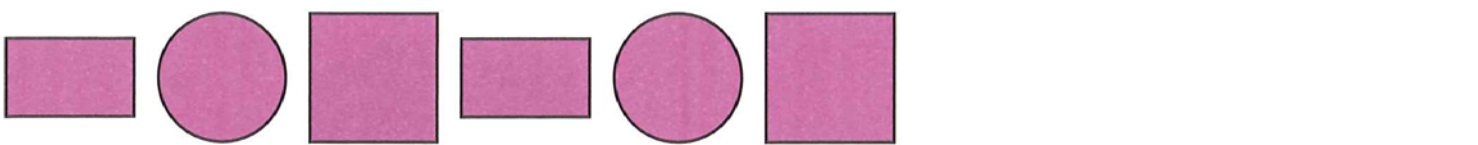
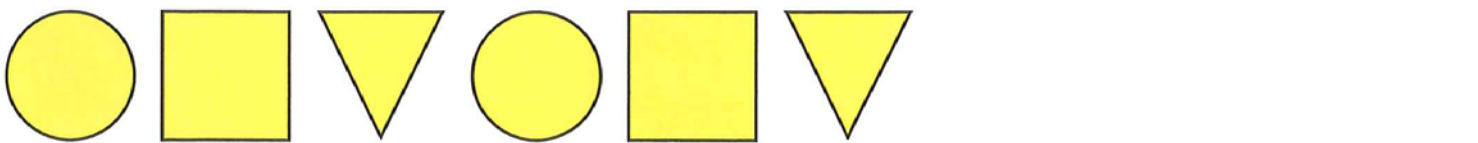
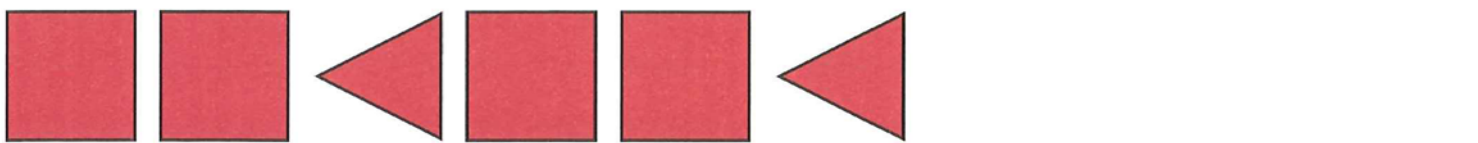
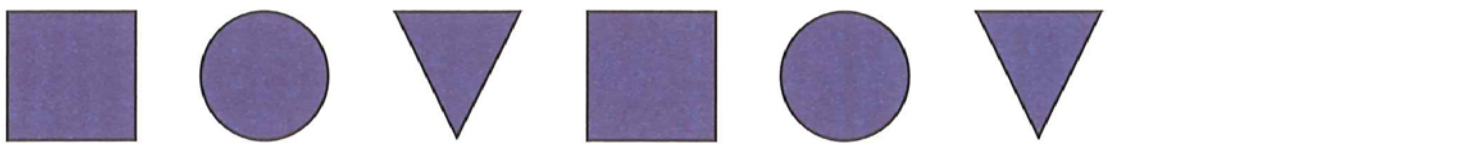
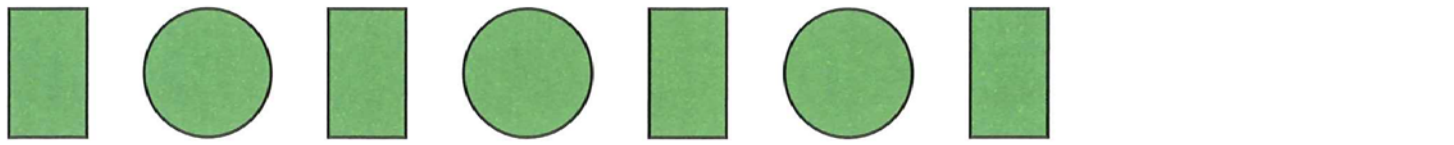
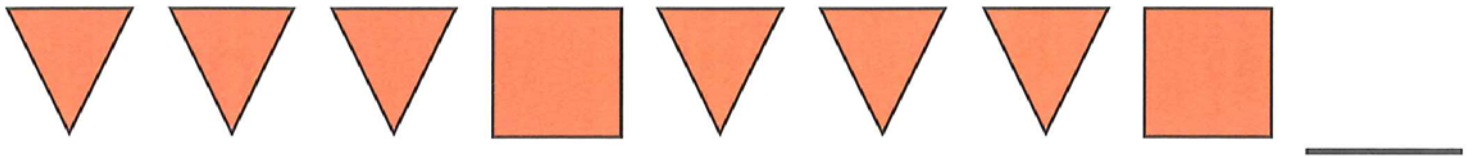


Shapes: Shape Train

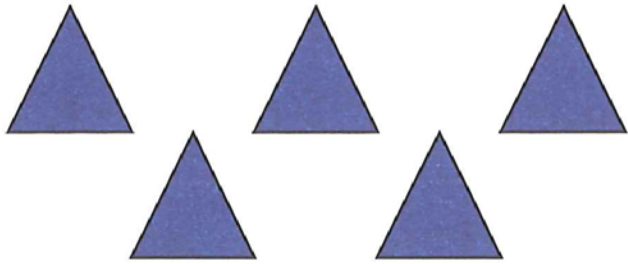
Playing to
Learn



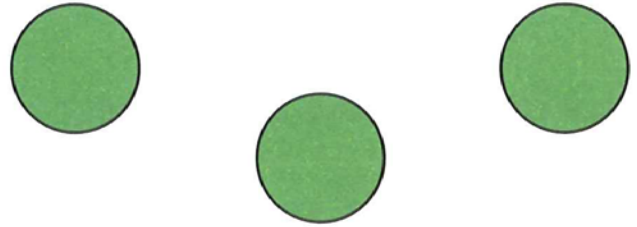
Continue each pattern.



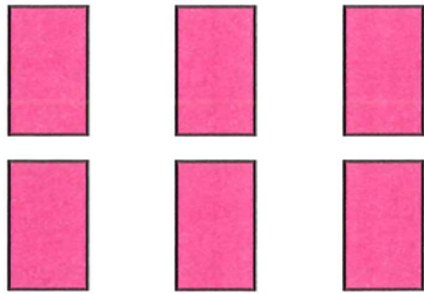
Count the shapes in each set. Circle the number that tells how many.



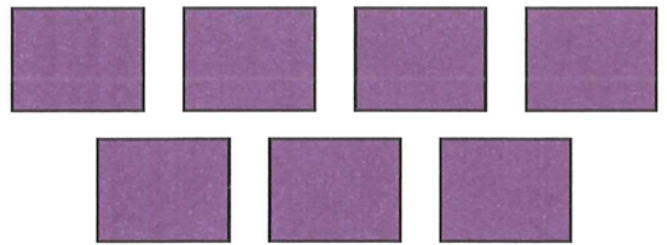
5 6 7



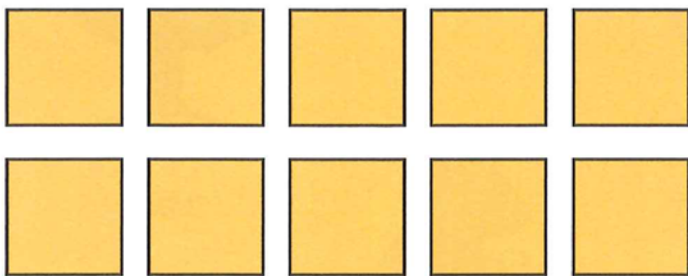
1 2 3



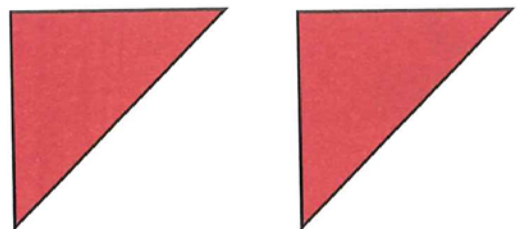
5 6 7



7 8 9

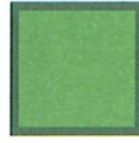


8 9 10

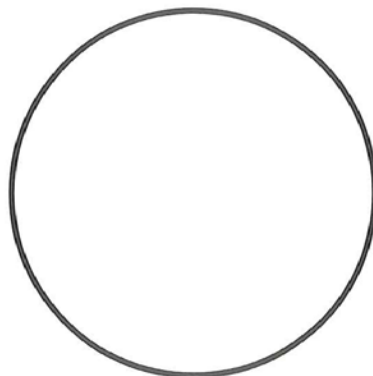
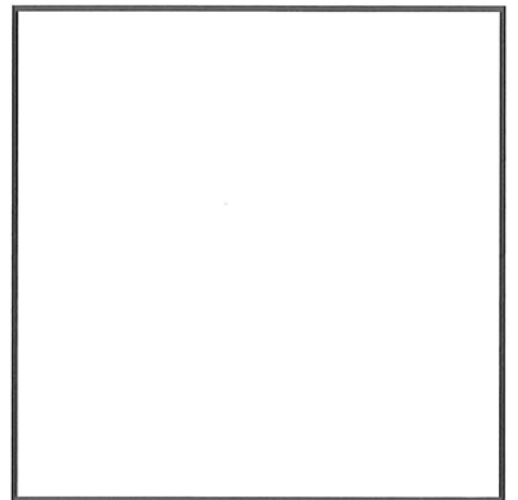
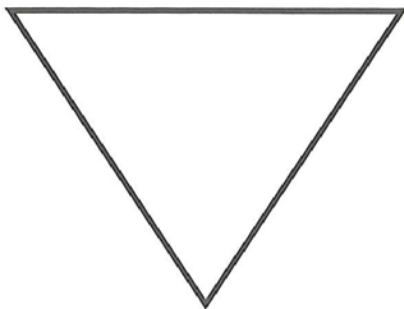
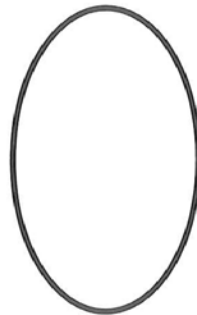
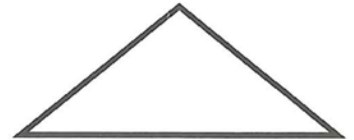
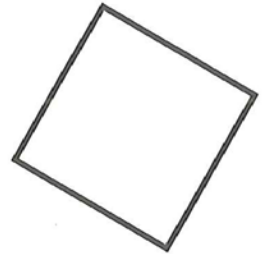
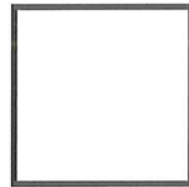
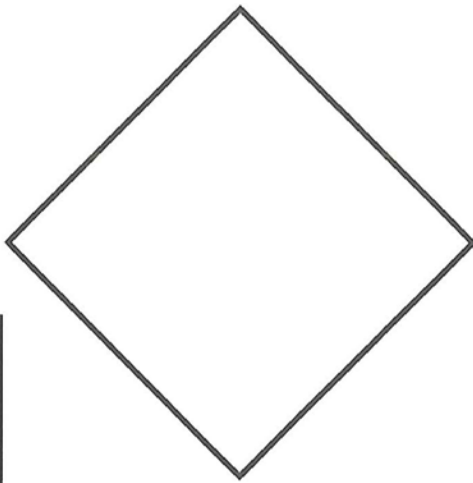
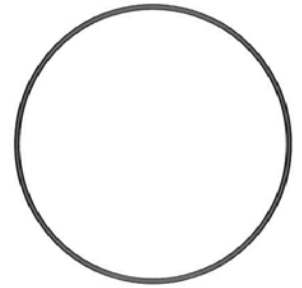
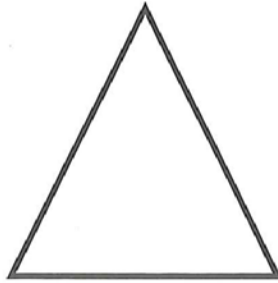
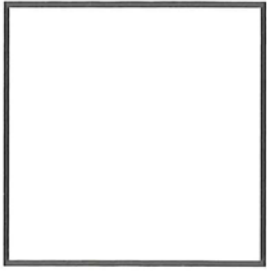


2 3 4

This is a square.



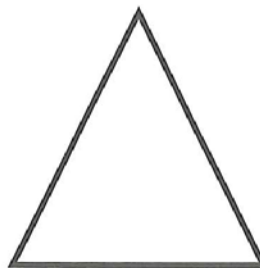
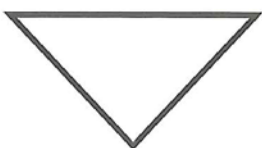
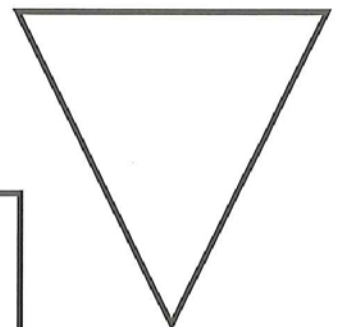
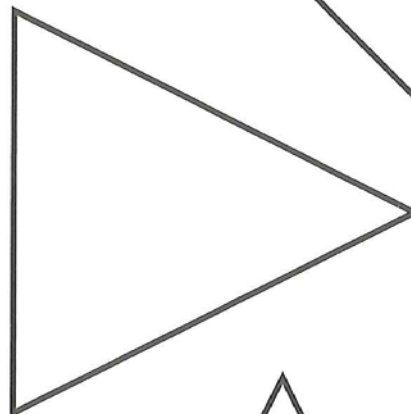
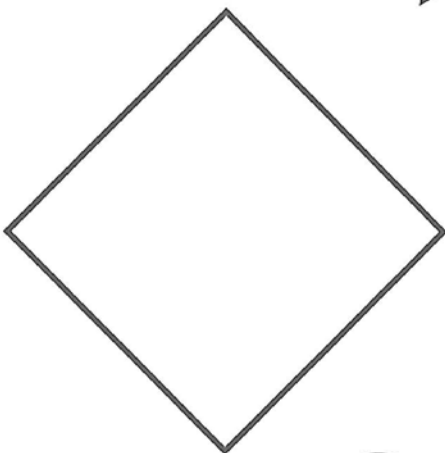
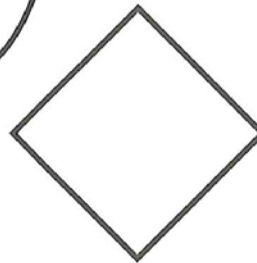
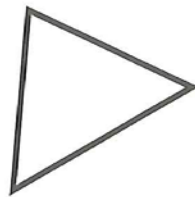
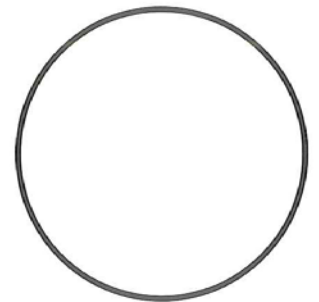
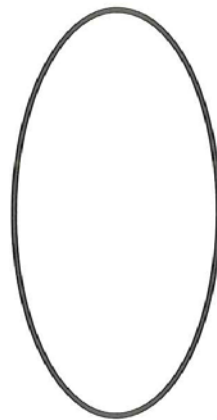
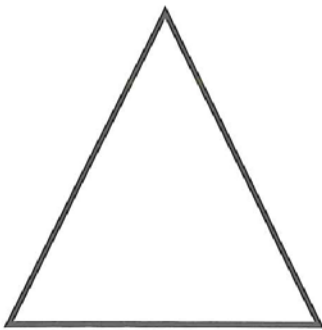
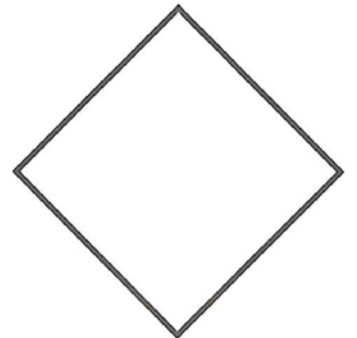
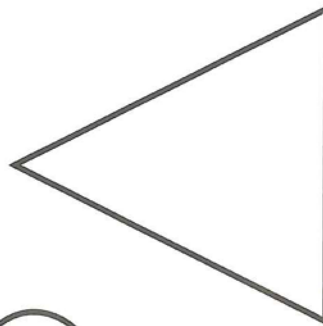
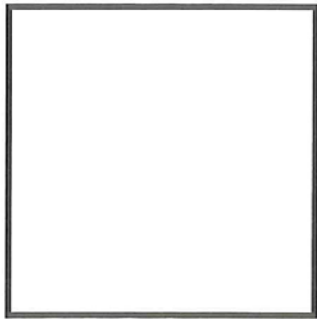
Color the squares.



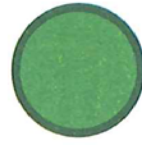
This is a triangle.



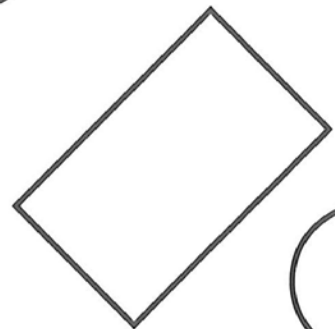
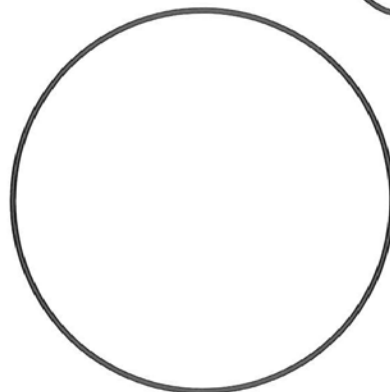
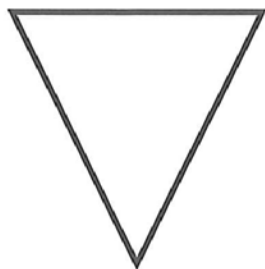
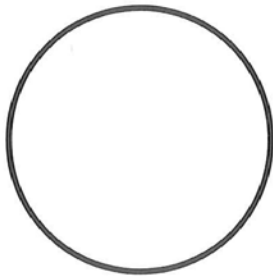
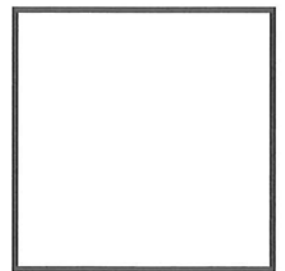
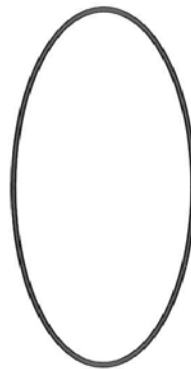
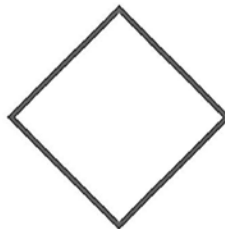
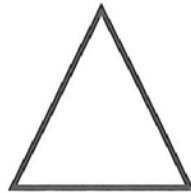
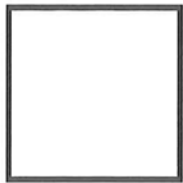
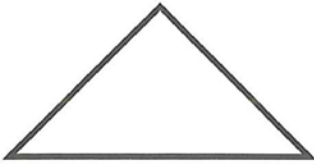
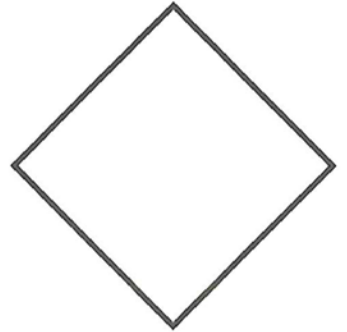
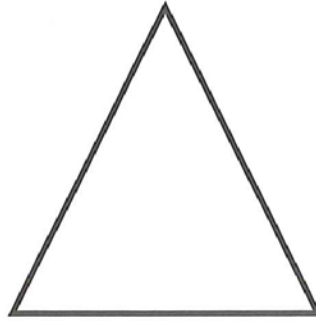
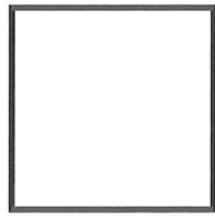
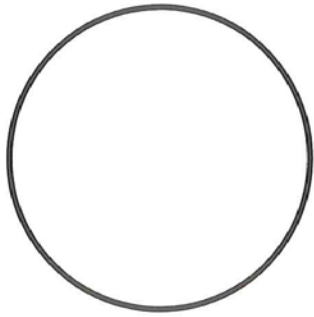
Color the triangles.



This is a circle.



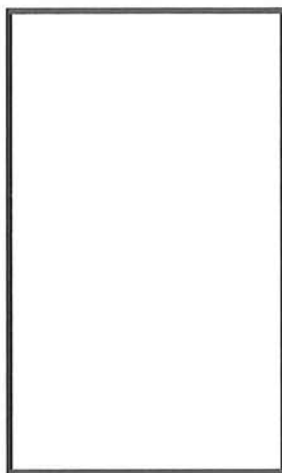
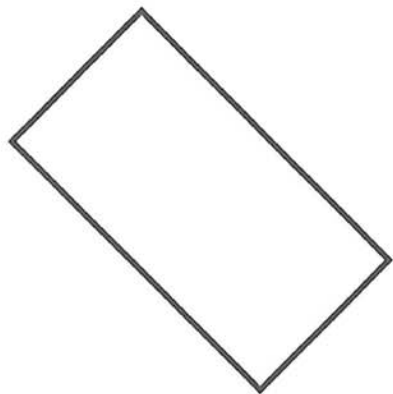
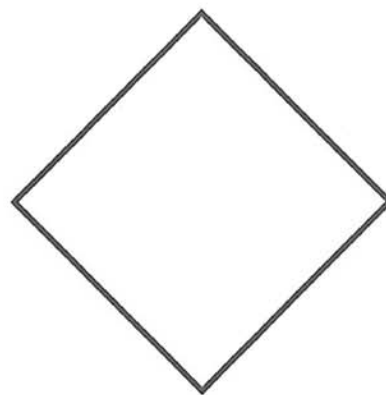
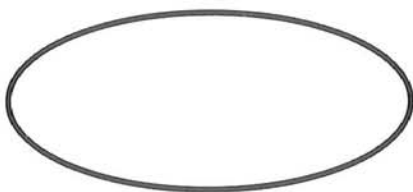
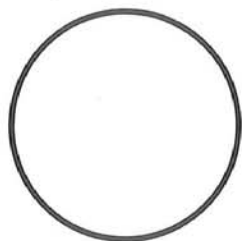
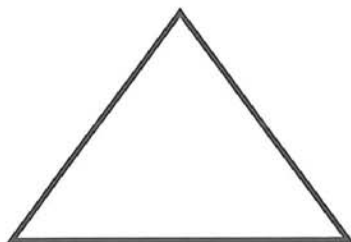
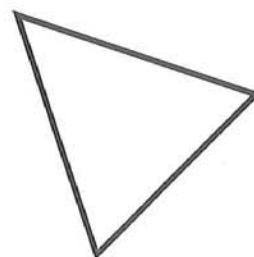
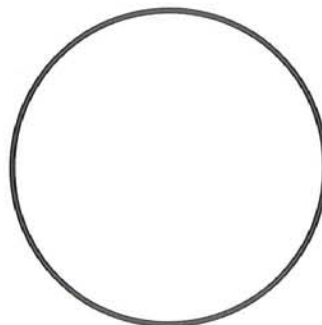
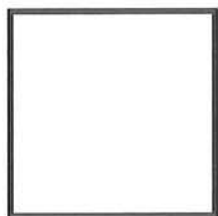
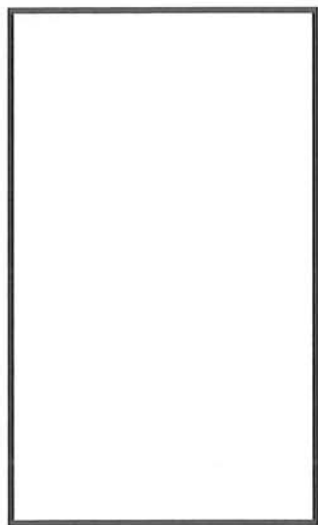
Color the circles.



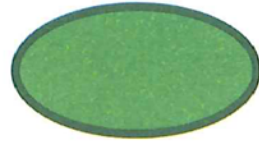
This is a rectangle.



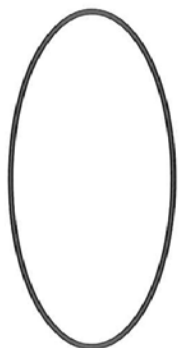
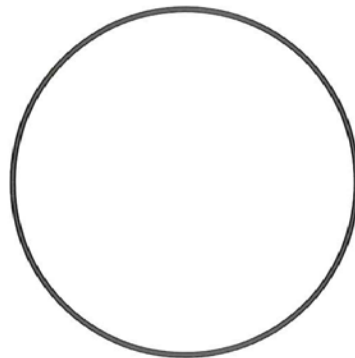
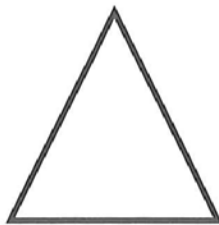
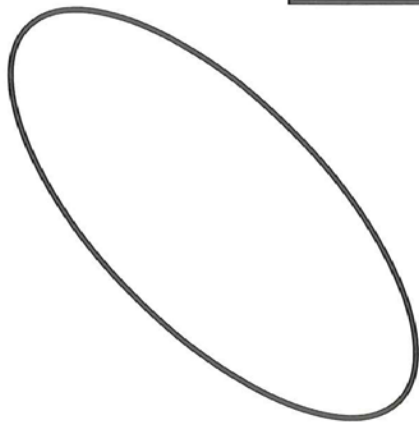
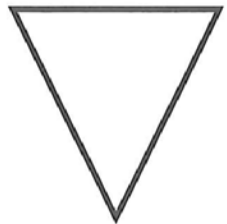
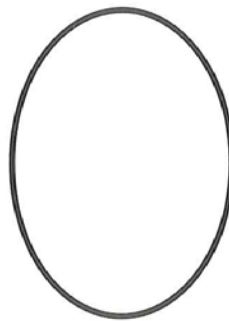
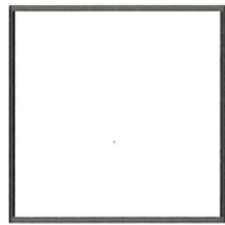
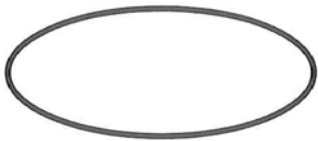
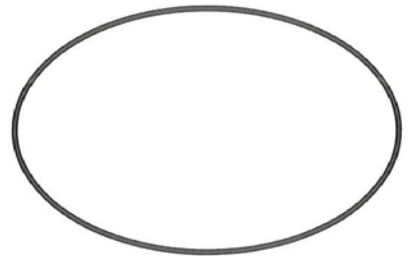
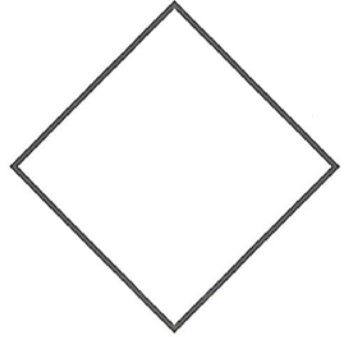
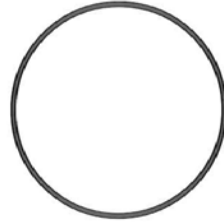
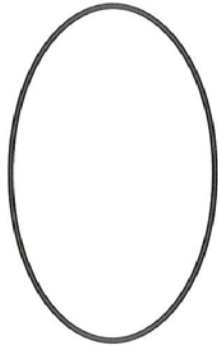
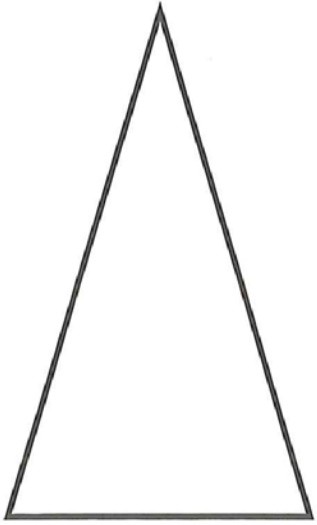
Color the rectangles.



This is an oval.



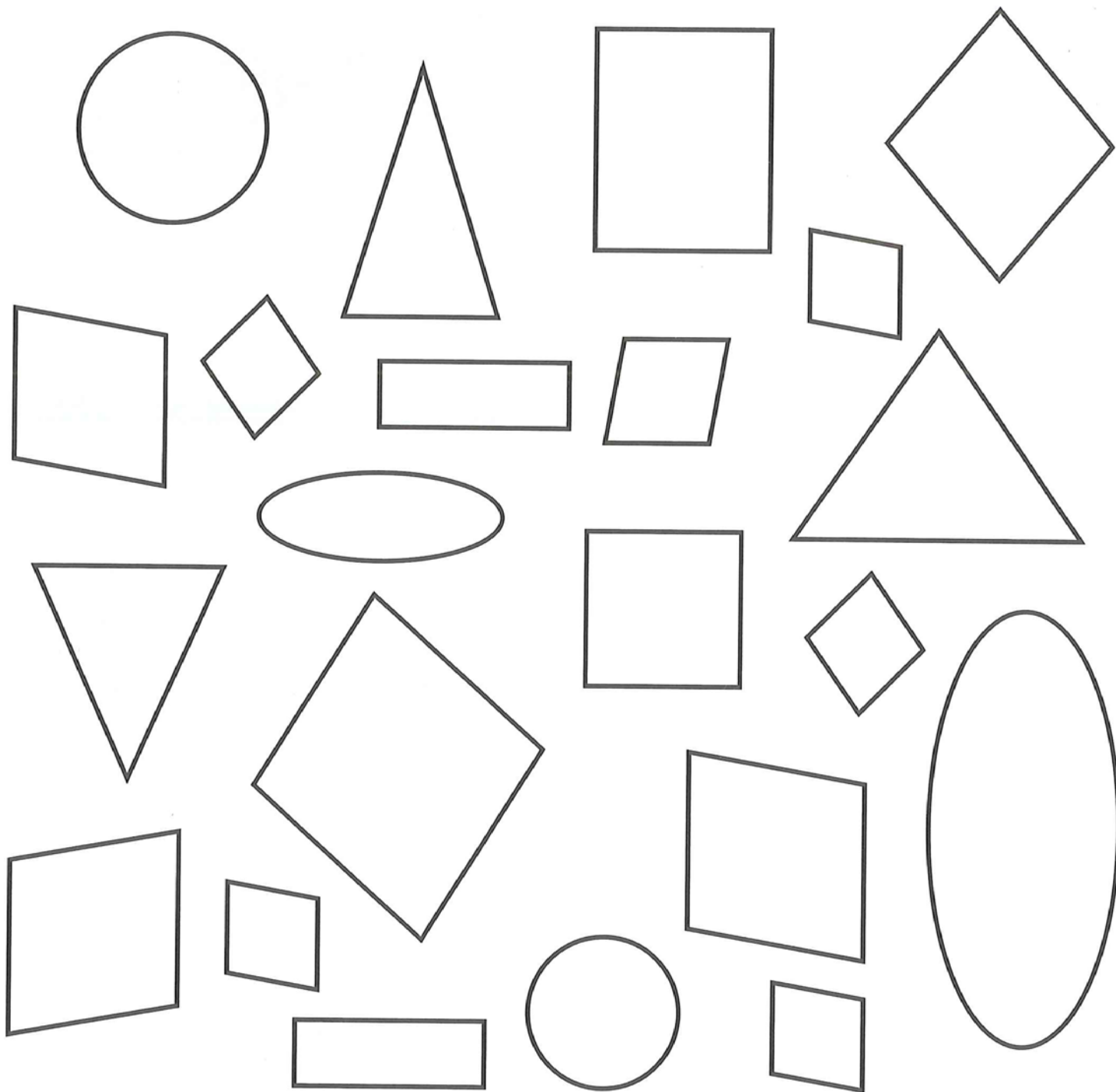
Color the ovals.



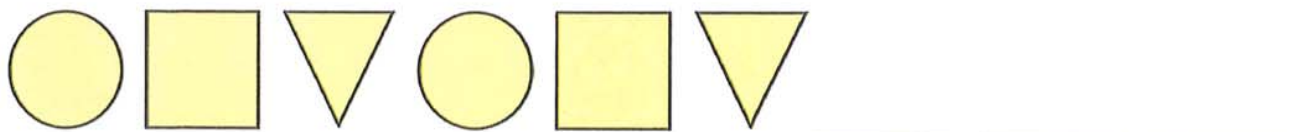
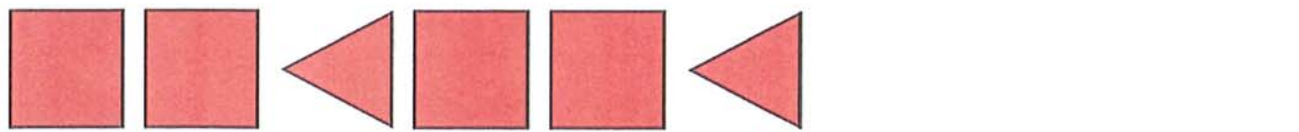
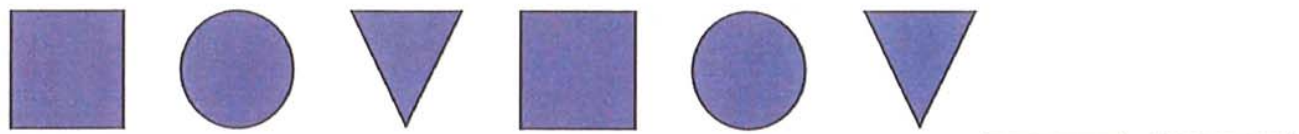
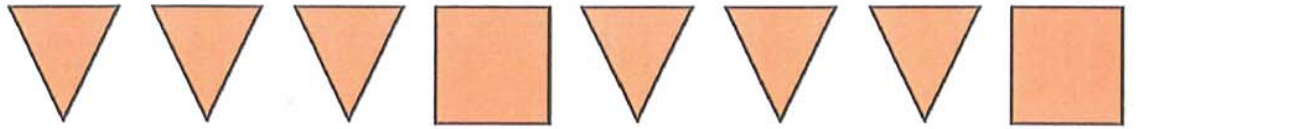
This is a rhombus.



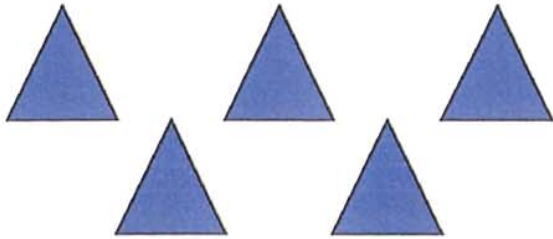
Color the rhombuses.



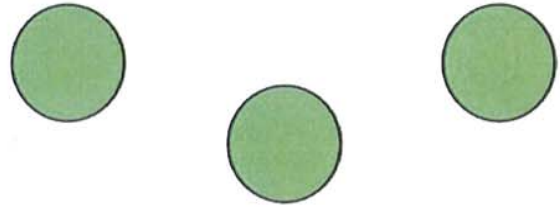
Completa cada patron.



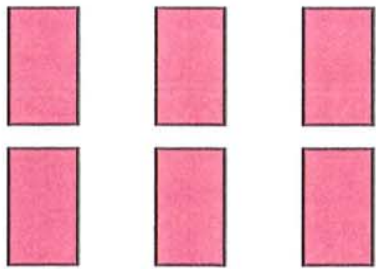
Cuenta las formas encada set. Circula el numero que indica el numero de formas.



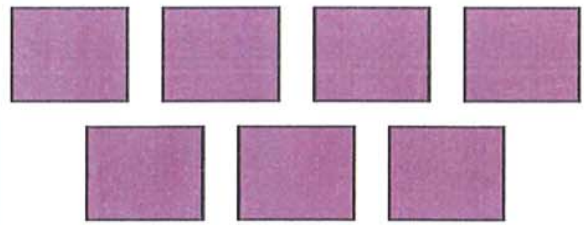
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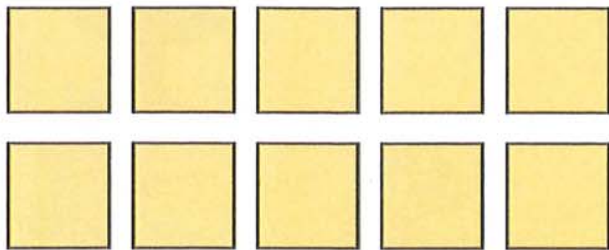
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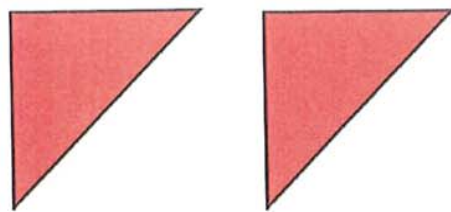
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7 8 9



8 9 10

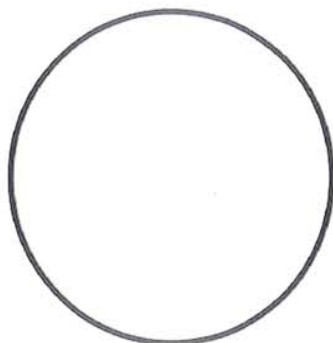
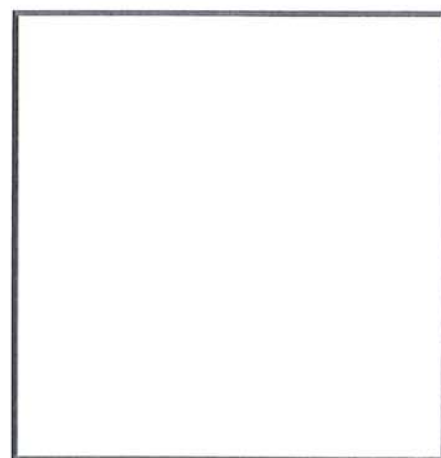
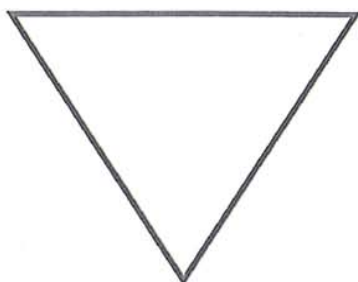
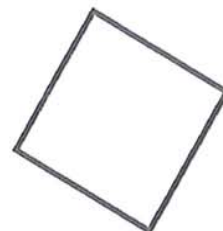
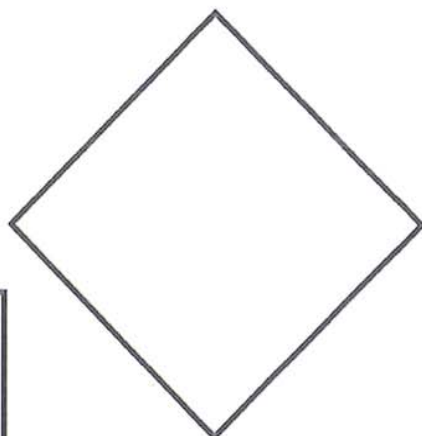
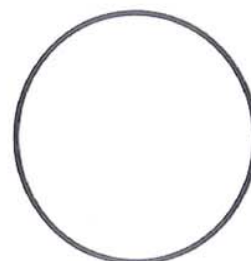


2 3 4

Este es un cuadrado



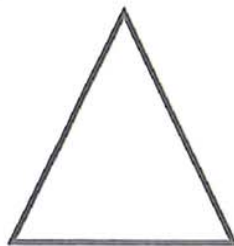
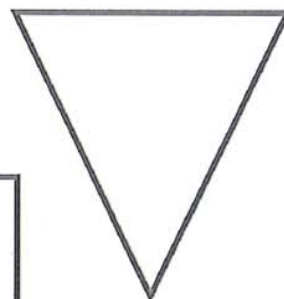
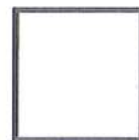
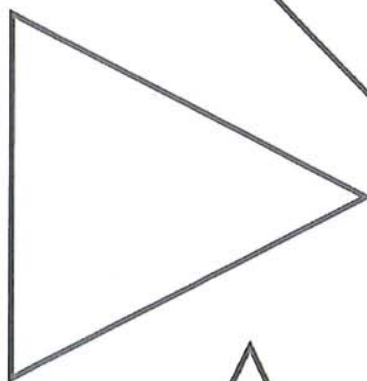
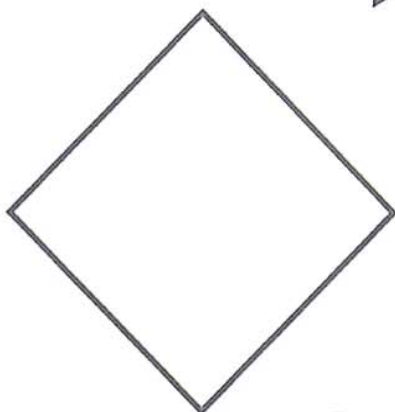
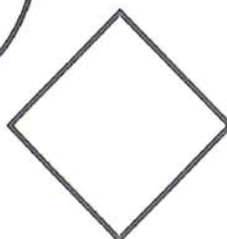
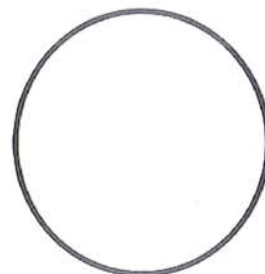
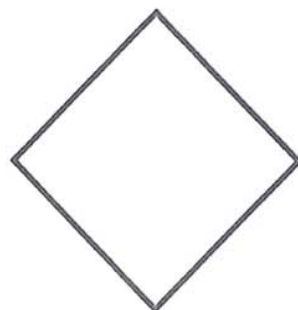
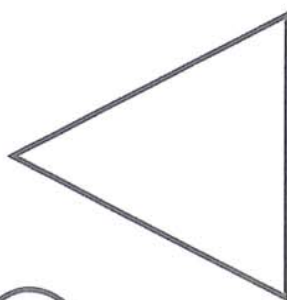
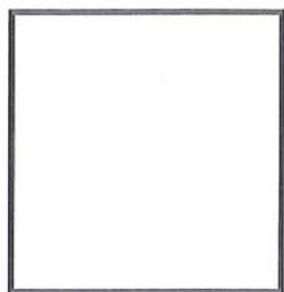
Colorea los cuadros.



Este es un triángulo



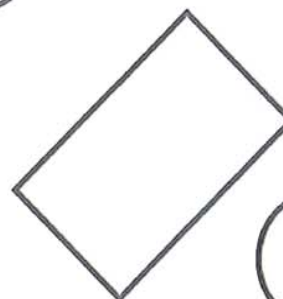
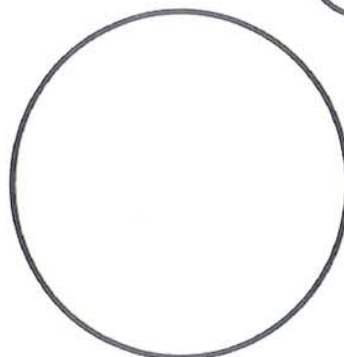
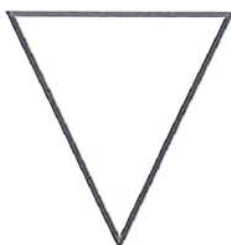
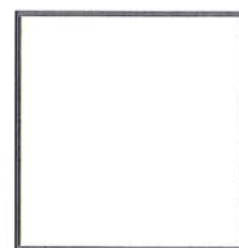
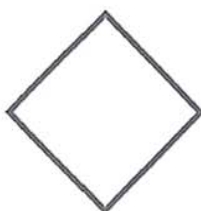
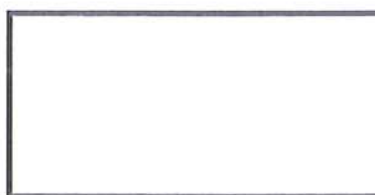
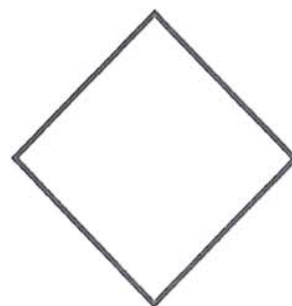
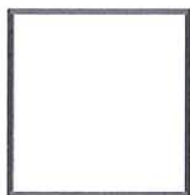
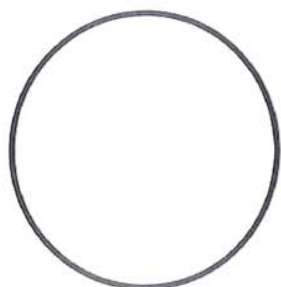
Colorea los triángulos.



Este es un círculo



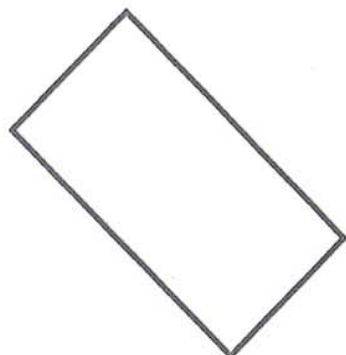
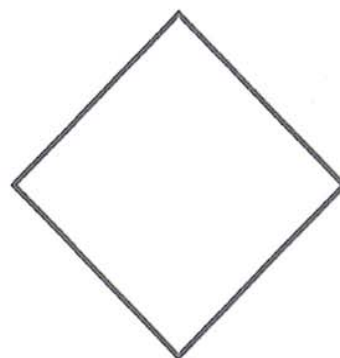
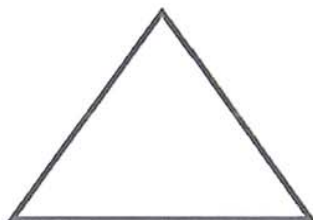
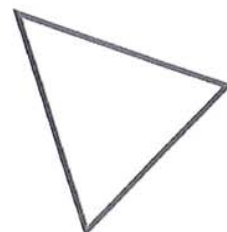
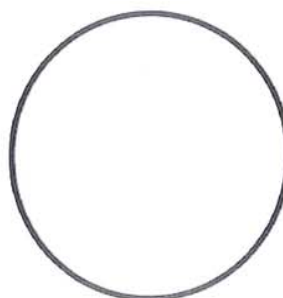
Colorea los círculos.



Este es un rectángulo



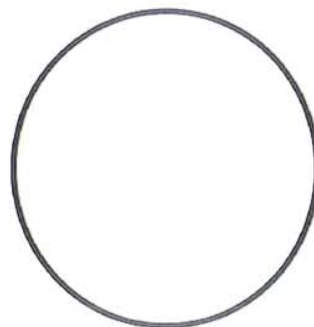
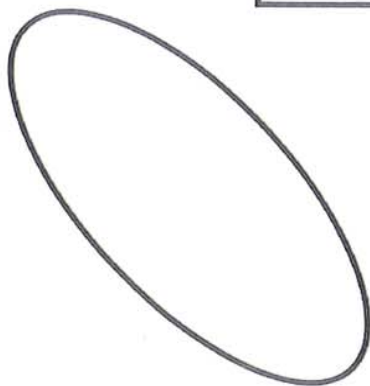
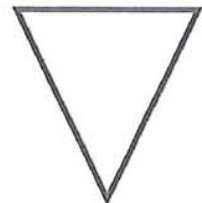
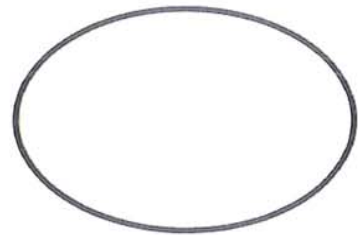
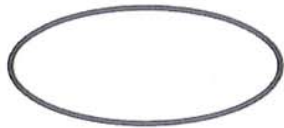
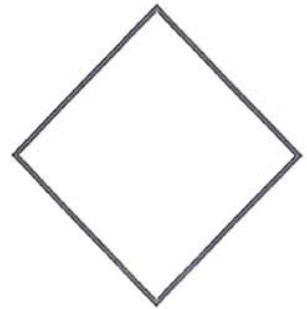
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Este es un ovalo



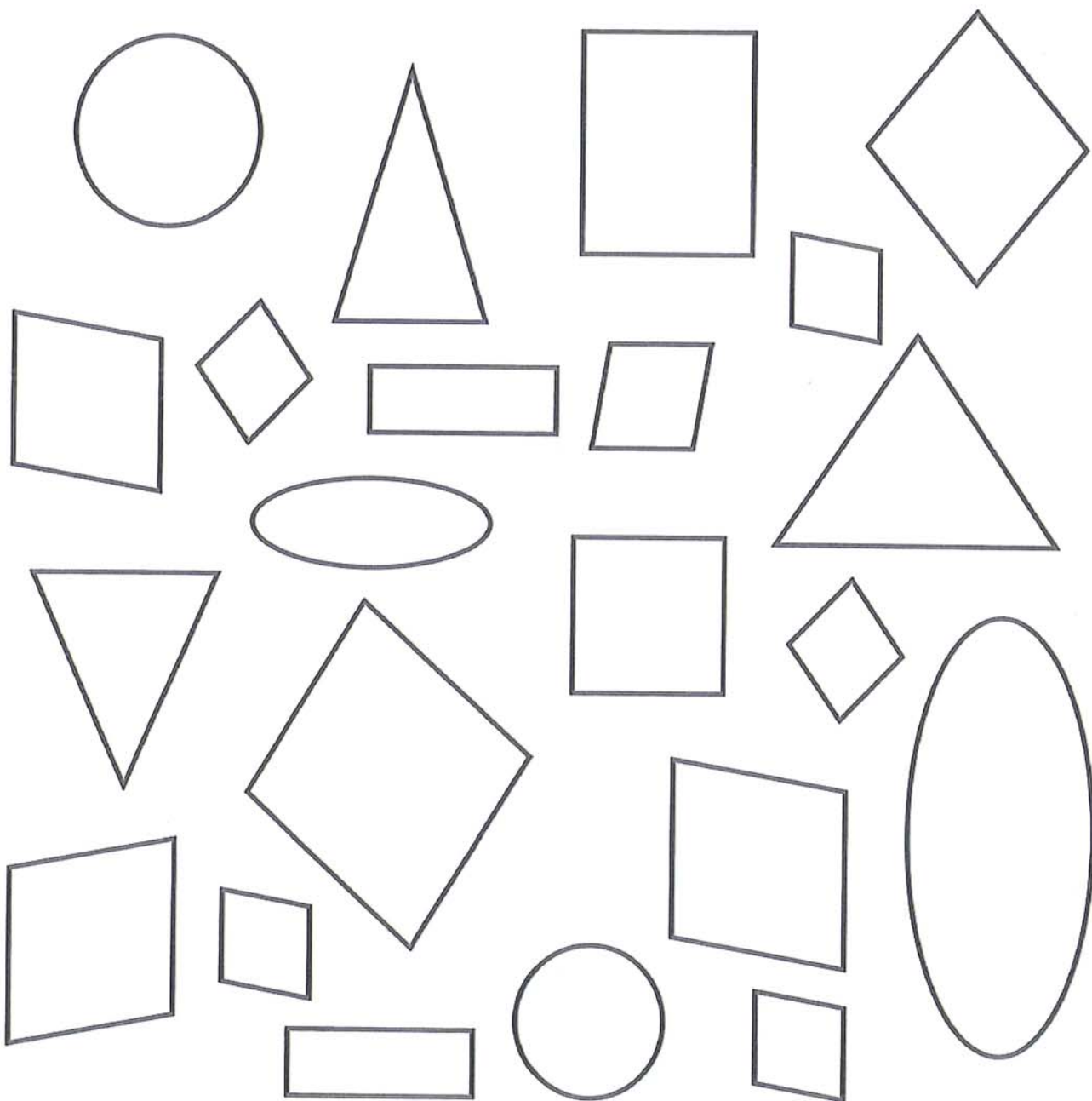
Colorea los ovalos.



Este es un rombo



Colorea los rombos.





Shapes: Mouse Shapes

Sesame Street
Fun!

OVERVIEW

Children will learn their shapes. They will do this by listening to a story about shapes, doing a shape work sheet 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 - #36 MATH5 - Shapes
- DRDP - #37 MATH6 - Patterning

MATERIALS & PREPARATION

MATERIALS:

- English Book: Mouse Shapes
- Spanish Book: Formas de Ratón
- English Video/Sesame Street: Shapes
- Spanish Video/Plaza Sésamo: Figuras
- Shape Flashcards
- Pencil (1 per child)
- Shapes Template
- Mouse Template
- Crayons
- Glue
- Construction Paper

by: Ellen Stoll Walsh
(Translated)

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of shape and mouse template.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell students that for today's class they will be learning their shapes.
- Show children flashcards with shapes and have them name them.

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

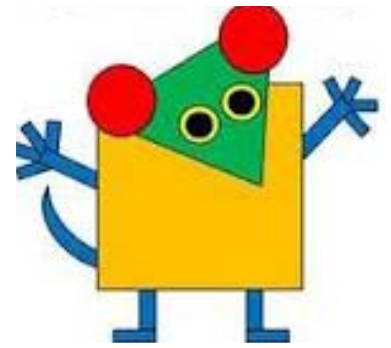
Sing Song/Watch Sesame Street Clip:

- Tell children that we will now be singing a song. (The Songs can be found on the Parent Tip Sheet.)
 - English - Suzy Circle
 - Spanish - Cuadrado
- [Show Sesame Street Clip: Shapes / Figuras](#)

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 do an activity that goes with the story we read.
- Ask them to tell you some of the things that happened in the story.
- Ask them what are some things the mouse created using shapes?
- Tell them they will color a mouse and they will create a picture using shapes just like in the story.
- Pass out materials to students: mouse template, shapes template, construction paper, scissors,, crayons, and glue.
- Tell children they can color their mouse and shapes however they like.
- Next, instruct children to cut out the mouse and shapes.
- When they are done coloring and cutting, they can glue their shapes on the construction paper to create their picture.
- Then they can glue the mouse on the side of their picture.
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

- Ask students what they learned today in class?
- Ask them what is their favorite shape?

PARENT TIP SHEET

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



Shapes: Mouse Shapes

Sesame Street
Fun!

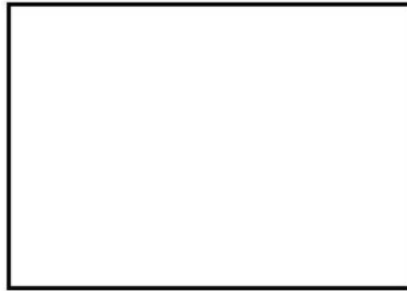
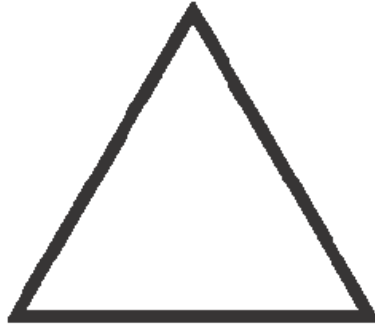
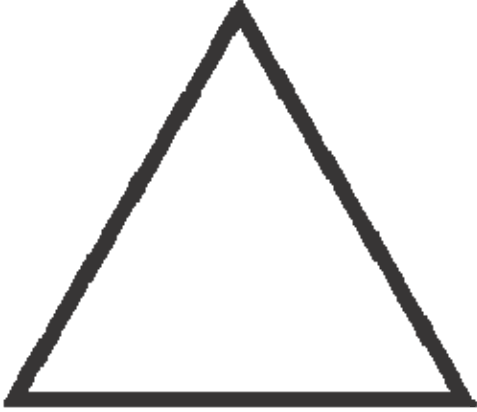
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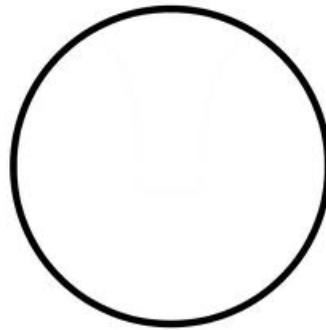
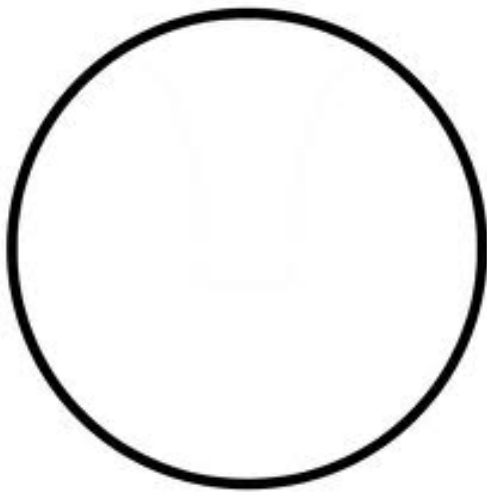
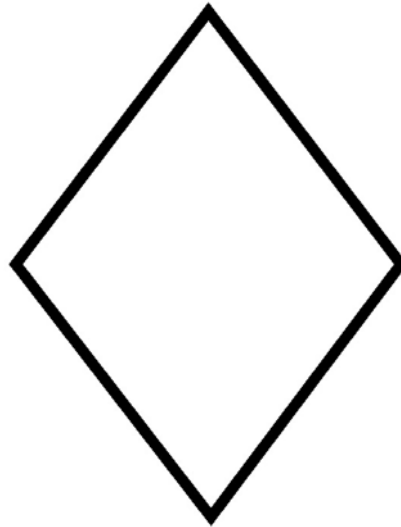
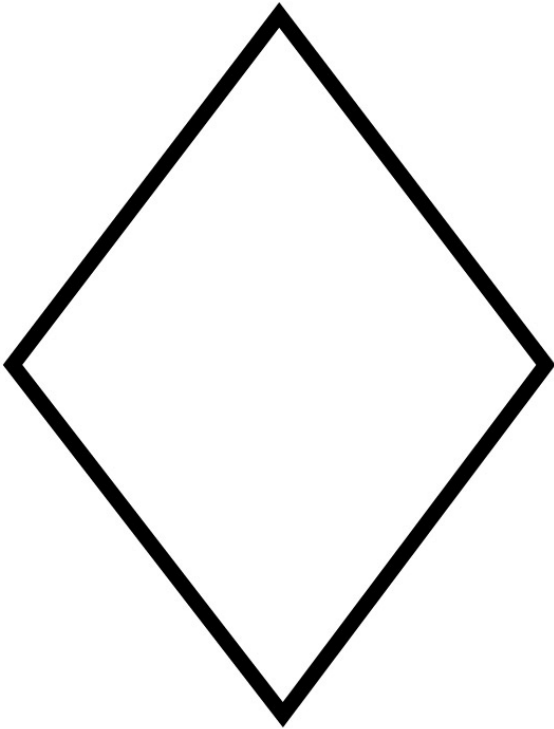
- Los ratones corrían del gato.
"¡De prisa!" dice Violeta.
- “Vamos a escondernos aquí,” dijo Martín.
- Después de un rato, Fred dijo, “Yo creo que lo perdimos.”
- “¡Mira, nos hemos estado escondiendo entre formas!” dijo Violeta.
- “Podemos hacer cosas con ellas. Aquí esta un cuadro. Si ponemos un triángulo arriba hace una casa perfecta para un ratoncito.”
- “Un triángulo y un rectángulo hacen un árbol.” dijo Martín. “Este círculo es el sol.”
- “Pero estos triángulos son diferentes,” dijo Fred.
“Los triángulos son complicados,” dijo Violeta.
“Pero cualquier forma con tres lados es un triángulo.”
- Fred puso dos círculos en un rectángulo.
“Es un vagón para los ratoncitos en la casa,” dijo el.
- “Dos diamantes hacen un libro para que lean los ratoncitos,” dijo Violeta.
- “Aquí esta un óvalo, dos círculos, y ocho triángulos,” dijo Martín. “¡Es un pescado!”
- “Ten cuidado-al gato le gusta el pescado,” dijo Violeta.

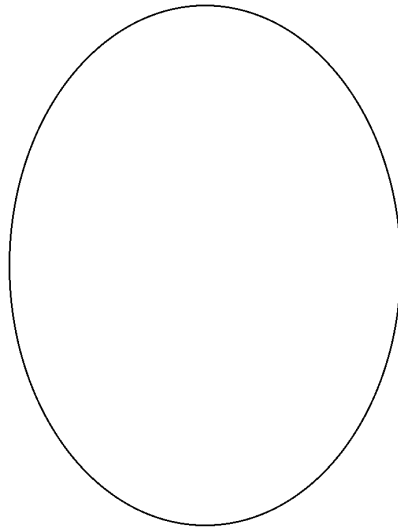
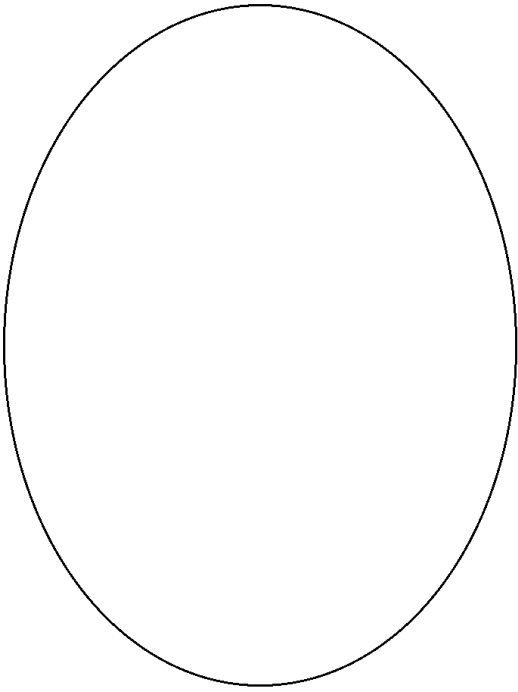
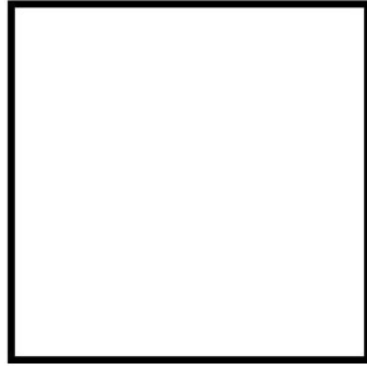
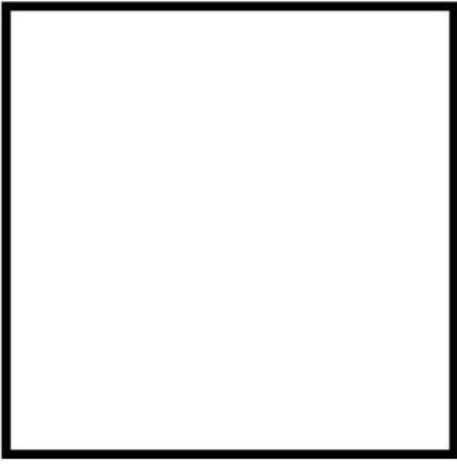


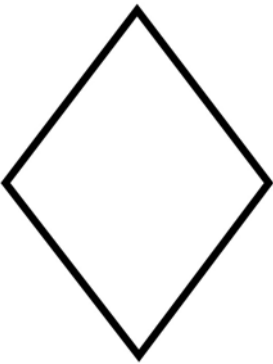
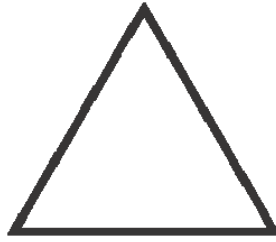
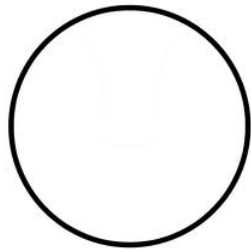
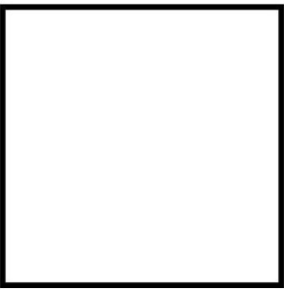
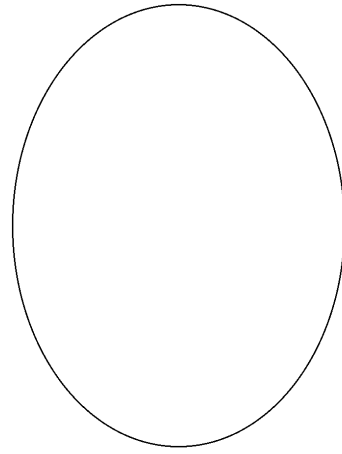
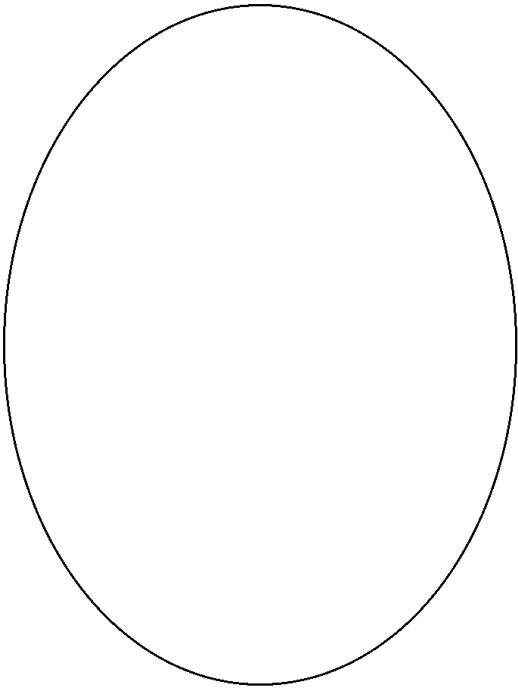
Shapes: Mouse Shapes

Sesame Street
Fun!







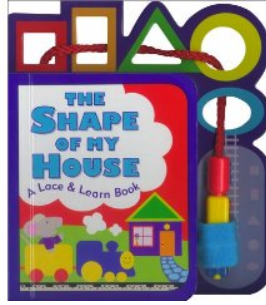
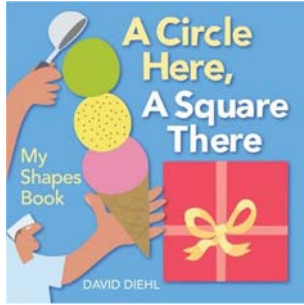




Parent Tip Sheet: Shapes

Sesame Street Fun!

BOOKS



ACTIVITIES

Shapes Collage

What You Need:

- Old Magazines
- Children Scissors
- Glue
- 1 sheet of Construction Paper (any color)

What You Do:

Help your child make a collage with different shapes. Give your child a magazine and scissors for he can cut shapes that he finds. Then have him glue the shapes on construction paper to make his collage. Talk to your child about different shapes, such as circles, squares, triangles and rectangles. How many sides does it have? How is it different from the other shapes? Count how many triangles, squares, circles, or rectangles you have on your collage. Ask your child what his/her favorite shape is and why?

Sponge Art

What You Need:

- Paint (any color)
- Construction Paper (any color)
- Sponge
- Scissors

What You Do:

Cut sponges into different shapes (circle, rectangle, triangle, and square). Give your child the sponges, construction paper and paint. Have your child paint using the shape sponges to create an art project.

SONGS

Suzy Circle

I'm Suzy Circle.
I'm happy as can be.
I go round and round.
Can you draw me?

Make a Square

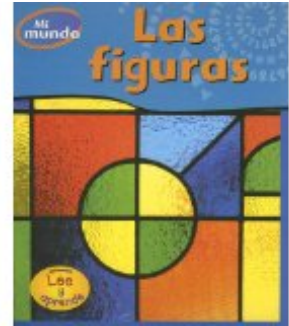
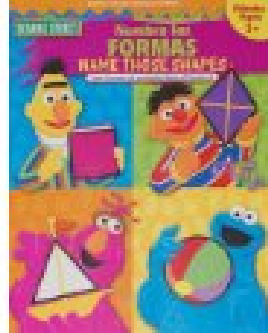
(Tune of "Twinkle, Twinkle, Little Star")
From the bottom to the top,
Straight across and then you stop,
Straight down to the bottom again,
Across and stop where you began,
If the lines are the same size,
Then a square is your surprise.



Consejos Para Padres: Formas



LIBROS



ACTIVIDADES

Un Colage de Figuras

Que Necesita:

- Revistas
- Tijeras de Niños
- Pegamento
- Papel de Construcción

Que se Hace:

Ayúdele a su niño hacer un colage con diferentes figuras. Déle a su niño una revista y tijeras para que corte figuras que encuentre en la revista. Después deje que su niño pegue las figuras en el papel de construcción para hacer su colage. Hable con su niño sobre las diferentes figuras, como el círculo, cuadro, triangulo y rectángulo. ¿Cuantos lados tiene? ¿Como es diferente de las otras figuras? Cuenta cuantas figuras hay de cada una. ¿Pregúntele a su niño cual es su figura favorita y porque?

Arte con una Esponja

Que Necesita:

- Pintura
- Papel de Construcción
- Esponjas
- Tijeras

Que se Hace:

Corte esponjas en diferentes figuras (circulo, rectángulo, triangulo, y cuadro). Déle a su niño las esponjas, papel de construcción y pintura. Deje que su niño pinte usando las esponjas para crear un proyecto de arte.

CANCIONES

Circulo

Coco el círculo da vueltas todo el día.
Desde el cielo hasta la tierra vueltas da.
Esta en juegos de la feria,
es pelota para la foca,
Coco el círculo da vueltas todo el día.

Coco el círculo da vueltas todo el día.
Por las calles del pueblo lo veras,
Se pasea por el pueblo patinando con amigos,
Coco el círculo da vueltas todo el día.

Cuadrado

Carla cuadrado tiene, cuatro lados.
Carla cuadrado tiene cuatro lados y son iguales.
Recto, derecho, o al revés,
Carla cuadrado tiene cuatro lados y son iguales.

La forma de Carla es siempre la misma,
con los cuadrados juego al gato y la rayuela.
Recto, derecho, o al revés,
Carla cuadrado tiene cuatro lados y son iguales.



Shapes: Coffee Filter Shapes

Sing
& Play

OVERVIEW

In this activity children will be learning about geometrical shapes by participating in a book reading, singing a nursery rhyme, playing with manipulative toys, and completing 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 - #29 COG10 – Classification and Matching
- DRDP I&T - #30 COG11 – Space and Size

MATERIALS & PREPARATION

MATERIALS:

- English Book: Shapes by: Sonrisas TM
- Spanish Book: Formas por: Sonrisas TM
- Coffee filters
- White crayon
- Spray bottles
- Tinted water
- Construction paper
- Optional: stickers

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place construction paper at each place setting on activity tables to signify a child's workstation.

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 shapes. (circle, square, triangle, and rectangle).
- Point to different items in the room, asking children to identify what shape the item is.
- 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 – Do You Know this Shape
 - Spanish – El Ocalo

(Songs are available on Parent Tip Sheets)

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making a piece of art that shows different kinds of shapes.
- Show a sample of the completed craft project.
- Pass out materials: coffee filter, spray bottles, white color crayon.
- Ask parents to draw different kinds of shapes onto the coffee filter using the white crayon. (hearts, circles, squares, triangles, rectangles). Ask them to glue the coffee filter onto the piece of construction paper for additional support.
- Tell children that they will color their coffee filter using the tinted water spray bottles.
- Instruct children to spray a light mist of water repeatedly until you have the desired color(s) on your project. Caution children to not spray too much water or the coffee filter will fall apart.
- Children can finish their project by using stickers or other embellishments to their project.
- An alternative approach to this project would involve asking parents to cut the coffee filters into various shapes prior to spraying them with the tinted water.
- Ask parents to emphasize shapes that are created by their children.
- 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 shapes? Ask children what they remember from the story book?
- Ask children to show their craft project and ask children to name some of the shapes and colors they used?

PARENT TIP SHEET

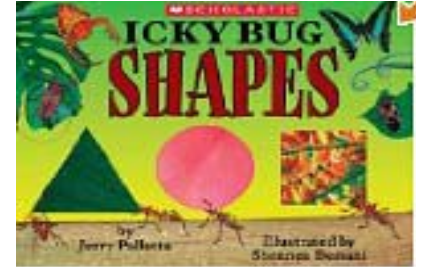
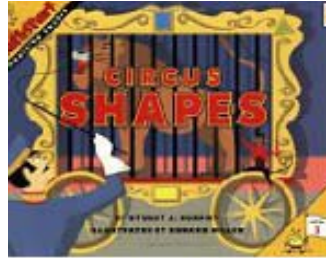
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about shapes by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Shapes

Sing & Play

BOOKS



ACTIVITIES

Bean Bag Shapes

What You Need:

- Bean bag shapes
- A basket or a box

What You Do:

Have fun with your child on throwing bean bag shapes into a box or a basket. Practice overhand release of the bean bag and mention aloud each shape to your child.

Stacking Shapes

What You Need:

- Wooden logs
- Milk cartons
- Gelatin or pudding boxes.

What You Do:

Save milk cartons or gelatin pudding boxes if wooden logs are not available. Have your child stack them to make towers or build roads. See if your child spontaneously makes up a shape and talk about it.

SONGS

Do You Know this Shape?

Do you know what shape this is?
What shape this is? What shape this is?
Do you know what shape this is, I'm holding in my hand?

Note: Hold up a different shape each time and have your children yell out the shape.

Happy Heart

Harry Heart is my name,
The shape I make is my fame,
With a point on the bottom,
And two humps on top,
When it comes to love,
I just can't stop!



Consejos Para Padres: Formas

Canta y Juega

LIBROS



ACTIVIDADES

Bolsitas Sensoriales

Que Necesita:

- Bolsitas sensoriales
- Una caja o un cesto

Que se Hace:

Diviértase con su hijo en tirar bolsitas sensoriales a una caja o cesto. Aviente la bolsita girándola por encima del hombro para aventarla hacia el cesto. Al tirar las bolsitas pregúntele a su hijo la figura de cada bolsita.

Empalmar Torres

Que Necesita:

- Troncos de madera
- Cartones de leche

Que se Hace:

Guarde los cartones de leche y si no tiene troncos disponibles de madera. Pídale a su hijo que empalme los troncos para formar o construir torres, carreteras, o figuras. Al formar las figuras enséñele a su hijo a reconocer las figuras que formo.

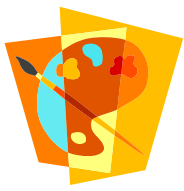
CANCIONES

El Ocalo

My nombre es olivo y no soy un circulo es mas redondo y mas corto soy un Ovalo no tengo ningún principio y no tengo fin no soy gordo no soy alto ni soy flaco. Si mes vez en le espejo podrías verme en el suelo.
 My nombre es olivo y no soy un circulo es mas redondo y mas corto soy un Ovalo no tengo ningún principio y no tengo fin no soy gordo no soy alto ni soy flaco. Si mes vez en le espejo podrías verme en el suelo. Me vez en la meza pero podría estar en la meza. Yo soy el ovalo y soy muy feliz.

El Triángulo, el Círculo, y el cuadrado

Triángulo, círculo y cuadrado
 Triángulo, círculo y cuadrado
 Al mirarlos ves lo diferente que son
 Triángulo, círculo y cuadrado.
 Quién puede mostrarme un Triángulo?
 Quién puede diseñarlo?
 Tiene tres lados, cada uno recto
 Quién puede mostrarme un triángulo?.
 Quién puede mostrarme un círculo?
 Quién puede diseñarlo?
 Es redondo y curveado sin líneas rectas
 Quién puede mostrarme un círculo?
 Quién puede mostrarme un cuadrado?
 Quién puede diseñarlo?
 Tiene cuatro lados iguales y rectos
 Quién puede mostrarme un cuadrado?.
 Triángulo, círculo, y cuadrado
 Triángulo, círculo, y cuadrado
 A través del día mira estas figuras
 Triángulo, círculo, y cuadrado.



Shapes: My Circle Plate

Smart
Art

OVERVIEW

In this activity children will learn about shapes by participating in a read-aloud, singing and painting a ceramic piece that is related to the shape 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 - #36 MATH5 - Shapes

MATERIALS & PREPARATION

MATERIALS:

- English book: Shape Land by: Bev Schumacher
- Spanish Book: Figuralandia por: Bev Schumacher
- Bisque piece: Dessert Plate.
- Bisque paints: blue light nautical, bright winter green, yellow bright straw, bright grape.
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

- Prepare a sample project for demonstration purposes.
- 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.
- Ask children the following questions:
 - Do you know what shape your door is (at home, at school, etc.)?
 - What is the shape of a coin?
 - Where can you find a shape of square?
 - What other shapes do you know?

ACTIVITY #1

Sing a Song:

English Song: Happy Heart

Happy Heart is my name,
The shape I make is my fame,
With a point on the bottom,
And two humps on top,
When it comes to love,
I just can't stop!

Spanish Song: Circulo

Coco el círculo da vueltas todo el día.
Desde el cielo hasta la tierra vueltas da.
Esta en juegos de la feria,
es pelota para la foca,
Coco el círculo da vueltas todo el día.

Coco el círculo da vueltas todo el día.
Por las calles del pueblo lo veras,
Se pasea por el pueblo patinando con amigos,
Coco el círculo da vueltas todo el día

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

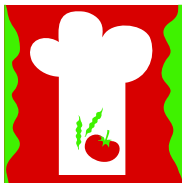
Free Play (Share, Play and Socialize):

- 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.



Shapes: Shapes Shish Kabob

Snack Attack

OVERVIEW

Children will learn their shapes. They will do this by listening to a story, singing a song and creating a 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 - #36 MATH5 – Shapes
- DRDP - #37 MATH6 – Patterning
- DRDP - #41 HLTH1 – Personal Care Routines
- DRPD - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Circles by: Sarah L. Schuette
- Spanish Book: Círculos por: Sarah L. Shuette
- Per Child:
 - 3 shish kabob sticks
 - Various fruit shapes: circle grapes, square pineapple, triangle honeydew
 - Various cheese shapes: star cheddar, heart mozzarella
 - Large paper plate
 - Napkin

PREPARATION:

- Cut fruit/cheese into shapes in advance
- Place all food items onto the activity table(s).
- Make hand sanitizer available for children’s use prior to preparing snack activity.

INTRODUCTION

- Introduce topic to students: Tell children they will learn their shapes.
- Ask children to help you name the shape as you draw it on the board.
- Now tell them that you are going to draw some shapes on the board to make a pattern.
- Tell them that a pattern is object that repeats itself in an assign order.
- Show them example: draw a square, triangle, and circle, and then draw a square again. Tell children to name shapes with you from the beginning until you get to the last one. Then ask children what shape should come after the square? Tell them this is a pattern.
- Do a couple more samples until you notice the children understand what a pattern is.
- 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.

Shape Song

Cynthia Circle, Cynthia Circle is nice and round
No corners on her are ever found.
Samuel Square, Samuel square that's my name.
I have four sides that are all the same.
Tilly triangle, Tilly triangle is here to see you.
She has three sides and three points too.
Ricky Rectangle Ricky rectangle is a funny sort
Two sides are long and two sides are short

El Triangulo

Tres triangulo, tres triangulo tiene tres lados, tiene tres lados
Tres triangulo, tres triangulo tiene tres lados un, dos, tres.
Cuenten los lados uno, dos, tres.

ACTIVITY #2

Book Reading:

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

Before preparing the snack portion of the class, direct children to use the restroom to wash their hands, or provide hand sanitizer for use. Explain to children the importance of washing their hands.

ACTIVITY #3

Snack:

 Instruct children how to put together their snack:

- Tell children they will be making a special fruit and cheese snack with some of their favorite foods!
- Make sure to emphasize that the shish kabob sticks are pointy, and can hurt them if they are not careful!
- Instruct children to stick the fruit and cheese onto the stick, pronouncing out loud the shape they are using as they are handling it.
- When they finish one shish kabob, they can do another until they all have three total.
- Encourage children to use a pattern in at least one of their fruit and cheese snacks!



TALK ABOUT IT

- Ask children what they learned today in class?
- Ask them to help you name shapes as you point to each shape.
- Ask them to continue practicing their shapes at home.



Shapes: My Book of Shapes

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 different shapes. Children will have the opportunity to make a book about shapes that they can take home and read again and again.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRPD - #35 MATH3 – Classification
- DRPD - #36 MATH4 – Shapes
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: Baby Snake’s Shapes by: Neecey Twinem
- Spanish Book: Las Formas de Bebé Serpiente por: Neecey Twinem
- Shapes book template
- Crayons
- Stapler
- Flashcards with shapes
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of shapes book template

INTRODUCTION

- Introduce topic to students.
- Lead children in a discussion about shapes.
- Activate prior knowledge by asking the children if they know their shapes?
- Have children name shapes with you.
- Ask the children to name the shapes they see around the classroom.

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

My Book of Shapes:

- Show children book of shapes and ask children to name the shape?
- Tell them they will be coloring their shapes before making a book to take home.
- When children are done coloring their shapes, ask that they bring their completed coloring pages to you so that you can staple it together to make a book.
- 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 was their favorite part of the book or activity?
- Review shapes with children one more time.

PARENT TIP SHEET

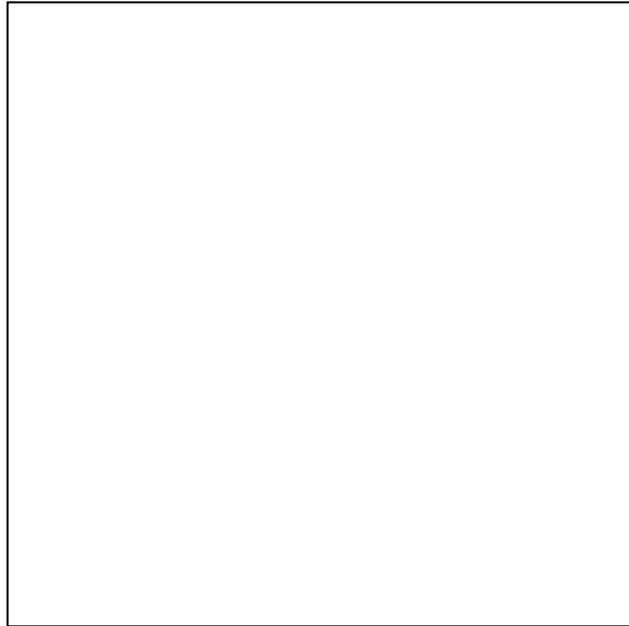
Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about shapes by reading, singing, and completing some of the suggested activities.

**Created
By**

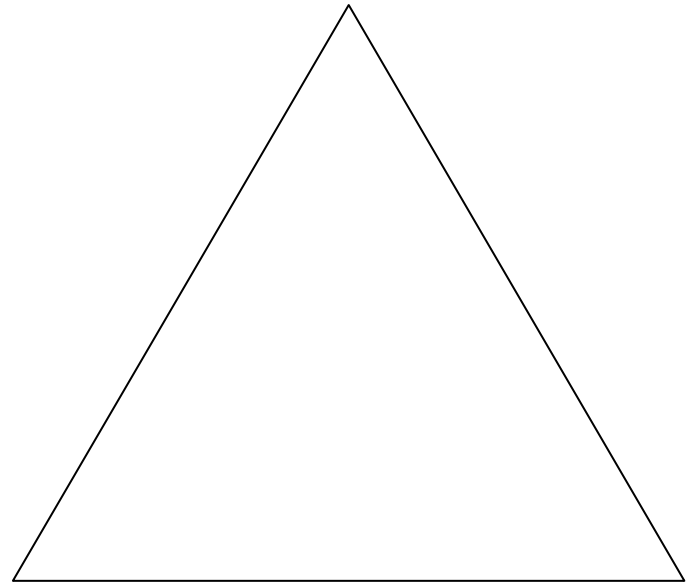
**My Book
of**

Colors

Blue square, blue square, what do you see?

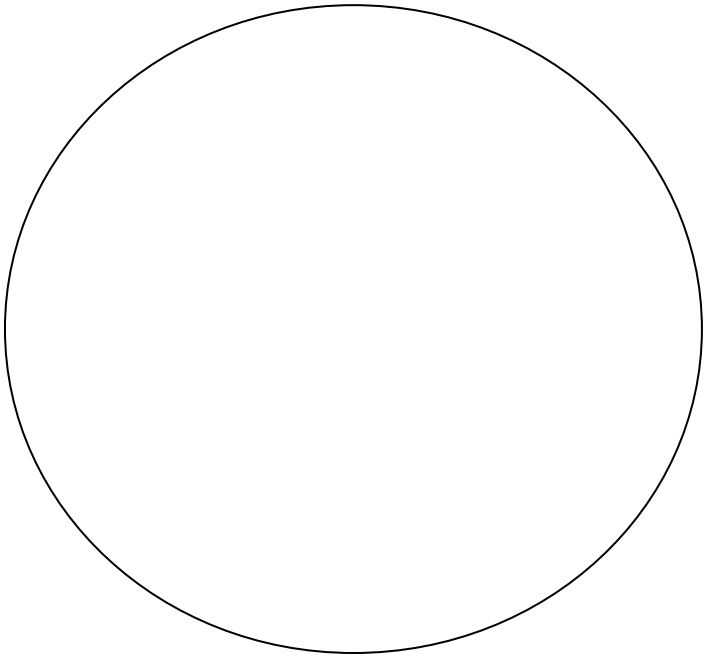


I see a purple triangle looking at me.



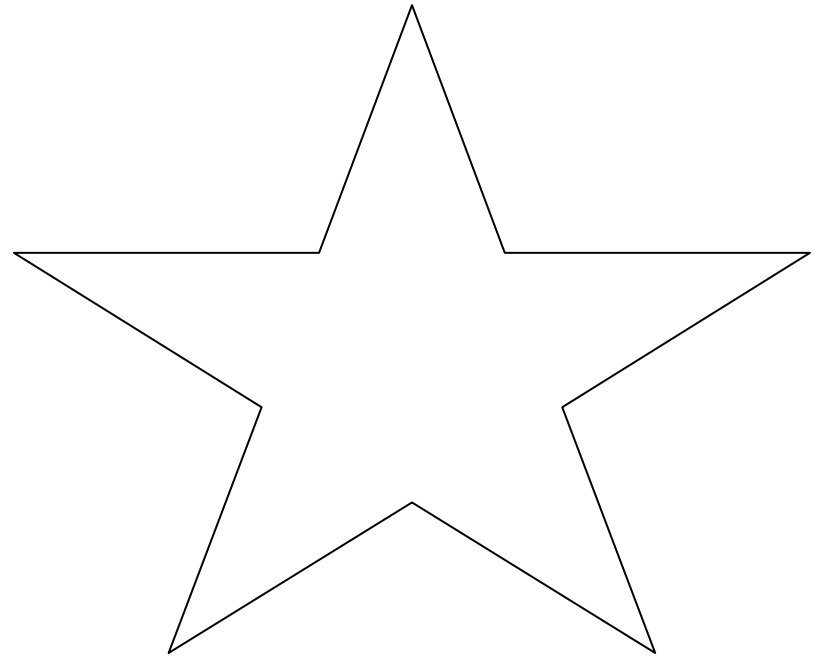
Purple triangle, purple triangle, what do you see?

I see a red circle looking at me.



Red circle, red circle, what do you see?

I see a yellow star looking at me.



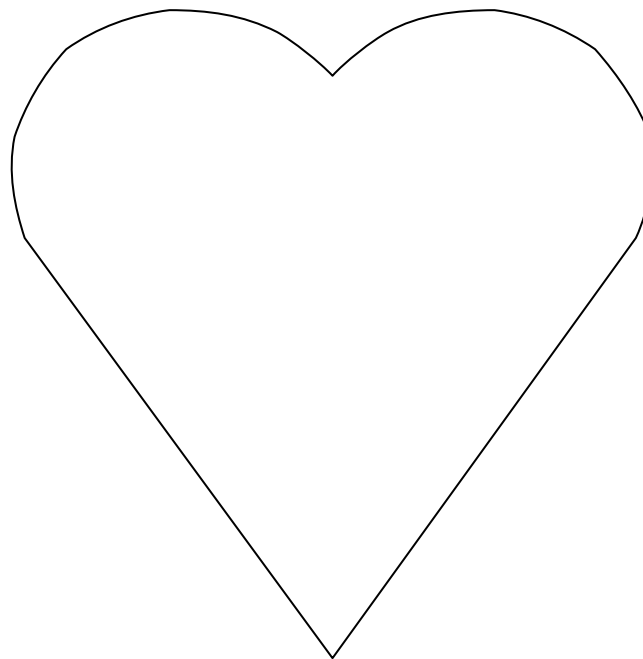
Yellow star, yellow star, what do you see?

I see a orange rectangle looking at me.



Orange rectangle, orange rectangle, what do you see?

I see a pink heart looking at me.



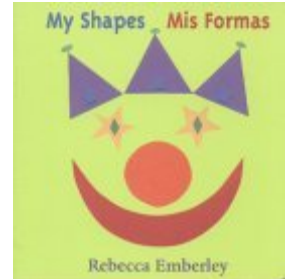
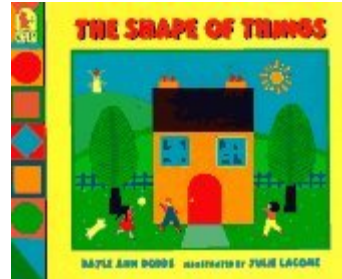
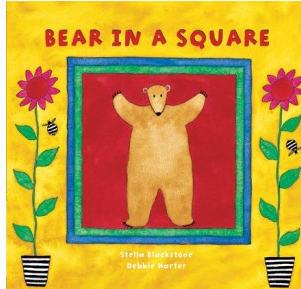
And that's all I see!



Parent Tip Sheet: Shapes

Storytime

BOOKS



ACTIVITIES

Shape Train

What You Need:

- Paper
- Paste
- Paint

What You Do:

Have your children cut two circles, one triangle, one large square, and one rectangle from the paper. They can then add the circles to the bottom of the square and the rectangle standing up on top of the square and the triangle pointy end to the square. Then let your children paint their train. This makes a cute train and lets your children see how different shapes can go together to form a unique shape.

Shapes Collage

What You Need:

- Paint
- Glue
- Paper

What You Do:

Give your children as many different shapes as you can think of (or have them cut them out) Then explain to them how shapes can go together to make different objects and have them be creative to make a wonderful design. They can then paint on the details. Additionally your children can make a shape collages on any shape they choose

SONGS

Shape Family

I am baby triangle, three sides have I.
I am mama circle, Round like a pie.
I am papa square, My sides are Four
I am uncle rectangle, Shaped like a door

Do You Know This Shape?

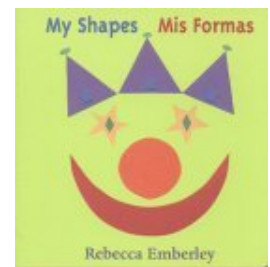
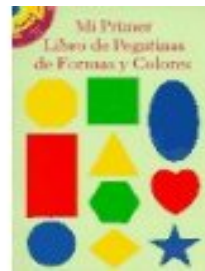
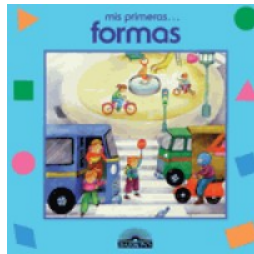
Do you know what shape this is?
What shape this is? What shape this is?
Do you know what shape this is, I'm holding
in my hand?
Note: Hold up a different shape each time and
have your children yell out the shape.



Consejos Para Padres: Formas

Hora de
Cuentos

LIBROS



ACTIVIDADES

Tren De Formas

Que Necesita:

- Papel
- Pegamento
- Pintura

Que se Hace:

Que su hijo/a corte dos círculos, un triángulo, un cuadrado grande y un rectángulo. Después pondrán los círculos abajo del cuadrado, el rectángulo parado arriba del cuadrado y la punta fina del triángulo en la orilla del cuadrado. Cuando se complete deja que su hijo/a pinte el tren.

Mural De Formas

Que Necesita:

- Pintura
- Pegamento
- Papel

Que se Hace:

Ponga disponible diferentes formas (o ofrezca tijeras para que ellos corten las formas) Converse con los niños sobre los objetos diferentes que se pueden formar con las formas y como se juntan. Déles ideas para que ellos sean creativos, asegúrese que la pintura este disponible para que pinten sus formas. Su hijo/a entonces pude hacer un mural con las formas de su preferencia.

CANCIONES

Triángulo, Circulo Y Cuadrado

Triángulo, círculo y cuadrado
Triángulo, círculo y cuadrado
Al mirarlos ves lo diferente que son
Triángulo, círculo y cuadrado.

Quién puede mostrarme un Triángulo?
Quién puede dese Óalarlo?
Tiene tres lados, cada uno recto
Quién puede mostrarme un triángulo?

Quién puede mostrarme un Círculo?
Quién puede di señalarlo?
Es redondo y curveado sin líneas rectas
Quién puede mostrarme un círculo?

Quién puede mostrarme un cuadrado?
Quién puede diseñarlo?
Tiene cuatro lados iguales y rectos
Quién puede mostrarme un cuadrado?

Triángulo, círculo, y cuadrado
Triángulo, círculo, y cuadrado
A través del día mira estas figuras
Triángulo, círculo, y cuadrado.

