



Colors: A Color Factory

ART
Explosion

OVERVIEW

In this activity children will learn the names of three basic colors by listening to a story book. Children will experience how colors combine to make new colors by finger painting on a construction paper.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #23 COG4 – Memory
- DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: Mouse Paint by: Ellen Stoll Walsh
- Spanish Book: Me Gustan Los Colores por: Hans Wilhelm
- Tempera paint colors: red, blue, yellow and green
- Paint brushes
- Crayons
- Baby wipes
- Paper plates

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Point to items in the room, asking children what color the item is.
- Tell students that they will be learning about their colors 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 – When I See Red
- Spanish – De Colores

ACTIVITY #3

Instruct the children that they will now be using their hands to make a "Coloring Factory".

- Provide two pieces of construction paper to each child.
- Place 2 plates on each table, each with one of the following colors: red, yellow, blue, green
- Ask parents to assist their child in dipping their hand in Yellow paint and placing their hand at the very top their paper.
- Dip other hand in Red paint and place at the very bottom left corner of their paper. Rub hands together to create Orange and place a hand print in between the Red and Yellow.
- Ask parents to take their child to the restroom to wash their hands clean.
- Instruct parents that they can repeat this using red and blue paint, mixing them to make purple.
- When children are done with their project, ask them to clean up their area while you sing the "Clean Up" Song.

TALK ABOUT IT

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

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

PARENT TIP SHEET

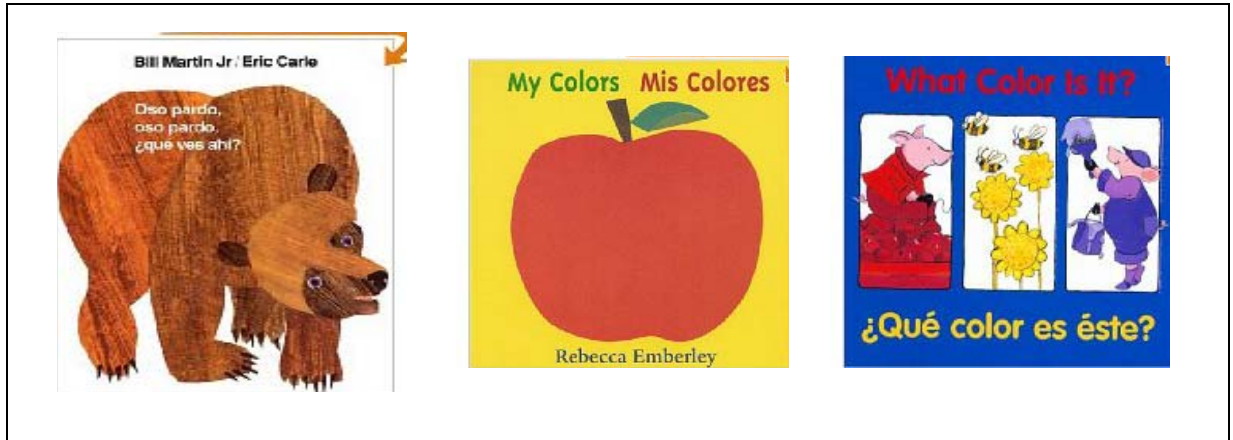
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about colors by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Exploring My Colors



BOOKS



ACTIVITIES

Rainbow Collage

What You Need:

- Different Color Construction Paper
- Predesigned Rainbow Shapes on Construction Paper
- Precut Paper in Lines
- Scissors
- Glue

What You Do:

Encourage your child to start cutting and pasting the pre cut paper on the predesigned rainbow. After your child has made their rainbow collage, talk to them about the colors they used.

Free Choice Finger Painting

What You Need:

- White or Clear Construction Paper
- Water Paint Different Colors

What You Do:

Have your child free paint on a piece of construction paper some designs. After your child has painted, encourage him/her to talk about his/her painting and help him/her to discriminate the colors and figures painted.

SONGS

When I see Red

When I see Red I put my hand on my head
When I see Blue I touch my shoe
When I see green I wash my face real clean
When I see yellow I wave to the fellows
When Orange is found I put my hand on the ground
When I see pink I think, I think, I think

Song of Colors

Red is the color for an apple to eat.
Red is the color for cherries, too.
Red is the color for strawberries.
I like red, don't you?

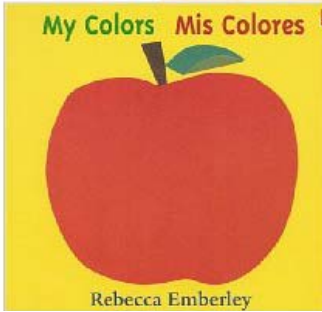
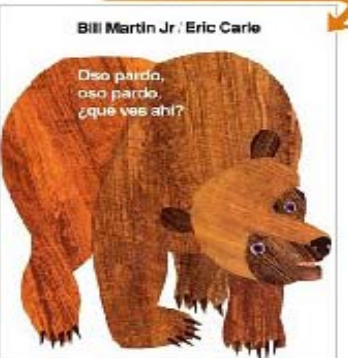
Blue is the color for the big blue sky.
Blue is the color for baby things, too.
Blue is the color of my sister's eyes.
I like blue, don't you?



Consejos Para Padres: Explorando mis colores



LIBROS



ACTIVIDADES

Colage de Arco iris

Que Necesita:

- Papel de Construcción de Diferentes Colores
- Hojas de Papel con el Arco Iris Trazado
- Papel Tejido Precortado en Líneas
- Tijeras
- Goma de Pegar

Que se Hace:

Anime a su hijo/a a practicar a recortar y pegar papel precortado en el papel prediseñado del arco iris. Después de que su hijo/a haya terminado su colage de arco iris hable con su hijo/a de los colores que usó.

Pintar Librementemente con Los Dedos

Que Necesita:

- Papel de Construcción Blanco
- Pinturas de Agua de Diferentes Colores

Que se Hace:

Invite a su hijo/a a que pinte librementemente en una hoja de papel de construcción con diseños trazados. Después de que su hijo/a haya pintado hable con su hijo/a sobre los colores que usó.

CANCIONES

De Colores

De colores se visten los campos en la primavera
 De colores
 De colores son los pajarillos que vienen de afuera
 De colores
 Es el arco iris que vemos lucir, Y por eso los grandes amores de muchos colores me gustan a mi
 ...
 Y por eso los grandes amores de muchos colores me gustan a mí.
 Canta el gallo, canta el gallo con el quiri quiri quiri ki
 Y por eso los grandes amores de muchos colores me gustan a mí.
 (Continúa con; la gallina, y después termina con los pollitos).



Colors: Mixed up Colors

Barney & Friends

OVERVIEW

In this lesson the children will learn about colors through having a book read to them and watching a video clip. They will learn to identify and mix colors.

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 - #23 COG4 - Memory
- DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

- MATERIALS:**
- English Book: My Colors, My World by: Maya Christina Gonzalez
 - Spanish Book: Mis Colores, Mi Mundo por: Maya Christina Gonzalez
 - English Barney Clip: Colors
 - Spanish Barney Clip : Colores
 - Flash cards with different colors (red, yellow, green, blue, orange)
 - Apple, orange and lemon template
 - cherry, grape, blueberry template
 - Finger paint: red, yellow, blue
 - Paper plates
 - Baby wipes

- PREPARATION:**
- Prepare a sample project for demonstration purposes.
 - Copy Templates for class use

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Tell children that today they will be learning about colors.
- Make a set of flash cards that have different colors.
- Remove each card from the set and as you do so name the colors.
- Invite the children to name them as well.
- After completing this experience, ask the children to identify the color of different items in the room.
- 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 – Orange
 - Spanish – Anaranjado
- **Show Barney & Friends clip:** Colors / Colores

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 finger painting different fruits and combining colors to see what new colors they can create!
- Instruct children to use the finger paint on the paper plate to first paint the apple red and the lemon yellow.
- Tell children that when they are done painting those two fruit, they can then mix the two colors on the paint to make orange!
- Ask parents to emphasize how amazing that is!
- Instruct children to then paint the orange, the color orange.
- Repeat project using the cherry, blueberries and grapes template.
- 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 the concept of colors.

- Encourage parents to ask their children questions about circumstances that arise in the book to help deepen their child's understanding about the different colors that are explored.

TALK ABOUT IT

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

- Remind children that when we mix certain colors, we can make new colors.
- Ask if they can remember what color is red. Ask them to point to something in the room that is red.
- Ask if they can remember what color is yellow. Ask them to point to something in the room that is yellow.
- Ask them if they can remember what color we can create when we mix red and yellow together.
- Ask children what their favorite colors are.
- **Show closing Barney & Friends clip**

PARENT TIP SHEET

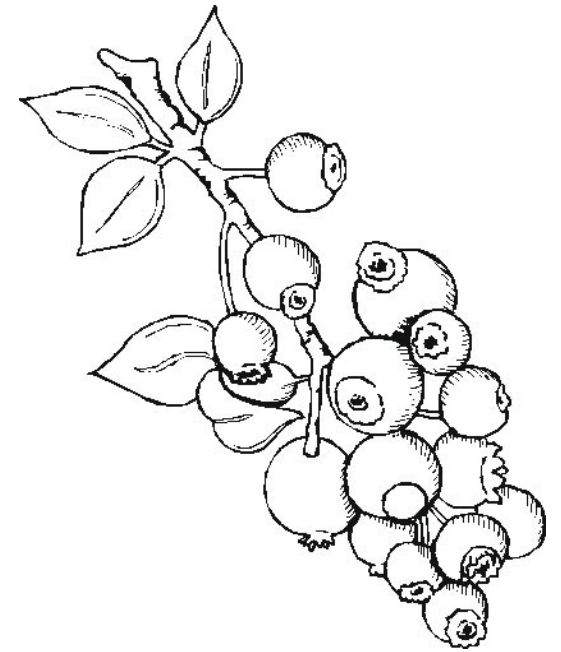
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about colors by reading, singing, and completing some of the suggested activities.



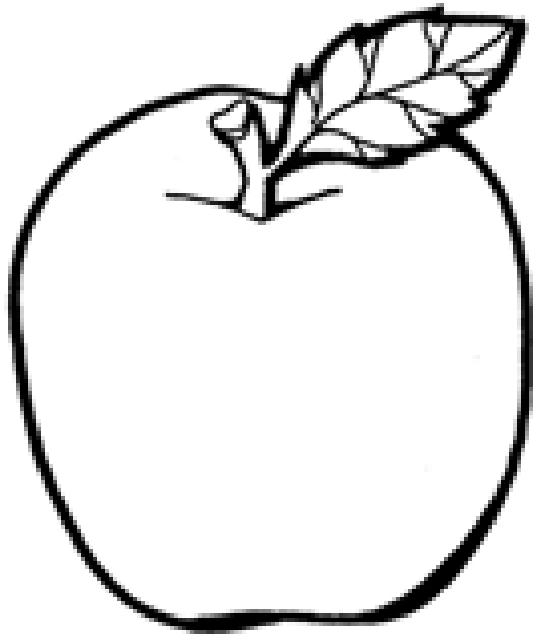
Cherries



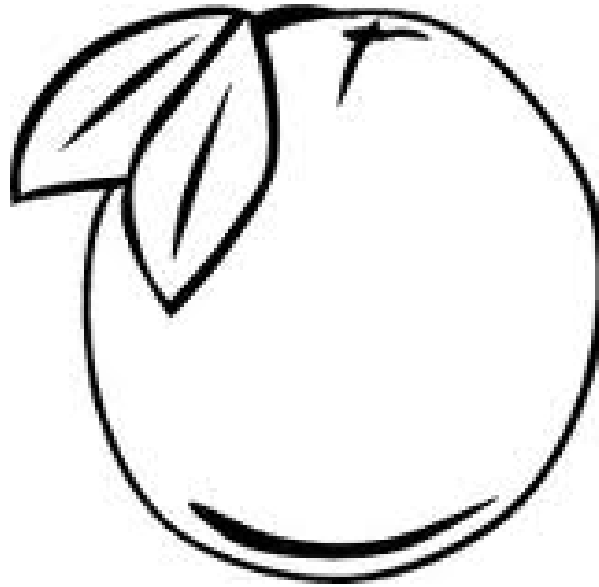
Grapes



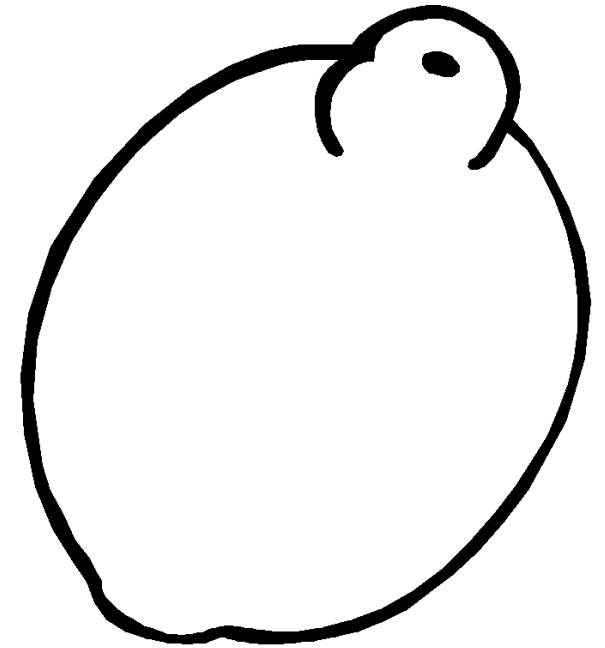
Blue Berries



Red Apple



Orange



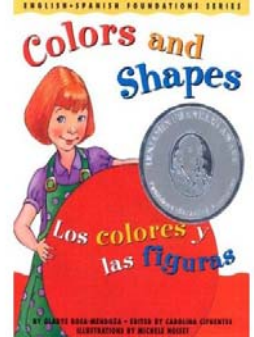
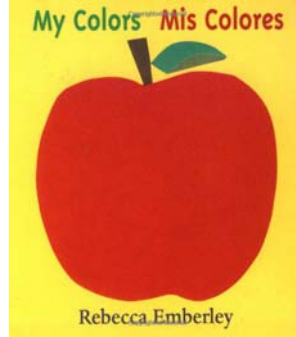
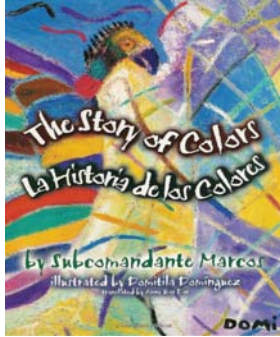
Lemon



Parent Tip Sheet: Colors

Barney & Friends

BOOKS



ACTIVITIES

Hand Print Color Wheel

What You Need:

- Large white construction paper
- Red, yellow and blue paint

What You Do:

On a large piece of white construction paper, have your students do a yellow, red and blue hand print either with paint or by tracing their hands on construction paper, cutting it out and gluing it to their paper. They'll need to do it in a triangle, as with any color wheel. They can then do hand prints for the secondary colors as you cover them, followed by tertiary colors if you discuss them. Alternatively, you could turn this into a class project by having students take turns doing one hand print onto a large piece of white butcher paper and displaying their design on a bulletin board.

Homemade Finger Paint

What You Need:

- 2 tablespoon sugar
- 1/3 cup cornstarch
- 2 cup cold water
- 1/3 cup of clear dish detergent
- Food coloring

What You Do:

Mix in a pan:

- 2 T. sugar
- 1/3 c. cornstarch
- 2 c. cold water

Cook 5 min. over low heat until thick and clear. When cool, stir in 1/3 cup clear dish detergent.

Divide into small containers and add food coloring. Experiment with mixing the colors to create new ones.

SONGS

Orange

It was in my uncles farm that an Orange I found,
An Orange was its color as it lay on the ground,
Just beside a pumpkin that was colored Orange to
Right next to the scarecrow with nothing much to do.

Purple

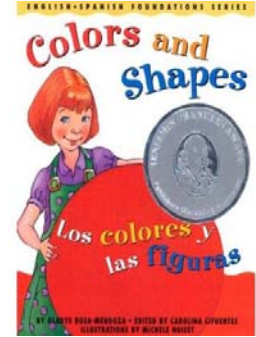
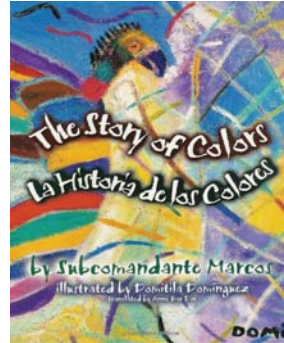
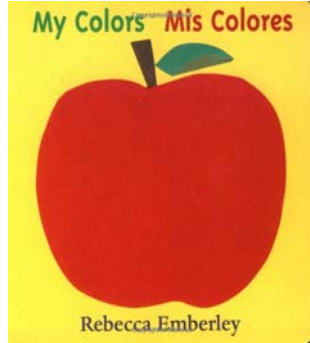
I'm the color of the flower Purple that is me,
You'll find me in the garden where I live happily,
There was a girl with a Purple ribbon that everyone could see,
She ran around the garden and put the Purple ribbon on me.



Consejos Para Padres: Colores

Barney Y Amigos

LIBROS



ACTIVIDADES

Impresión de Mano

Que Necesita:

- Papel de construcción grande
- Pintura roja, amarilla, y azul

Que se Hace:

En una papel grande y blanco de construcción hagan que los niños pongan una impresión de su mano con pintura o trazándola hacia el papel después hay que cortarla y pegarla en otro papel grade. Tendrán que hacerlo como en forma de triangulo, con el una ruda de colores. Ellos también pueden hacer los colores secundarios seguidos por colores terciarios. También pueden hacer un proyecto de clase poniendo a los estudiantes que se turnen haciendo una impresión de mano en un papel grande el papel de construcción y disponiendo los en la clase.

Pintura Hecha en Casa

Que Necesita:

- 2 cucharadas de azúcar
- 1/3 vaso de carbonato
- 2 vasos de agua helada
- 1/3 vaso Detergente de trastes

Que se Hace:

Mezclar los ingredientes. Después cocinar por 5 minutos. Sobre una llama de lumbre baja hasta que este gruesa y clara. Cuando esta fría, revuelva detergente en un traste claro. Divida en trastes más chicos y agregue color de comida. Experimente mesclando colores para crear nuevos.

CANCIONES

Anaranjado

En la granja de mi tío una naranja me encontré
de un color muy definido anaranjada ella es,
Esta una calabaza que también naranja es junto
al espantapájaros así como la vez.

Morado

Soy la flor de color y vivo en un jardín,
Morado es mi color y así vivo muy feliz,
Avia una niña con un moño Morado era su
color,
Corrió por el jardín y el moño me puso a mí.



Letter Awareness: Learning My Letters: L and M

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

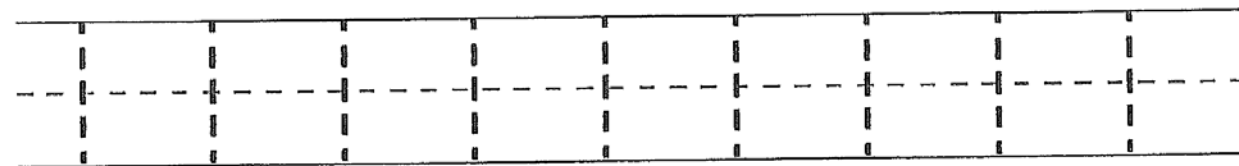
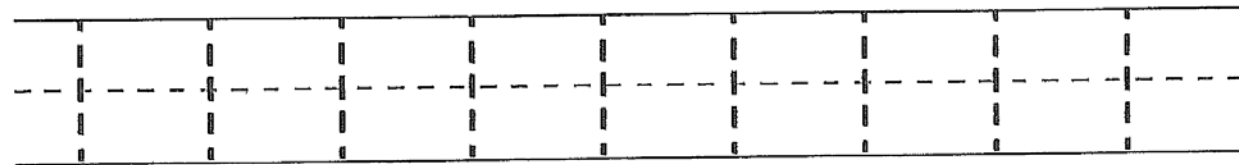
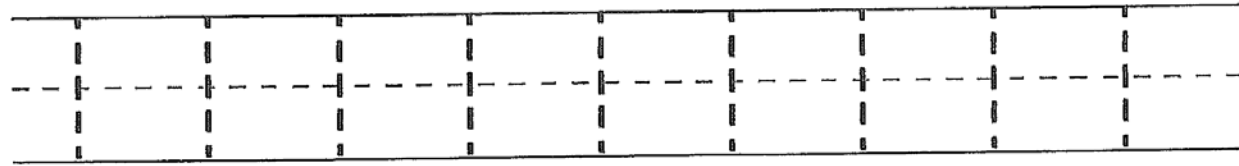
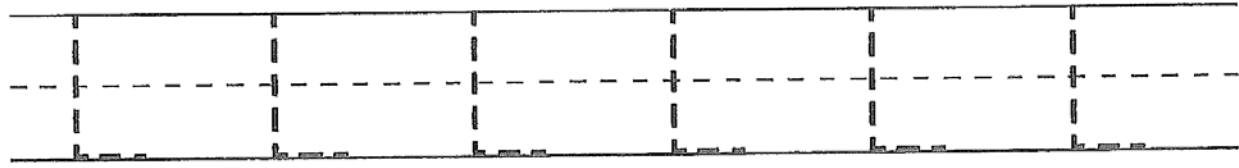
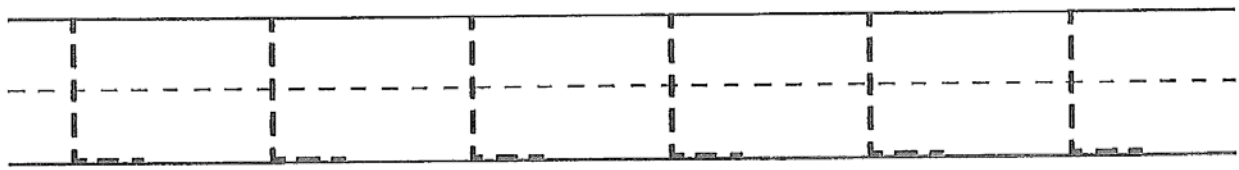
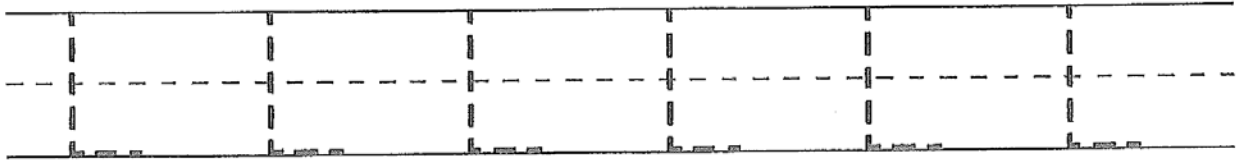
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters L,M

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


Tracing practice lines for uppercase letter L. The first row shows a dashed 'L' with numbered arrows (1, 2) indicating stroke order. The second row contains several dashed 'L's for tracing. The third row contains blank lines for copying the letter.

Tracing practice lines for uppercase letter M. The first row shows a dashed 'M' with numbered arrows (1, 2, 3, 4) indicating stroke order. The second row contains several dashed 'M's for tracing. The third row contains blank lines for copying the letter.

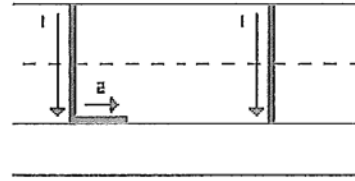
Tracing practice lines for the words 'LIES' and 'MINDS'. The first row shows the words in dashed letters with numbered arrows indicating stroke order. The second row contains dashed 'LIES' and 'MINDS' for tracing. The third row contains blank lines for copying the words.

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

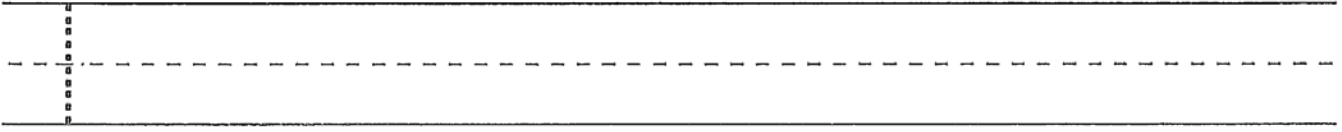
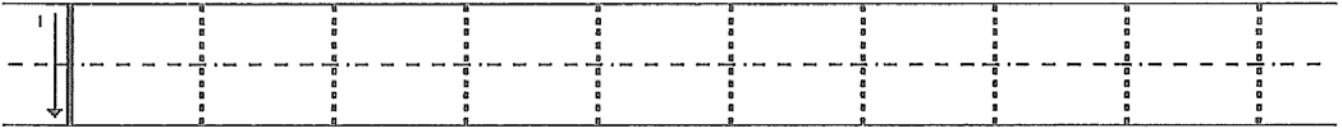
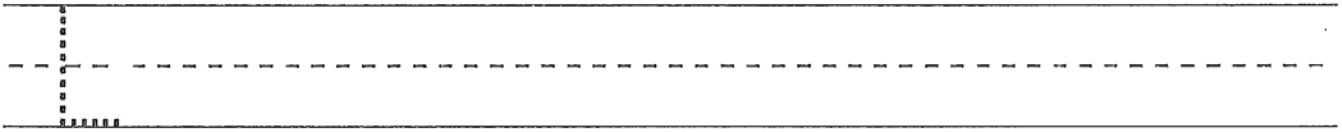
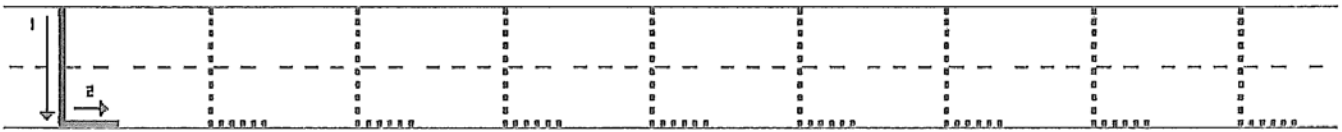
Me llamo: _____



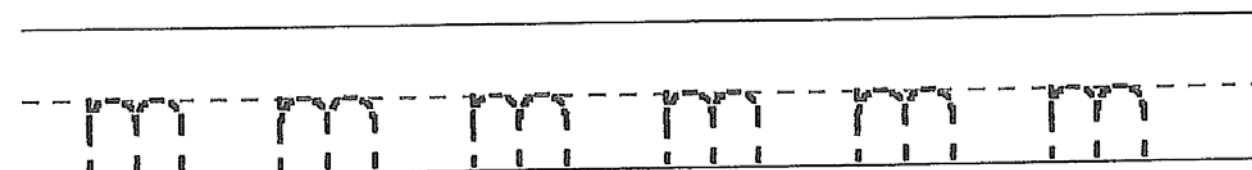
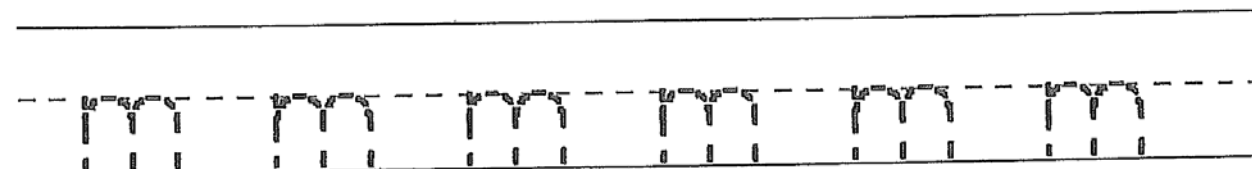
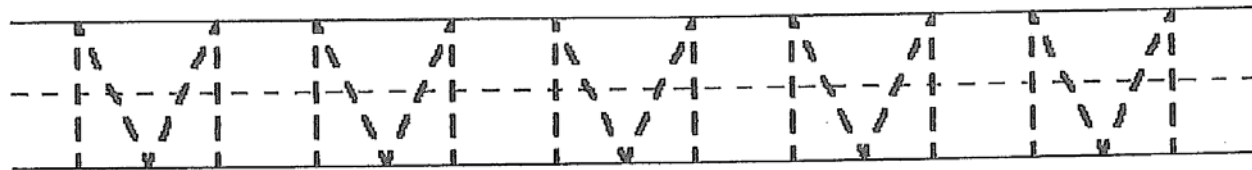
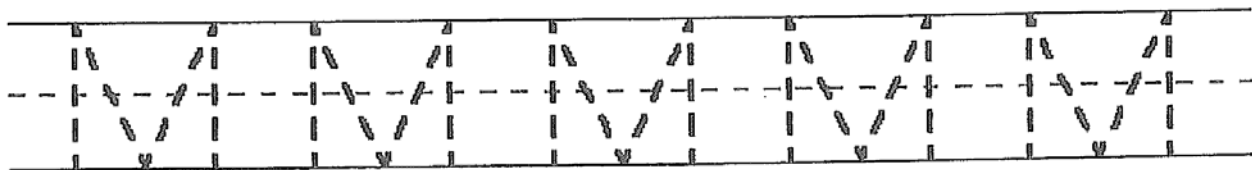
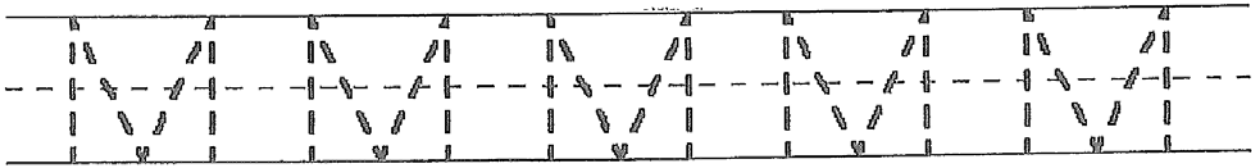
L
es para
LIBRO
(M)



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



Name _____



Instructions: trace and then copy letters or words

Letter M tracing practice with stroke order arrows and numbers 1, 2, 3.

Letter N tracing practice with stroke order arrows and numbers 1, 2.

Blank handwriting lines for independent practice.

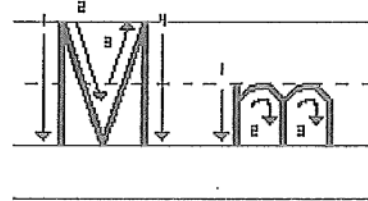
Words for tracing: MAMA, MOMMY, MESS, MESS, MESS.

Blank handwriting lines for independent practice.

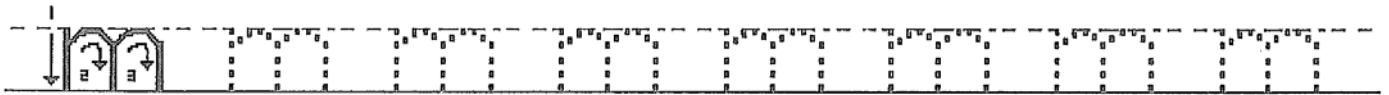
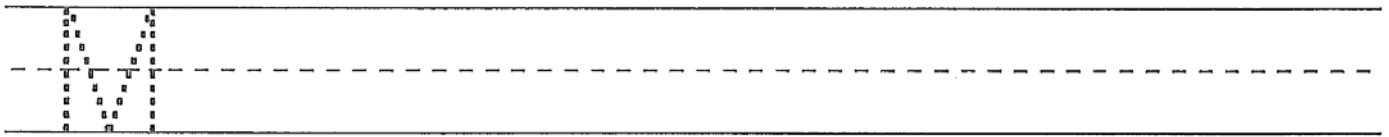
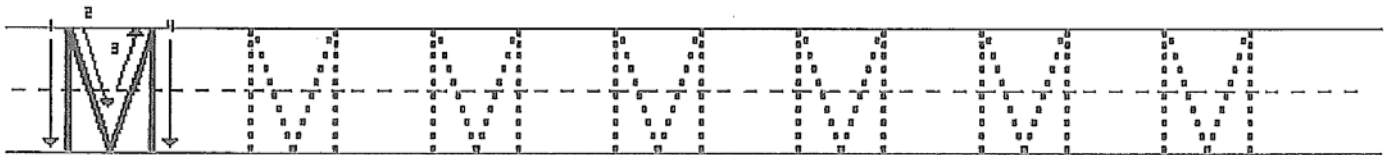
Me llamo: _____



M
es para
MAESTRA
(F)



*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, curiosoear y activar juguetes de causa y efecto. El tocar juguetes con las dos manos, golpear, aventar y dejar caer juguetes.
- **Los Movimientos de Motriz Amplios:** Es el ejercicio de, acostarse boca abajo y mirar hacia arriba, el rodar hacia los lados, sentarse, rebotar, mecerse, y jalarse hacia arriba.
- **Intelectual:** mirar, distinguir objetos, poner y quitar aros del eje, aprender la función de los objetos, y buscar cosas.
- **Descubrir:** Usan todos los sentidos, masajes, textura del tacto, escuchar sonidos, y explorar la textura de una caja.
- **Social:** Imitar expresiones faciales, mirar al espejo, saludar y decir adiós despidiéndose moviendo las manos, decir "hola" aventar un beso, explorar partes del cuerpo, y jugar a usar la imaginación.

AL-FINAL

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



Discovery

Using all the Senses

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop in all sensory modalities, (i.e., vision, hearing, touch, motion, smell, taste).

EXPERIENCE

The sensory assessment worksheet on the next page will help you observe a baby to learn his preferences for different sensory modalities. In their book *First Feelings*, Stanley and Nancy Greenspan (1989) suggest that the first stage in the emotional development of infants centers around learning to open up the senses to achieve a calm, alert state.

Many infants prefer one sense to another. The first observations will be to identify the infant's preferred senses. If the infant is using a sensory modality he likes, he will brighten and show interest. He is not likely to ignore the activity or become upset when this sense is stimulated. Becoming calm is another way an infant demonstrates interest in a sensory modality.

After deciding the baby's strongest modalities, you can decide how to use these sensory modalities together with the less-preferred ones in order to develop these weaker areas. Thus, you will help the infant find more ways to respond to his world.

MATERIALS

Discovery 1a, Sensory Assessment Worksheet



Descubrimiento

Usando todos los Sentidos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle todas las modalidades sensoriales, (por ejemplo: visión, oído, tacto, movimiento, olor, sabor).

EXPERIENCIA

La hoja de evaluación sensorial en la página siguiente le ayudará a observar a su bebé para aprender sus preferencias por diferentes modalidades sensoriales. En su libro *Primeros Sentimientos*, Stanley Greenspan y Nancy (1989) sugieren que la primera etapa en el desarrollo emocional de los bebés se centra en aprender a abrir los sentidos para lograr un estado de calma y de alerta.

Muchos bebés prefieren un sentido a otro. Las primeras observaciones serán de identificar los sentidos preferidos del bebé. Si el bebé utiliza una modalidad sensorial que le gusta, aclarará y mostrará interés. El no es probable de ignorar la actividad ni llegar a molestarse cuando este sentido es estimulado. Ponerse calmado es otra manera que un bebé demuestra interés en una modalidad sensorial.

Después de decidir las modalidades más fuertes del bebé, usted puede decidir cómo utilizar estas modalidades sensoriales juntas con las menos preferidas para desarrollar estas áreas más débiles. Así, ayudará al bebé encontrar más maneras de responder a su mundo.

MATERIALES

Descubrimiento 1a, La Hoja de Evaluación Sensorial

Discovery

Sensory Assessment Worksheet

Instructions: In each category, circle the phrase that best describes the baby at this time.

Vision	No brightening or quieting to faces or objects	Some brightening or quieting to faces or objects	Visible brightening to faces or objects	
Hearing	Becomes irritable with voices, new tones	Little response to voices, new sounds	Some brightening to voices, new sounds	Visible brightening or orienting to voices or sounds
Touch	Becomes irritable with touching or massage	Little response to touch or massage	Some response to touch or massage	Visible brightening or orienting to touch or massage
Motion				
Movement Tensing (Response to Rocking)	Little or no response	Some response	Responds well to rocking; may relax and go to sleep	Other
Position Preference	Vertical	45 degrees	Horizontal	Other
Movement Preference A	Calm	Medium	Brisk	Other
Movement Preference B	Likes to be moved vertically	Likes to be moved horizontally	-	Other
Smell (What scents the baby seems to notice)	The mother	Clothing	Perfume	Other

Taste

Have you noticed the baby responding to taste in any way? Please describe.

The Infants strongest senses seem to be:

The infants weaker senses seem to be:

I can use the (stronger sense) _____ to strengthen _____ (weaker sense) by:

Descubrimiento

Hoja de Evaluación Sensorial

Instrucciones: En cada categoría, circule la frase que mejor describe al bebé en este momento.

Visión	No hay brillo o reacción a caras o objetos	Hay un poco de brillo o reacción a caras y objetos	El brillo es visible a caras y objetos	
Oído	Se vuelve irritable con voces, nuevos tonos	Un poco de respuesta a las voces, nuevos sonidos	Algún brillo a voces, nuevos sonidos	Brillo visible o se orienta a voces o sonidos
Tacto	Se vuelve irritable con tacto o masajes	Un poco de respuesta a tacto o masaje	Alguna respuesta a tacto o masaje	Brillo visible o se orienta a tacto o masaje
Movimiento				
Movimiento Tenso (Responde al Mecerse)	Un poco o nada de respuesta	Alguna respuesta	Responde bien al mecerse; talvez se relaja y se duerme	Otro
Preferencia de Posición	Vertical	45 grados	Horizontal	Otro
Movimiento Preferencia A	Calorado	Mediano	Animado	Otro
Movimiento Preferencia B	Le gusta que lo muevan verticalmente	Le gusta que lo muevan horizontalmente	-	Otro
Olor (Que olores el bebé parece notar)	La mamá	Ropa	Perfume	Otro

Sabor

¿Ha notado que el bebé responda a un sabor de alguna manera? Por favor, describa.

Los sentidos mas fuertes del bebé parecen ser:

Los sentidos mas débiles del bebé parecen ser:

Yo puede usar el (sentido mas fuerte)_____ para reforzar_____ (el sentido mas débil) por:



Discovery Massaging

Cuddle Crew 1
0-6 months

GOAL

For the baby to respond to touch from loving hands.

EXPERIENCE

Begin with the infant on her back, so you can look at one another. You will be “speaking” with your eyes and your hands. Then begin to massage the following areas:

Chest: Put some oil on your hands, and then rub a little on the infant’s bare chest.

1. Starting at the middle of the chest, slowly rub out toward the sides. Next, lightly slide your fingertips back to the center. Move your hands out to the sides again, but go a littler higher with each repeated movement. The outward movement is firmer and deeper. The return-to-center stroke is light. Both of your hands are moving, but in opposite directions, as if you were smoothing the pages of a book.

2. Your hands will now move one after another. As your hands move up from the infant’s hip, they should slide over the abdomen, then the chest, and over the opposite shoulder (i.e., left hip to right shoulder). Stroke in this manner repeatedly and rhythmically for a few minutes.

Arms: Now turn the infant on one side and massage her arms.

1. Hold her wrist with your left hand and extend her arm out to the side. Grasp her shoulder with your right hand and move slowly down the length of her arm. Encircle her arm with your hand and gently “milk” the limb downward. When your right hand reaches her wrist, release your left hand as your right hand holds her wrist. Start your left hand at the baby’s shoulder, moving downward to her wrist, until your right hand is free once again. The movements should be rhythmical, flowing, and soothing.

2. Your hands now begin together. Grasp the infant’s shoulder and move downward, in a circular manner, but in opposite directions to the wrist. Slide your hands back to the shoulder and repeat several times.

Face: Beginning with the center of the baby’s forehead, move your fingertips sideways along the eyebrows.

1. Press somewhat firmly as you move your hands to the sides of her face and lightly return to the center, repeating several times.

2. Slide down to the bridge of the nose, working gently and lightly, moving upward between the eyes and toward the forehead.

3. Lightly stroke the baby’s eyelids, closing them carefully. Move your thumbs downward, along the sides of the nose, to the corner of the mouth. Gently stretch out the mouth, begin again at the eyelids.

MATERIALS

Massage, baby, or vegetable oil or oil gel; a draft-free, warm room; 15 minutes of uninterrupted time; a large, absorbent towel; a receiving blanket



Descubrimiento Masajes

Grupo de Bebes 1
0-6 meses

META

Para que el bebé responda al tacto de manos amorosas.

EXPERIENCIA

Comience con el bebé sobre su espalda, para que puedan mirarse el uno al otro. Usted "hablara" con sus manos y sus ojos. Luego comience a dar masajes a las siguientes áreas:

Pecho: Ponga un poco de aceite en sus manos, y luego frote un poco sobre el pecho descubierto del bebé.

1. Comenzando en el centro del pecho, lentamente frote hacia los lados. Luego, deslice ligeramente la punta de los dedos de nuevo al centro. Mueva las manos hacia los lados de nuevo, pero vaya un poco más arriba con cada movimiento repetido. El movimiento hacia fuera es más firme y más profundo. El movimiento de retorno al centro es liviano. Sus dos manos se mueven, pero en direcciones opuestas, como si estuviera alisando las páginas de un libro.

2. Sus manos ahora se moverán una tras otra. Mientras sus manos se mueven arriba de la cadera del bebé, deben deslizarse sobre el abdomen, luego el pecho, y sobre el hombro opuesto (por ejemplo: cadera izquierda a hombro derecho). Acaricie de esta manera repetidas veces y rítmicamente por algunos minutos.

Brazos: Ahora de vuelta al bebé a un lado y dé masajes a sus brazos.

1. Agarre la muñeca del bebé con su mano izquierda y extienda el brazo hacia un lado. Sujete el hombro con su mano derecha y muévase lentamente a lo largo de su brazo. Toque el brazo del bebé con su mano y suavemente déle un masaje hacia abajo. Cuando su mano derecha alcance su muñeca, suelte su mano izquierda mientras su mano derecha sujeta su muñeca. Comience con su mano izquierda en el hombro del bebé, se mueve hacia abajo a la muñeca, hasta que su mano derecha está libre de nuevo. Los movimientos deben ser rítmicos, fluidos, y tranquilos.

2. Sus manos ahora comienzan juntas. Sujete el hombro del bebé y muévase hacia abajo, de una manera circular, pero en dirección opuesta de la muñeca. Deslice sus manos de nuevo al hombro y repita varias veces.

Cara: Comenzando con el centro de la frente del bebé, mueva sus dedos hacia los lados a lo largo de las cejas.

1. Apriete con cierta solidez al mover sus manos a los lados de la cara del bebé y ligeramente regrese al centro, repitiendo varias veces.

2. Deslice abajo al puente de la nariz, trabajando suavemente y levemente, moviendo hacia arriba entre los ojos y hacia la frente.

3. Acaricie levemente los párpados del bebé, cerrándolos con cuidado. Mueva sus dedos pulgares hacia abajo, por los lados de la nariz, a la esquina de la boca. Suavemente estire la boca, y empiece otra vez en los párpados.

MATERIALES

Masaje, bebé, o aceite vegetal o aceite en gel; un cuarto calentito; 15 minutos de tiempo interrumpido; una toalla grande absorbente; una manta



Discovery Feeling Textures

Cuddle Crew 1
0-6 months

GOAL

For the baby to perceive differences in textures through the sense of touch.

EXPERIENCE

1. Lay the baby on her back on a blanket or towel, in just a diaper if possible. Talk about the object you have in your hand for the baby to feel. Name the object, describe what it feels like, and tell what you are going to do with it. Touch the baby's fingers, toes, arms, legs, and tummy with the various textures.
2. Experiment with the textures. Which does she like best? On which parts of her body does she like to feel the textures the most?

Not all babies will show a preference or immediately enjoy this activity, but they may in a couple of weeks.

MATERIALS

Objects of different textures: fabric swatches, sponges, cotton, and so forth



Descubrimiento

Sensación de Texturas

Grupo de Bebes 1
0-6 meses

META

Para que el bebé perciba diferencias en texturas por el sentido del tacto.

EXPERIENCIA

1. Acueste al bebé en su espalda en una cobija o toalla, solamente en pañal si es posible. Hable sobre el objeto que tiene en su mano para que el bebé lo sienta. Nombre el objeto, describa como se siente, y diga lo que va hacer con el. Toque los dedos del bebé, los dedos de los pies, brazos, piernas, y estomago con varias texturas.
2. Experimente con texturas. ¿Cual le gusta más al bebé? ¿En que partes de su cuerpo le gusta sentir las texturas más?

No todos los bebes mostraran una preferencia o inmediatamente disfrutaran de esta actividad, pero puede que en un par de semanas si.

MATERIALES

Objetos de diferentes texturas: pedazos de tela, esponjas, algodón, etc.



Discovery

Blowing through a Straw

Cuddle Crew 1
0-6 months

GOAL

For the baby to develop body awareness by experiencing a new sensation.

EXPERIENCE

1. Lay the baby on his back, preferably in just a diaper. Make sure you are both in a comfortable position.
2. Tell the baby what you are going to do and where you are going to blow on his body.
3. Stroke the area you have selected first to help the baby orient to the activity and enjoy it more.
4. Blow on the part of the body you have selected (e.g., arm, tummy, leg) through the drinking straw. Avoid blowing in the eyes and ears.

The baby's attention should be focused on the blowing and possibly on the body part being blown on.

MATERIALS

Drinking straw



Descubrimiento

Soplando a través de un Popote

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle el conocimiento del cuerpo al experimentar una nueva sensación.

1. Coloque al bebé en la espalda, de preferencia en tan sólo un pañal. Asegúrese de que los dos estén en una posición cómoda.
2. Dígame al bebé lo que usted va a hacer y dónde va a soplar en su cuerpo.
3. Acaricie la área que ha seleccionado primero para ayudar a orientar al bebé a la actividad y que la disfrute más.
4. Sople por el popote en la parte del cuerpo que usted a elegido (ejemplo: brazo, estomago, pierna) Evite soplar en los ojos y las orejas.

La atención del bebé debe estar enfocada en la parte del cuerpo que será soplada con el popote.

MATERIALES

Popote de beber



Discovery

Smelling Different Scents

Cuddle Crew 1
0-6 months

GOAL

For the baby's sense of smell to develop further.

EXPERIENCE

You can help make a baby aware of the many smells in her environment.

1. Gather a collection of small bottles or jars that contain scented sponges or cotton balls. These scents should be from the baby's environment, such as the mother's perfume, father's aftershave or shaving cream, baby oil, formula, or milk.
2. Show the baby the bottle and then smell the bottle yourself. Tell the baby what it smells like (e.g., sweet, sour) and what it is (e.g., orange oil, baby oil). Let the baby smell the sponge or cotton ball and note her reactions. Are there any preferences? Which smells are most interesting to her? Are they familiar? Sweet? Sour?

MATERIALS

Small bottles or jars with scented sponges or cotton balls in them.
Grocery stores sell many scented oils that represent the scents the baby is exposed to, such as oil of orange (found in the baking goods section).

Note: Smells that are not too strong are better for younger babies.



Descubrimiento

Oler Olores Diferentes

Grupo de Bebes 1
0-6 meses

META

Para que el bebé desarrolle el sentido del olfato aún más.

EXPERIENCIA

Usted puede ayudar a su bebé a darse cuenta de los muchos olores en su medio ambiente.

1. Reúna una colección de pequeñas botellas o frascos que contienen las esponjas perfumadas o bolas de algodón. Estos olores deben ser del medio ambiente del bebé, como el perfume de mamá, la crema de afeitar de papá o crema afeitar, aceite de bebé, fórmula o leche.
2. Muestre al bebé la botella y entonces huela la botella usted misma. Diga al bebé como a que huele (por ejemplo, algo dulce o agrio) y lo que es (por ejemplo, aceite de naranja o aceite de bebé). Permita que el bebé huela la esponja o bolas de algodón y note sus reacciones.
¿Hay alguna preferencia? ¿Cuales olores son más interesantes al bebé?
¿Son familiares? ¿Dulces? ¿Agrias?

MATERIALES

Pequeñas botellas o frascos con esponjas perfumadas o bolas de algodón en ellos. Los supermercados venden muchos aceites perfumados que representan los olores a los que está expuesto el bebé, como el aceite de naranja (que se encuentra en la sección de productos para hornear).

Nota: Los olores que no son demasiado fuertes son mejores para los bebés pequeños.



Discovery

Riding on a Blanket

Cuddle Crew 1
0-6 months

GOAL

For the baby to orient to different types of movement.

EXPERIENCE

Two adults are needed for this experience. Put a blanket on the floor and place the baby in the middle of the blanket. Each adult takes two corners of the blanket.

1. As you lift the blanket very slightly off the floor to a height of only a few inches, rock the baby back and forth very gently. Do this activity in a carpeted area.
2. Making sure the baby is only a few inches off the floor at most. Turn around in circles, trying both directions.
3. Use a gentle, up-and-down motion when picking the blanket up off the floor.
4. Gently pull the baby around on the blanket.
5. Watch the baby's facial expressions and body movements. Does he prefer one movement over another? Talk to him and use joyful expressions.

MATERIALS

Large blanket, 2 adults



Descubrimiento

Montar en una Cobija

Grupo de Bebes 1
0-6 meses

META

Para que el bebé se oriente a diferentes tipos de movimientos.

EXPERIENCIA

Dos adultos son necesarios para esta experiencia. Ponga una cobija en el suelo y coloque al bebé en medio de la cobija. Cada adulto toma dos esquinas de la cobija.

1. Al levantar la cobija muy poco sobre el suelo hasta una altura de sólo unos centímetros, meza al bebé con mucha suavidad. Realice esta actividad en una zona alfombrada.
2. Asegúrese de que el bebé este a sólo unos centímetros del suelo. De la vuelta en círculos, tratando ambas direcciones.
3. Use un movimiento suave, arriba y abajo al momento de retirar la cobija hacia arriba del piso.
4. Suavemente estire al bebé alrededor en la cobija.
5. Mire las expresiones faciales del bebé y los movimientos del cuerpo. ¿Prefiere un movimiento sobre otro? Hable con el bebé y utilice expresiones alegres.

MATERIALES

Cobija grande, 2 adultos



Discovery

Playing with Water

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience further sensation through water.

EXPERIENCE

By the time most babies are a few months old, they enjoy their baths. These experiences expand on the idea of fun and exploration with water.

Give the baby a dry washcloth to mouth, and then give her a wet one. Put one of each in the baby's hands and observe her preferences. You may have to manipulate the baby's hands so she can experience both the sensations of wet and dry. Babies often find this a soothing activity and enjoy the oral feeling of mouthing cloth. When playing with the cloth, babies may prefer wet to dry or vice versa.

Put a bib on the baby and take off her shirt. Put some lukewarm water in her highchair tray. Let the baby experience playing with the water. Be ready for and expect spills, so choose the place for this play accordingly.

MATERIALS

Two washcloths or other suitable fabric for baby to mouth, highchair with tray, bib, and warm water.



Descubrimiento Jugar con Agua

Grupo de Bebes 1
0-6 meses

META

Para que el bebé experimente sensaciones nuevas a través del agua.

EXPERIENCIA

Cuando la mayoría de los bebés tienen mas meses de edad, disfrutan de sus baños. Estas experiencias amplían la idea de la diversión y la exploración de agua.

Dé al bebé un paño seco para la boca, y luego déle uno mojado. Ponga un paño de cada uno en las manos del bebé y observe sus preferencias. Puede que tenga que manipular las manos del bebé para que el pueda experimentar las dos sensaciones de mojado y seco. Los bebés con frecuencia encuentran esta actividad ser calmante y disfrutan de la sensación oral de tener un paño en la boca. Cuando juegan con el paño, los bebés talvez lo prefieren húmedo a seco o viceversa.

Póngale un babero al bebé y quítele la camisa. Ponga un poco de agua tibia en su bandeja de su silla alta. Deje que el bebé experimente jugando con el agua. Esté preparado para esperar derrames, así que elige un lugar para esta actividad que sea apropiado.

MATERIALES

Dos toallitas u otra tela conveniente para que el bebé se la pueda poner en la boca, una silla alta con bandeja, un babero, y agua tibia.



Discovery

Playing with Textured Containers

Cuddle Crew 1
0-6 months

GOAL

For the baby to refine his sense of touch.

EXPERIENCE

1. Line the inside and outside of different containers with different types of textured materials listed below.
2. Talk with the baby about the materials and what they feel like. Help the baby explore the containers.
3. Put the baby's favorite toy in a container and let him feel for it.

MATERIALS

Containers of different sizes (e.g., baby wipe container, small boxes, margarine tubs); different fabrics and textures for covering them (e.g. satin, felt, corduroy, sandpaper); favorite toy.



Descubrimiento

Jugar con Contenedores de Texturas

Grupo de Bebes 1
0-6 meses

META

Para que el bebé refine su sentido del tacto.

EXPERIENCIA

1. Forre el interior y exterior de diferentes contenedores con diferentes tipos de texturas de materiales mencionadas abajo.
2. Hable con el bebé sobre los materiales y como se sienten. Ayude al bebé a explorar los contenedores.
3. Ponga el juguete favorito del bebé en un contenedor y deje que lo toque.

MATERIALES

Contenedores de diferentes tamaños (por ejemplo; el contenedor de toallitas de bebé, cajas pequeñas, contenedores de margarina); diferentes tejidos y texturas para forrarlos (por ejemplo; raso, fieltro, pana, papel de lija); juguete favorito.



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.



Discovery

Listening to Sounds

Cuddle Crew 2
6-12 months

GOAL

For the baby to enjoy listening.

EXPERIENCE

Explore the wide variety of sounds in baby's environment. Make the wind chimes ring, the sticks click, and so forth. Name the sound and its source as baby listens. Make a point of introducing as many new, enjoyable sounds as possible.

MATERIALS

Noise makers such as wind chimes, clocks, squeeze toys, sticks



Descubrimiento

Escuchar Sonidos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé disfrute escuchando.

EXPERIENCIA

Explore la amplia variedad de sonidos en el medio ambiente del bebé. Haga que las campanas de viento suenen, que los palos suenen, etcétera. Nombre el sonido y su fuente mientras el bebé escucha. Trate de introducir muchos sonidos nuevos y agradables como sea posible.

MATERIALES

Cosas que hagan sonidos como campanas de viento, relojes, juguetes que hacen sonidos cuando los aprietan, palos con sonidos.



Discovery

Crumpling and Uncrumpling

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience textures of paper and their changing shapes when crumpled.

EXPERIENCE

Give baby the paper and let her experiment with touching and crumpling it. If she doesn't crumple it entirely, then you do the crumpling, and show her how the crumpled paper can be opened up to change its shape. Many of the paper materials listed below can be crumpled for a long time before they tear off.

Variation: Try making a ball of tape and let baby play with it, experiencing the stickiness.

Note: Watch to make sure baby doesn't get little pieces of paper in her mouth.

MATERIALS

Tape, butcher paper, construction paper, magazines



Descubrimiento

Arrugar y Desarrugar

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente texturas de papel y sus cambios de figuras cuando se arruga.

EXPERIENCIA

Déle al bebé el papel y deje que experimente tocándolo y arrugándolo. Si no lo arruga totalmente, entonces usted arrúguelo, y enséñele como el papel arrugado puede ser abierto para cambiar su forma. Muchos de los materiales de papel que se nombran abajo pueden ser arrugados por mucho tiempo antes de que se rompan.

Variación: Trate de hacer una bola de cinta y deje que el bebé juegue con ella, experimentando lo pegajoso.

Nota: Asegúrese que el bebé no se ponga pedazos pequeños de papel en la boca.

MATERIALES

Cinta, papel de estraza, papel de construcción, revistas



Discovery

Exploring a Texture Box

Cuddle Crew 2
6-12 months

GOAL

For the baby to explore and discover many fabric textures.

EXPERIENCE

Put the fabrics in a box and let baby pull them out one by one. Rub them over baby's arms and put them on his head. Laugh and play games with the various fabrics.

Tell the baby about the fabrics using a lot of descriptive words (e.g., "This cloth is smooth," "This one is rough," "Is this bumpy?").

MATERIALS

Box full of all kinds of fabrics such as satin, fur, wool, chiffon; board books that introduce textures



Discovery

Explorar una Caja de Textura

Grupo de Bebes 2
6-12 meses

META

Para que el bebé explore y descubra muchas texturas de telas.

EXPERIENCIA

Ponga las telas en una caja y deje que el bebé las saque una por una. Frótelas sobre los brazos del bebé y póngalas en su cabeza. Sonría y juegue con las varias telas.

Dígale al bebé sobre las telas utilizando una gran cantidad de palabras descriptivas (por ejemplo, "Esta tela es suave", "Esta es áspera", "¿Esta esponjada?").

MATERIALES

Una caja llena de toda clase de telas como satín, piel, lana, gasa; libros de cartón que introducen texturas



Discovery Blowing Bubbles

Cuddle Crew 2
6-12 months

GOAL

For the baby to have fun with bubbles, which stimulates his beginning sense of object permanence (bubbles are “here” and then they are gone).

EXPERIENCE

Babies love watching the bubbles; it’s something you both can have fun with.

Show the baby how you blow bubbles. Some babies may be able to imitate blowing and produce bubbles. Be careful not to let the baby taste the bubble soap; it’s not toxic but it doesn’t taste good, which may discourage him from doing the activity!

MATERIALS

Bubbles and bubble blower



Descubrimiento Soplando Burbujas

Grupo de Bebes 2
6-12 meses

META

Para que el bebé se divierta con las burbujas, lo cual estimula el comienzo de su sentido de objetos permanentes (las burbujas están "aquí" y luego se van).

EXPERIENCIA

A los bebes les encanta ver las burbujas; es algo con lo cual los dos se pueden divertir.

Enseñe al bebé como soplar burbujas. Algunos bebes pueden imitar soplar burbujas y producir burbujas. Tenga cuidado de no dejar que el bebé pruebe el jabón de las burbujas; no es toxico pero no tiene buen sabor, ¡Cuál lo puede desalentar de hacer la actividad!

MATERIALES

Burbujas y Soplador de Burbujas



Discovery

Throwing a Tasting Party

Cuddle Crew 2
6-12 months

GOAL

For the baby to experiment with taste.

EXPERIENCE

When the baby is eating solid foods, put the food she can eat in front of her and encourage her to try some new flavors. You might try different kinds of melons on one occasion and vegetables on another.

Take small cups or a muffin tin and put pieces of an interesting, new, and safe (small, easy to eat) food in each section of the muffin tin. Tell the baby you are having a "tasting party."

Take note of which kinds of foods the baby likes.

Note: Make sure you follow guidelines from experts or the child's physician on which foods to introduce and when.

MATERIALS

Small cups or muffin tin; foods such as melons or vegetables that can be broken up easily or small foods



Descubrimiento

Hacer una Fiesta de Sabores

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente con sabor.

EXPERIENCIA

Cuando el bebé este comiendo comidas sólidas, ponga la comida que puede comer enfrente de el y anímelo a probar nuevos sabores. Usted puede tratar diferentes tipos de melones en una ocasión y verduras en otra.

Tome pequeñas tazas o un molde para panecitos y ponga piezas de un alimento interesante, nuevo, y seguro (pequeño, fácil de comer) en cada sección del molde para panecitos. Dígale al bebé que está teniendo una "fiesta de sabores."

Tome nota de cuales comidas le gustan al bebé.

Nota: Asegúrese de seguir las normas de los expertos o el médico del bebé en que alimentos presentar y cuándo.

MATERIALES

Vasos pequeños o moldes para panecitos; comidas como melones o verduras



Discovery

Discovering Animals & Flowers

Cuddle Crew 2
6-12 months

GOAL

For the baby to touch, feel, and smell animals and flowers. Instilling in young children a love of living things is an important sensory and values experience.

EXPERIENCE

Find opportunities for baby to experience nature in many ways. For example, let her play with animals that have been around children and have very gentle natures. Make sure you or someone else holds the animal while the infant pets and touches it. Don't allow the baby to pull the animal's fur or poke its eyes. Make sure you use the word gentle frequently.

Invite him to touch and smell flowers.

MATERIALS

Gentle animals; growing flowers if in season, or cut Flowers



Descubrimiento

Descubriendo Animales y Flores

Grupo de Bebes 2
6-12 meses

META

Para que el bebé toque, sienta, y huela animales y flores. Inculcar en los niños pequeños el amor por cosas vivas es una importante experiencia sensorial y enseña valores.

EXPERIENCIA

Encuentre oportunidades para que el bebé experimente la naturaleza de muchas maneras. Por ejemplo, deje que juegue con animales que están alrededor de niños y que son muy apacibles de naturaleza. Asegúrese de que usted o alguien mas agarre el animal mientras el bebé lo acaricia y lo toca. No permita que el bebé estire la piel del animal o que le pique los ojos. Asegúrese de que utiliza la palabra amable con frecuencia.

Invite al bebé a tocar y oler las flores.

MATERIALES

Animales amables; flores que crecen, o flores cortadas



Discovery

Experiencing Water Play

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience further the wondrous feel and soothing nature of water.

EXPERIENCE

Water play is soothing to babies of all ages.

1. Fill a pool or large dishpan with a small amount of water.
2. Let the baby sit in or sit beside the water and splash, experiencing the fun of water.
3. If you have a group of children, you may offer water play to all of the children, provided that they are wearing swim diapers or other protective covering. Sometimes babies this age do not like the bath, so work to make baby's bath relaxing, unrushed, pleasurable, and fun.

Note: Always supervise children carefully when working with water.

MATERIALS

Small swimming pool or dishpan



Descubrimiento

Experimentar Jugar con Agua

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente la sensación más maravillosa y calmantes de la naturaleza del agua.

EXPERIENCIA

Jugar con agua calma a los bebes de todas las edades.

1. Llene una piscina o una vajilla grande con una pequeña cantidad de agua.
2. Deje que el bebé se siente en o al lado del agua y juegue, que experimente la diversión del agua.
3. Si tiene un grupo de bebes, puede ofrecerles jugar con el agua, mientras que estén usando pañales para el agua o otro tipo de protección. A veces los bebés de esta edad no les gusta el baño, así que trate de hacer la hora del baño mas relajante, sin apuros, placentero, y divertido.

Nota: Siempre supervise a los niños cuidadosamente cuando jueguen con agua.

MATERIALES

Piscina pequeña o la pila de lavar la vajilla



Discovery

Finger Painting with Pudding

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience the freedom to smear.

EXPERIENCE

This experience gives babies the opportunity to let go and explore the natural desire to smear.

1. Place an infant in the highchair or on the floor. Tell her she is going to finger paint.
2. Put a small amount of pudding on the highchair tray or a piece of paper. Some babies may need a demonstration to get started.
3. Be prepared to follow this experience with a bath. Some people do not want to use food as an art material. If you do not want to use food or if the prospect of pudding everywhere is overwhelming, let baby smear some water with food coloring on a tray.

MATERIALS

Highchair, pudding that is nonstaining (such as butterscotch or vanilla), bib (Optional: paper, food coloring, water)



Descubrimiento

Pintar con los dedos con Pudín

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente la libertad de embarrarse los dedos con el pudín.

EXPERIENCIA

Esta experiencia les da a los bebés la oportunidad de dejarse ir y explorar el deseo natural de embarrarse los dedos.

1. Coloque al bebé en la silla alta o en el suelo. Dígale que va a pintar con los dedos.
2. Ponga una pequeña cantidad de pudín en la bandeja de la silla alta o en un pedazo de papel. Algunos bebés pueden necesitar una demostración para empezar.
3. Esté preparado para seguir esta experiencia con un baño. Algunas personas no quieren usar la comida como un material de arte. Si no desea utilizar comida o si la perspectiva de tener pudín por todas partes es abrumador, deje que el bebé mezcle agua con colorante de alimentos en una bandeja.

MATERIALES

Silla alta, pudín que no manche (como bombón o vainilla), babero (Opcional: papel, colorante de alimento, agua)



Colors: My Favorite Color Crayon

Family Storytime

OVERVIEW

In this class children will learn about different colors. 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 colors 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 - #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 - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Crayon Box that Talked by: Shane De Rolf
- Spanish Book: La Caja de Colores que Hablo (Translation Attached)
- Color crayon template
- Poem
- Crayons
- Legal sized paper
- Scissors
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of the crayon template (legal size paper) and poem.
- Place color 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

- Introduce topic to Students
- Have children sit down in the carpet and tell them that colors will be the topic for class.
- Engage children in conversation about colors. Ask children if they know their colors.
- Point to various items throughout the room and ask children to name the color of the item.

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 colors.
- Finally read the book to the children.
- As you read the story engage the children by:
 - Discussing any new and unfamiliar words during the story.
 - Asking questions such as:
 - What is going on in the story?
 - What do they see?
 - What is going to happen next?

ACTIVITY #2**Hands-on Art Activity:**

- Tell children they will be coloring a crayon any color they like.
- Tell them that just like in the story they will be able to draw a picture in the middle section of the crayon.
- If a child doesn't want to draw a picture, they can include a poem about crayons that will be provided.
- When children are done coloring their picture, or gluing their poem, they will cut their crayon and glue it onto a piece of construction paper to complete their activity.

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 colors.

TALK ABOUT IT

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

- Ask children if they know what color the following items are:
 - A frog
 - Strawberries
 - The road/street
 - Snow
 - The sky
- Ask parents to point out different things in their child's environment and ask them to name the color to help reinforce the knowledge of colors.
- Inform families that before leaving, all children (under the age of 10) can choose a book from the give-away bookshelf to enjoy at home.



Book Translation: La Caja de Colores que Hablo

Family
Storytime

Ayer, mientras caminaba en la tienda de juguetes...

Yo escuche a una caja de colores
Que decían muchas cosas.

"a mi no me gusta el color Rojo" dijo el color Amarillo,
Y el color verde dijo, "¡A mi tampoco!"
Y ninguno aquí le gusta el color Naranja,
pero nadie sabe porque."

"Somos una coja de colores
Que no nos llevamos bien."
dijo el color Azul a todo los demás,
"¡Algo aquí esta mal!"

Bueno, Yo compre la caja de colores,

Y los lleve conmigo a mi casa...

y coloque todos lo colores de manera que todos se pudieran ver...

Ellos me vieron como estaba coloreando,
Con el color Rojo y el Azul y el Verde,
Y el Negro y el Blanco y el Naranja,
Y todos los demás colores.

Ellos vieron que el Verde se convirtió en el pasto
Y el Azul en el cielo.
El Amarillo el sol que brillaba
Sobre las nubes Blancas que pasaban por ahí.

Los Colores cambiaron como los iba tocando,
Convirtiéndose en algo nuevo.
Ellos me veían como coloreaba.
Ellos me veían como ellos cambiaban.

Y cuando termine, comencé a caminar.
Y hice que la caja de los colores dijera algo más...

"¡Si me gusta el color Rojo!" dijo el color Amarillo.
Y el color Verde dijo, "¡A mi también me gusta!"
Y, el color Azul dijo, "somos estupendos."

"Somos una caja de colores,
Cada uno es único.
Pero estamos juntos..."

"La foto esta completa."



Colors: Poems

Family Storytime

Colors

Wouldn't it be terrible?
Wouldn't it be sad,
If just one single color was the color that we had,
If everything was purple, or red, or blue, or green,
If yellow, pink, or orange was all that could be seen,
Can you just imagine how dull world would be,
If just one single color was all we got to see.

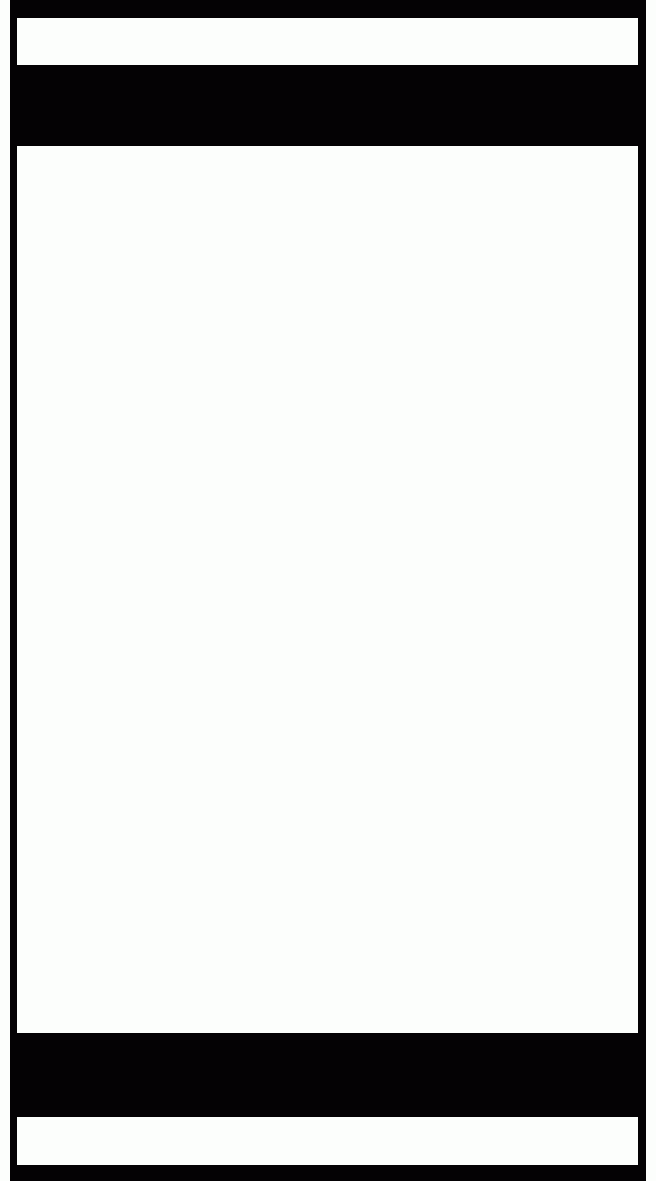
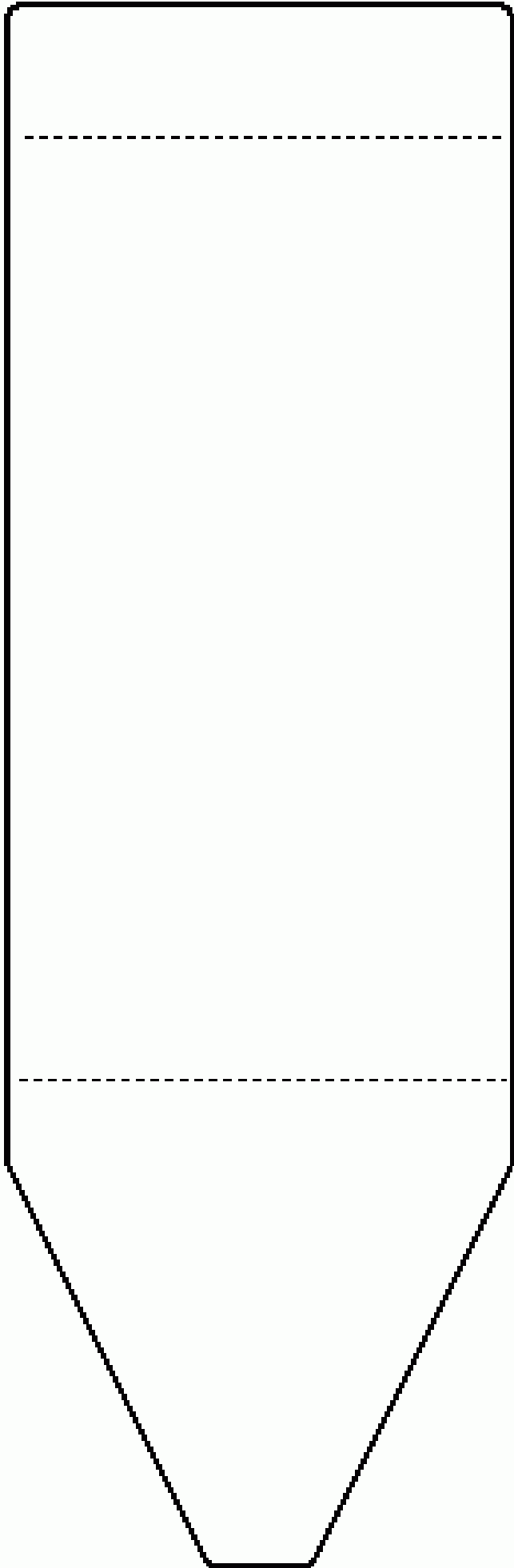
Colores

Que no seria terrible,
Que no seri triste,
Si solamente un solo color fuera el único
color que tuviéramos,
Si todo fuera morado, o rojo, o azul, o verde,
Si amarillo, rosa, o anaranjado
fuera todo lo que pudiéramos ver,
Puedes tu imaginarte que aburrida seria la vida,
Si solamente un solo color
fuera todo lo que pudiéramos



Colors: Crayon Template

Family
Storytime



Crayon Sign
Templates



Colors: Colorful Exercise

Motor Movements

OVERVIEW

SKILLS

MATERIALS & PREPARATION

INTRODUCTION

ACTIVITY #1

<p>In this activity children will learn that exercising is part of healthy habits thru play, singing, and dancing. Children will move and stretch their bodies using different props. Children will also experience the concepts of: participating in class, following directions, and taking turns.</p>
<ul style="list-style-type: none"> • 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 - #34 MATH3 – Classification • DRDP - #38 PD1 – Gross Motor Movement • DRDP - #39 PD2 - Balance • DRDP - #42 HLTH2 – Healthy Lifestyle • DRDP - #43 HLTH3 – Personal Safety
<p>MATERIALS:</p> <ul style="list-style-type: none"> • CD Player/Music • Assorted colorful scarves • Mat • Bean bags • Colored balloons (red, blue, green, yellow)
<p>PREPARATION:</p> <ul style="list-style-type: none"> • Prepare all materials and CD of selected songs.
<p>Greet & Welcome Children:</p> <ul style="list-style-type: none"> • 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? <p>Explain Safety Rules:</p> <ul style="list-style-type: none"> • 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.
<p>Warm Up:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 – When I See Red
 - Spanish – De Colores

ACTIVITY #3

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

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

ACTIVITY #4

This activity can be done if time permits.

Gross Motor Activity

- **Simon Says**
 - Chose one leader to be Simon
 - Have the group follow Simons commands below.
 - If Simon does not say “Simon says” before a command and someone performs the activity that person must jump up and down before returning to the game.
 - To make more difficult have Simon increase the speed of his commands.

Active Simon Says command ideas:

Simon Says...do jumping jacks

Simon Says...gallop like a horse

Simon Says...hop on one foot

Simon Says...dance in place

Simon Says...skip around the room

Simon Says...jump on one foot

Simon Says...do big arm circles

Simon Says...fly like a bird

Simon Says...kick forward and backward

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.

- **Colorful Balloon Catch**
 - Place two lines of tape on the floor representing a start and finish line.
 - Line children up single file behind the start line.
 - Tell them that they will be given a balloon and that the object of the activity is to keep the balloon in the air from the start line to the finish line.
 - When they have reached the finish line, they are to bring the balloon back to the front of the line and give it to the next child to play.
 - Repeat the activity until you have used all of the following colored balloons (red, blue, yellow, green).
 - Emphasize the color of the balloon as it is given to each child. Ask children to name the color of the balloon as they return it to the front of the line.

ACTIVITY #6

Cool Down:

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

TALK ABOUT IT

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

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



Colors: Music & Movement Songs

Motor Movements

ENGLISH

When I see Red

When I see Red I put my hand on my head
When I see Blue I touch my shoe
When I see green I wash my face real clean
When I see yellow I wave to the fellows
When Orange is found I put my hand on the ground
When I see pink I think, I think, I think

SPANISH

De Colores

De colores se visten los campos en la primavera
De colores
De colores son los pajarillos que vienen de afuera
De colores
Es el arco iris que vemos lucir,
Y por eso los grandes amores de muchos colores me gustan a mí ...
Y por eso los grandes amores de muchos colores me gustan a mí.
Canta el gallo, canta el gallo con el quiri quiri quiri quiri ki
Y por eso los grandes amores de muchos colores me gustan a mí.
(Continúa con; la gallina, y después termina con los pollitos).



Colors: I See Colors!

My 5 Senses

OVERVIEW

In this activity children will learn about colors 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

MATERIALS & PREPARATION

MATERIALS:

- English Book: *Brown Bear, Brown Bear, What Do You See?* by: Bill Martin Jr / Eric Carle
- Spanish Book: *Oso Pardo, Oso pardo, ¿Que ves ahí?* por: Bill Martin Jr / Eric Carle
- Different color items
- Color flash cards
- Book about colors
- Color bean bags
- Fruit snacks of different colors
- Kool Aid- red, orange, blue
- I-pad with color application
- Rainbow template
- Finger paint: red, blue, yellow, orange, green, purple
- Baby wipes
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** I-pad with color applications
 - **Sight:** Color book and color bean bags
 - **Touch:** Different colored finger paint/rainbow template printed on cardstock. Baby wipes.
 - **Taste:** Fruit snacks
 - **Smell:** Kool Aid

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: Colors
- Tell the children that today they will learn about their colors through their five senses.
- Show children color flashcards and have them name the colors with you.

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.

ACTIVITY #2

5 Minutes

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 – I Love Red
- Spanish - Los Colores que me Gustan Comer

ACTIVITY #3

15 Minutes

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.

Explain to parents what they will be doing in each of the five stations.

- **Hearing station:** Children will get to play with I-pad application focusing on colors.
- **Sight station:** Children will look at a color book and play with different colored bean bags. Parents can ask their child to name each color bean bag.
- **Touch station:** Children will get to touch finger paint a rainbow
- **Taste station:** Children will get a baggy with different color fruit snacks. Parents can ask their child what they taste like.
- **Smell station:** Children will smell different flavor Kool-aid. Parents can ask their child which flavored Kool-aid smells the best. See if your child can identify the color.

ACTIVITY #4

5 Minutes

Search and Find:

- Invite children to complete the I-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.

TALK ABOUT IT

5 Minutes

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

- Ask children if they can remember the 5 senses that they used today.
- Ask them what color animal they liked best from the story?

PARENT TIP SHEET

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



I-Spy

My 5 Senses



I-SPY
Find these items at
the school ground

Bee

Slide

Red Flower

Bird

Flag

Mary-go-round

Squirrel

Ball

Thermos



Preescolar



Ojo Espía

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

Abeja

Resbaladero

Flor Roja

Pájaro

Bandera

Bola

Ardilla

Carousel

Termo



Color My Rainbow

My 5
Senses

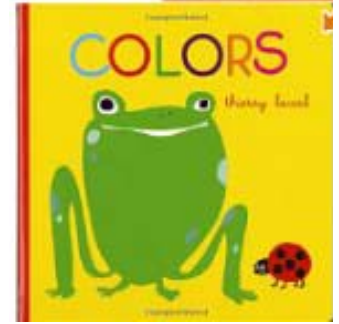
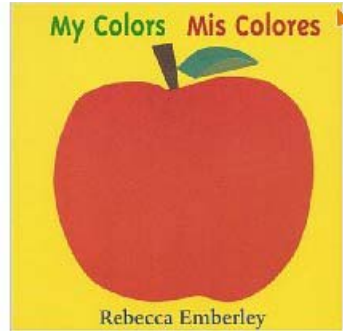




Parent Tip Sheet: Colors

My 5 Senses

BOOKS



ACTIVITIES

Hand Prints

What You Need:

- Finger Paint (any color)
- White Construction Paper

What You Do:

Give your child paint and allow him/her to paint his hands. Have them place their hand on a piece of construction paper. Ask your child what color is their hand print. Continue to do this activity with more colors.

Mixing Colors

What You Need:

- Tempera Paint (any color)
- Construction Paper (any color)
- Paint Brush

What You Do:

Give your child tempera paint, a paint brush and construction paper. Have your child mix two colors together to make new colors. Ask your child what two colors he/she is using to make a new color. Ask them what new color they have created. You can mix red and blue to make purple; blue and yellow to make green; yellow and red to make orange.

SONGS

I Love Red

Tune: "Three Blind Mice"

I love red, I love red.
That's what I said, that's what I said.
Fire trucks, wagons and strawberries piled high.
Stop signs, hearts and pizza pie.
Roses, tomatoes and apples, oh my.
I love red,
That's what I said.

We Love Blue

Tune: "Three Blind Mice"

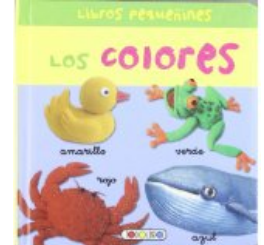
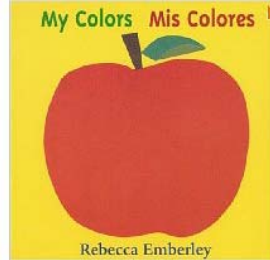
We love blue. We love blue.
Yes, we do. Yes, we do.
We love the ocean and sky so blue.
We love blue ribbons and blue jeans too.
We love blueberries, so good for you.
Yes, we love blue.



Consejos Para Padres: Colores

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Huellas de Manos

Que Necesita:

- Pintura de Dedos (cualquier color)
- Papel Blanco de Construcción

Que se Hace:

Déle a su niño pintura y déjelo que se pinte las manos. Haga que su niño ponga sus huellas de mano en el papel. Pregúntele a su niño que color es su huella que puso en el papel. Continúen pintando mas huellas de diferentes colores para que sigan practicando los colores.

Mezclando Colores

Que Necesita:

- Pintura Tempera (cualquier color)
- Papel de Construcción
- Brocha para pintar

Que se Hace:

Déle a su niño pintura, una brocha y papel de construcción. Deje que su niño mezcle dos pinturas juntas para hacer un nuevo color. Pregúntele a su niño que colores uso para hacer el nuevo color. Pregúntele que color nuevo creo. Puede mezclar rojo y azul para hacer morado; azul y amarillo para hacer verde; amarillo y rojo para hacer anaranjado.

CANCIONES

Los Colores que me Gustan Comer

Roja es la manzana, la manzana que me gusta comer
 Rojo es un color, un color que me gusta comer.
 Amarilla es la banana, la banana que me gusta comer.
 Amarillo es un color, un color que me gusta comer.
 Azules son las bayas, las bayas que me gustan comer.
 Azul es un color, un color que me gusta comer.
 Verde es la lechuga, la lechuga que me gusta comer.
 Verde es un color, un color que me gusta comer.
 Blanca es la leche, la leche que me gusta beber.
 Blanco es un color, un color que me gusta comer.
 Anaranjada es la naranja, la naranja que me gusta comer.
 Anaranjado es un color, un color que me gusta comer.
 Moradas son las uvas, las uvas que me gustan comer.
 Morado es un color, un color que me gusta comer.
 Rosado es el tomate, el tomate que me gusta comer
 Rosado es un color, un color que me gusta comer.
 Café es el chocolate, el chocolate que me gusta comer.
 Café es un color, un color que me gusta comer.
 Negra es la oliva, la oliva que me gusta comer.
 Negro es un color, un color que me gusta comer
 Éstos son los colores, los colores que me gustan comer.
 Colores son deliciosos, los colores que me gustan comer.
 Y éstos son los colores, los colores que me gustan comer.



Colors: Matching Butterflies

Playing to
Learn

OVERVIEW

Children will learn about colors 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 – #34 MATH3 – Classification
- DRDP – #37 MATH6 – Patterning
- DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- Sequencing game boards and game pieces
- Butterfly game board
- Butterfly of all colors
- Crayons or markers
- Scissors
- Different Color Items
- Ziploc bags
- Flashcards with colors
- Game prizes
- Stickers

Preparation:

- Prepare take home activity set for each participant: butterfly matching
 - Make copies of butterfly game
 - Place butterflies in a Ziploc bags
- Print and cut sequencing game for entire class
- Print copies of color mixing puzzle.

INTRODUCTION

- Introduce topic to students: Tell children today we will be learning our colors and playing a game.
- Show children flashcards with colors and have them help you name them.
- Ask children what their favorite color is and why?
- Have children point out various items in the classroom that are different colors.

ACTIVITY #1

Sequencing Game:

- Print game sheets and cards onto card stock.
- Cutout the various pieces that are required.
- Have parents and children look over the puzzles and determine what tiles complete the sequence.
- When parents and child have completed each puzzle, have them select a new one and mix the tiles back into the middle.

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

- Their child's ability to process information.
- Their child's ability to recognize familiar objects and routines.
- Their child's ability to think logically to complete a task.

ACTIVITY #2**Butterfly Matching:**

- Pass out Board game with pictures of butterflies and butterfly template.
- Parents can show children each butterfly and ask them to name the colors.
- Students will then match the butterflies they cut to those on the board game.
- Finally students can put the game pieces in a zip lock baggie upon completion to take game home.

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

- Their child's ability to recognize and name colors.
- Their child's ability to compare and contrast two objects.

ACTIVITY #3**Color Mixing Puzzle:**

- If time allows have children and parents complete the color mixing worksheet.
- When children decided the answer have them color the box with "???".
- When everyone has completed the worksheet review the answers with the class.

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

- Their child's ability to think logically and solve problems.
- Their child's ability to write by developing prewriting skills.
- Their child's ability to focus on a single task.

TALK ABOUT IT

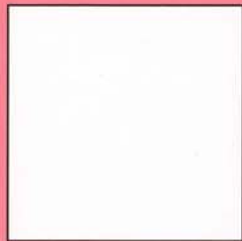
- Remind children about colors and the games they played today.
- Ask children what their favorite game was? Follow-up with why was it their favorite?
- Ask children what their favorite color is and why?
- Tell children to take their game home so that they can play it again with their parent, sibling or guests.
- Remind Parents that playing games is a good way to teach their children skills that will help them be successful when they go to Kindergarten.
- Give each child a sticker prior to leaving the classroom.



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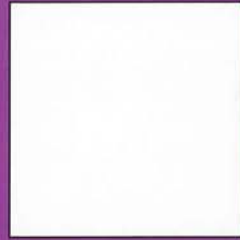
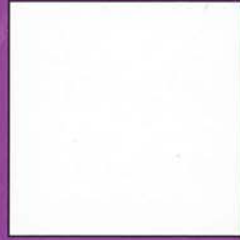


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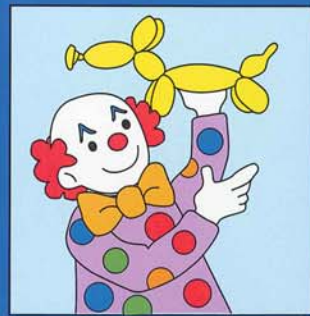
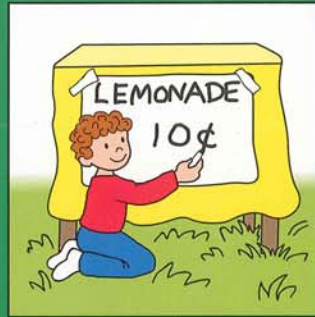
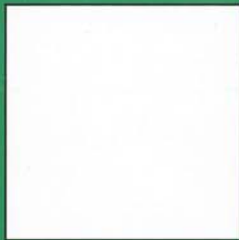
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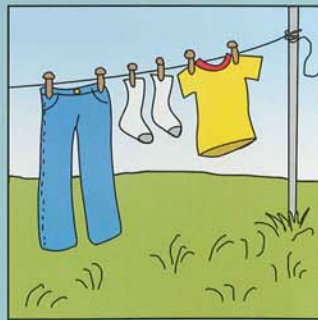


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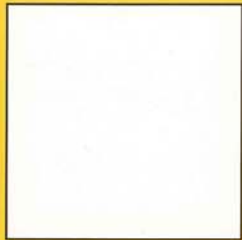
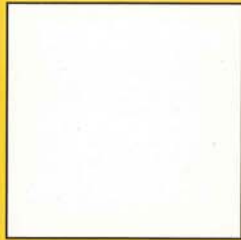
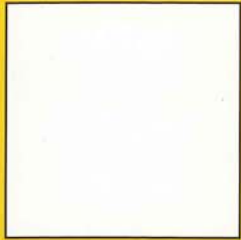
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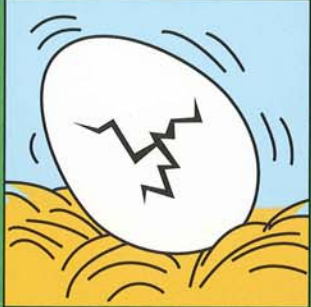
A blue rectangular frame containing three empty white squares on the left and a small illustration of a girl with red hair and a blue bow, wearing a blue sweater and holding a pink ice cream cone on the right.

17



A yellow rectangular frame containing a small illustration on the left showing a hand pouring seeds from a green packet labeled 'TOMATO' into the soil, and three empty white squares on the right.

18



A green rectangular frame containing an empty white square on the left, a small illustration in the center showing a cracked egg in a nest, and two empty white squares on the right.



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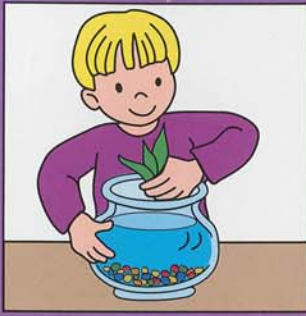
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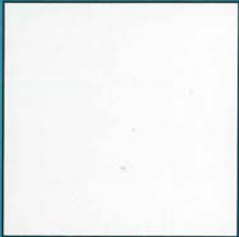


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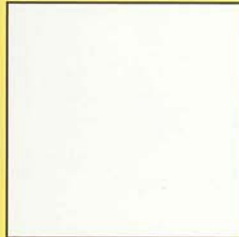
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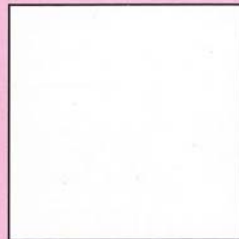
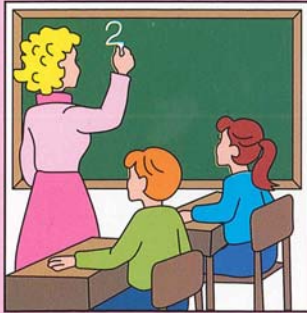
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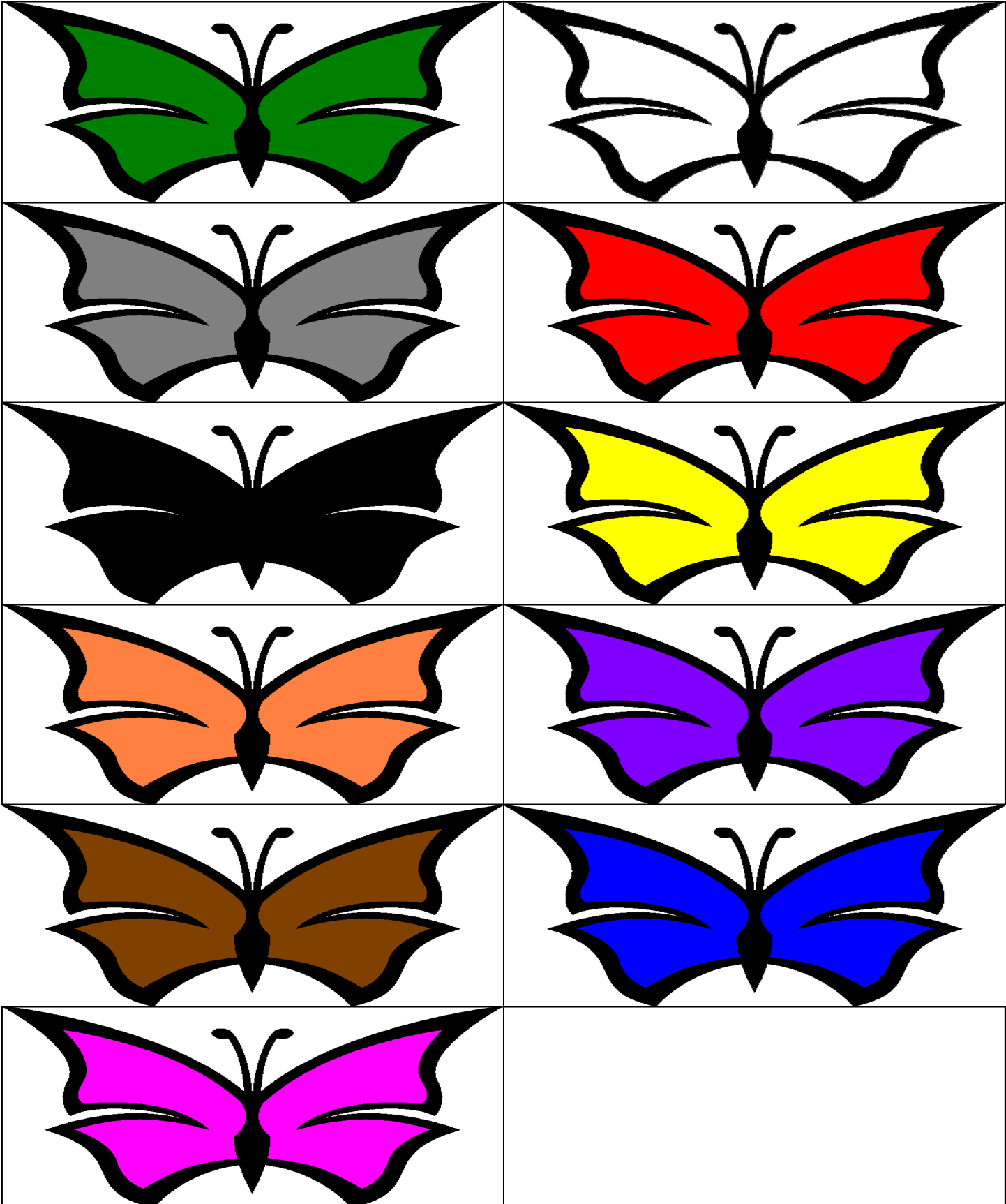
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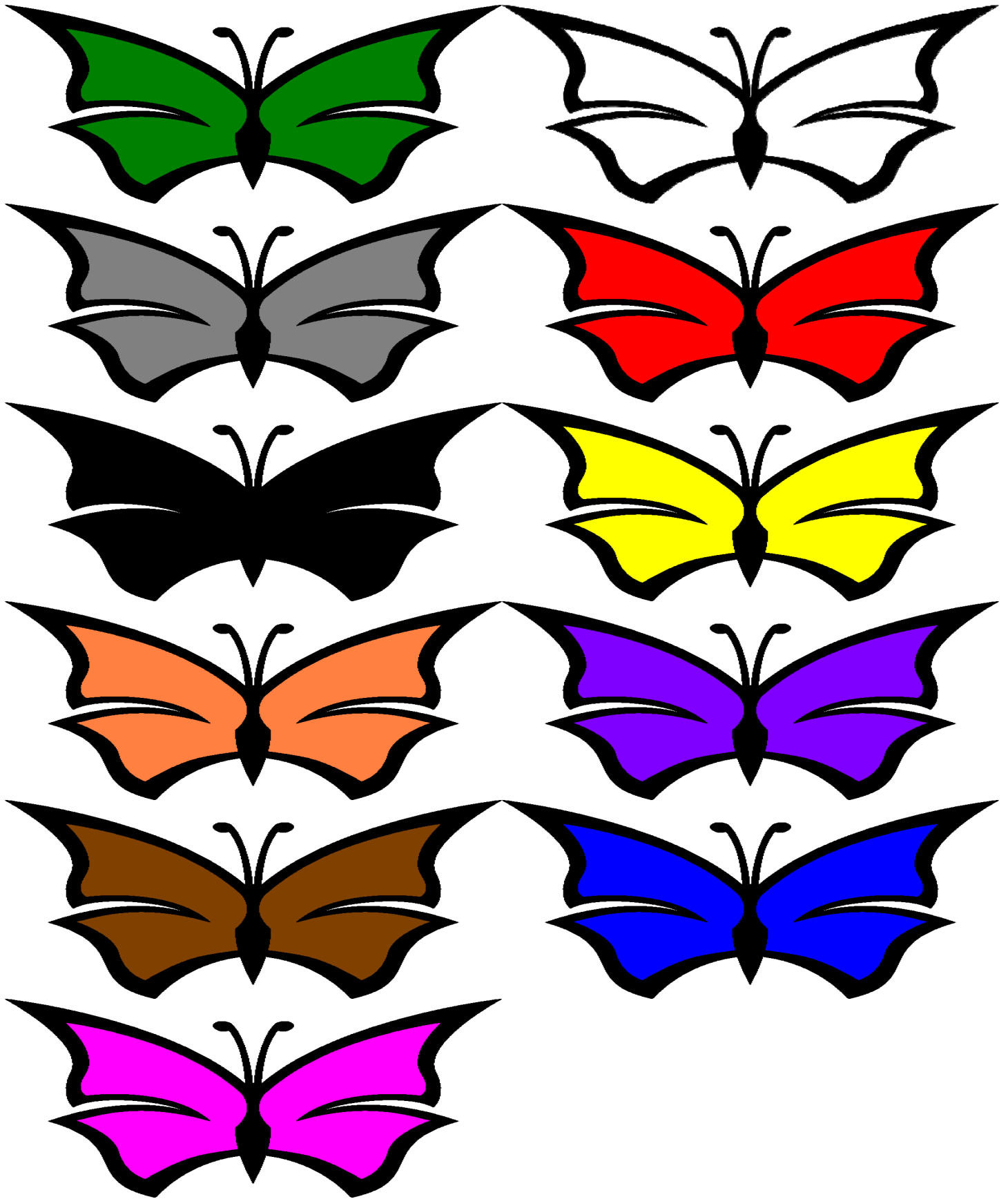


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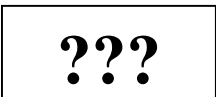







Color Mixing


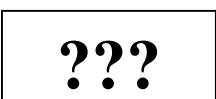

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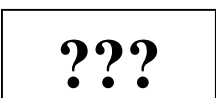

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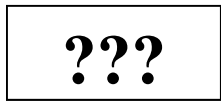

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Mezcla de Colores


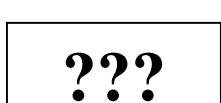

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Colors: Caps for Sale

Sesame Street
Fun!

OVERVIEW

Students will learn their colors, as they listen to a story and do an activity.

SKILLS

- DRDP - #17 LLD5 - Interest in Literacy
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 - Concepts about Print
- DRDP - #40 PD3 - Fine Motor Skills
- DRDP - #29 COG3 - Memory and Knowledge

MATERIALS & PREPARATION

MATERIALS:

- English Book: Caps for Sale
 - Spanish Book: Se Venden Gorras
 - English Video/Sesame Street: Colors
 - Spanish Video/Plaza Sesamo: Colores
 - Color Flashcards
 - Construction Paper (any color)
 - Caps Template
 - Monkey Template
 - Crayons
 - Scissors
 - Glue Stick
- by: Esphyr Slobodkina
por: Esphyr Slobodkina

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Let children know they will be learning their colors.
- Show children flashcards with colors and ask them to help you name them.
- Ask children to look around the classroom to see what colors they can find.

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 - I Know my Colors
 - Spanish - Rojo

Rojo

Roja es la manzana y Rojo el papel,
 Roja es la freza que me gusta comer,
 Roja es la gorra y también el sillón
 Rojo es el color de mi corazón.

- [Show Sesame Street Clip: Colors / Colores](#)

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.
- Tell children they will now do an activity that goes with the story we just read. Ask them if they can remember what the story was about?
- Give each child a sheet of construction paper, hats template, scissors, glue and crayons.
- Tell children they will color each hat on the template a different color.
- When they are done coloring have them cut the hats out.
- Then they will glue their monkey and its hats onto the construction paper.
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

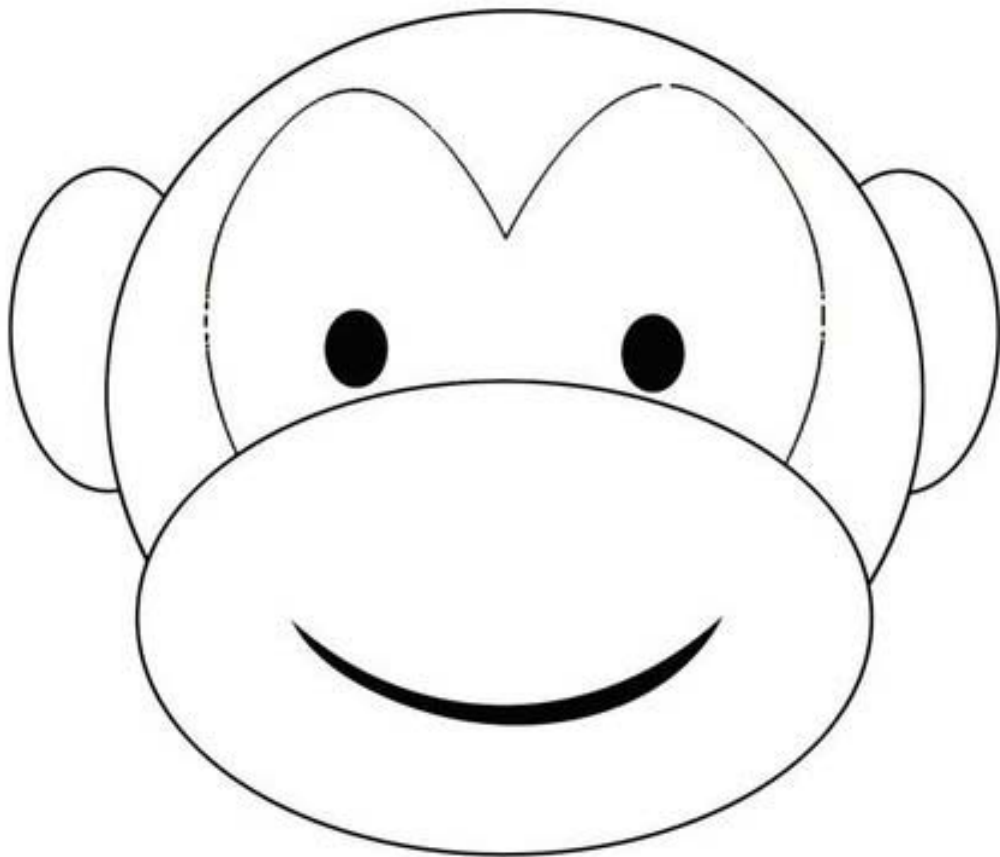
- Ask children what we learned today in class?
- Have children name colors with you one more time.
- Ask children what their favorite color is?
- Remind them to continue practicing their colors at home.

PARENT TIP SHEET

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

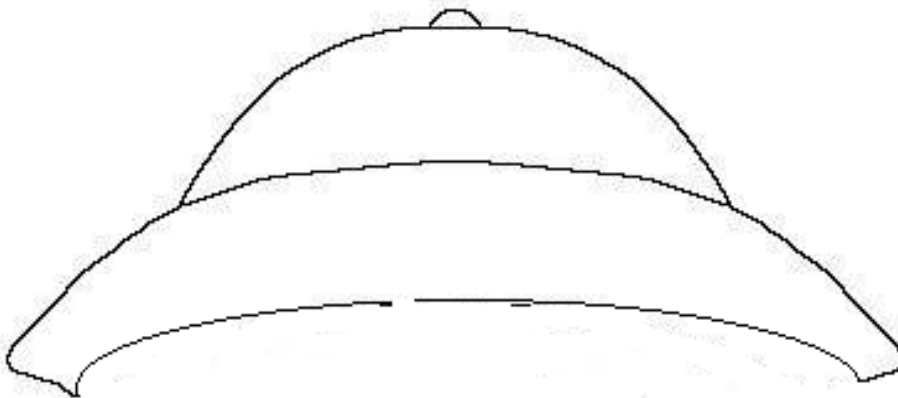
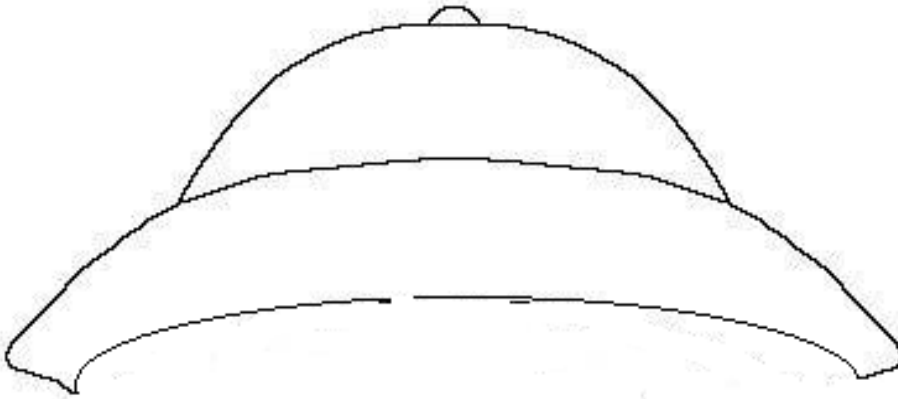
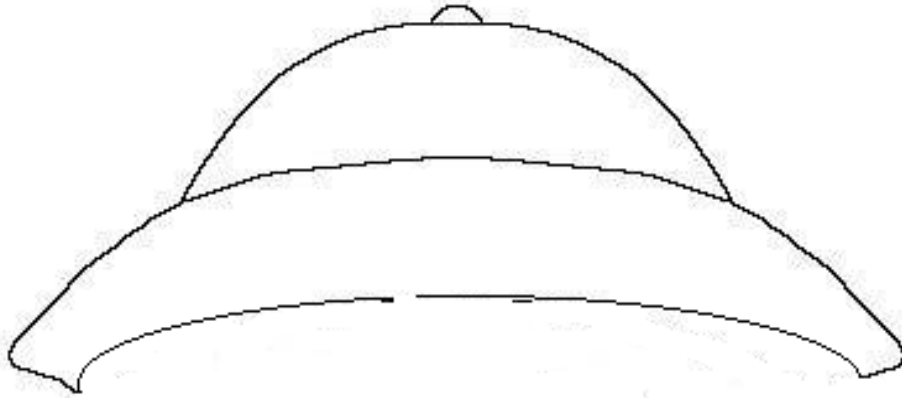


Sesame Street
Fun!





Sesame Street
Fun!

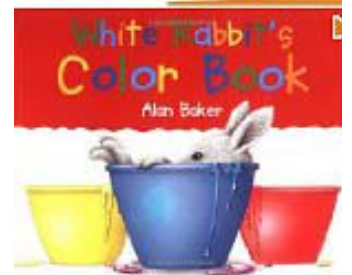
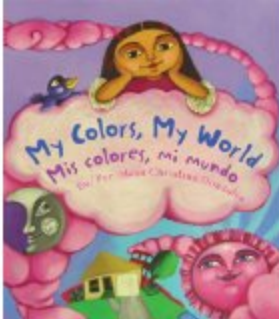




Parent Tip Sheet: Colors

Sesame Street Fun!

BOOKS



ACTIVITIES

Different Shades of Color

What You Need:

- Ice Cube Tray
- Water
- Eye Dropper

What You Do:

Give a white ice cube tray to the child and fill the first three holes with red, yellow and blue water. Give the child an eye dropper (or medicine dropper) and let them mix the colors in the empty spaces. This will create many shades of colors.

Mixing Color Bottle

What You Need:

- Candle Wax
- Food Coloring
- Baby Oil
- Plastic Bottle

What You Do:

About four days before needed or as a group, chop small portions of candle wax coloring put them in baby oil (it takes about 4 days to melt into the baby oil). Once the mixture is melted, color water using food coloring. Next add colored baby oil to the bottom 1/2 of the bottle and the colored water the top 1/2. Seal the bottles and shake. The colors will mix and then separate again and again. Blue and yellow works really well.

SONGS

I Know my Colors

I know my colors for painting fun
green like the grass and the yellow sun,
an orange pumpkin and white snow,
a red rose and a black crow,
blue like a mailbox, brown like an ape,
a pink pig and some purple grapes!

The Apple Tree

Away up high in an apple tree.
Point up.

Two red apples smiled at me
Form circles with fingers.

I shook that tree as hard as I could
Pretend to shake a tree.

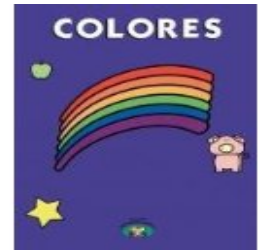
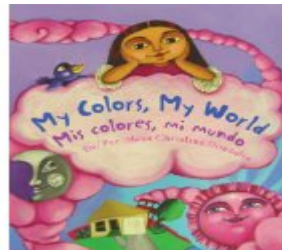
Down came those apples.
And mmmmmmm, were they good!
Rub tummy.



Consejos Para Padres: Colores



LIBROS



ACTIVIDADES

Diferentes Colores

Que Necesita:

- Traste de Hacer Hielo
- Agua
- Cuentagotas de Ojos

Que se Hace:

Déle un traste de hacer hielo al niño y llene los primero tres hoyos con agua rojo, amarillo y azul. Déle el cuentagotas de ojos y déjelo que mezcle colores en los hoyos sobrantes para crear otros colores.

Mezclando Colores en una Botella

Que Necesita:

- Cera de Vela
- Color de Comida
- Aceite de Bebes
- Botella de Plástico

Que se Hace:

Como cuatro días antes o como grupo corten porciones pequeñas de cera de vela y póngalos con aceite de niños. (dura como 4 días para derretir creándose en aceite) Cuando ya este el contenido derretido, haga diferentes colores de agua usando el color de comida. Después agregue el aceite de niño a la mitad de la botella y la otra mitad de agua de color. Cierre la botella y revuelva. Los colores se mezclaran y se vuelven a separar una tras otra vez. Los colores que funcionan mejor son el azul y amarillo.

CANCIONES

Colores Que me Gusta Comer

Rosado es el tomate, el tomate que me gusta comer.
 Rosado es el tomate, el tomate que me gusta comer.
 Rosado es un color, un color que me gusta comer.
 Rosado es el tomate, el tomate que me gusta comer

Negra es la oliva, la oliva que me gusta comer.
 Negra es la oliva, la oliva que me gusta comer.
 Negro es un color, un color que me gusta comer.
 Negra es la oliva, la oliva que me gusta comer.

Azules son las bayas, las bayas que me gustan comer.
 Azules son las bayas, las bayas que me gustan comer.
 Azul es un color, un color que me gusta comer.
 Azules son las bayas, las bayas que me gustan comer.

Blanco es el helado, el helado que me gusta comer.
 Blanco es el helado, el helado que me gusta comer.

Blanco es un color, un color que me gusta comer.
 Blanco es el helado, el helado que me gusta comer.

Moradas son las uvas, las uvas que me gustan comer.
 Moradas son las uvas, las uvas que me gustan comer.
 Morado es un color, un color que me gusta comer.
 Moradas son las uvas, las uvas que me gustan comer.

Éstos son los colores, los colores que me gustan comer.
 Éstos son los colores, los colores que me gustan comer.
 Colores son deliciosos, los colores que me gustan comer.
 Y éstos son los colores, los colores que me gustan comer.



Colors: Book of Colors

Sing
& Play

OVERVIEW

In this activity children will learn to identify colors. They will read a book about colors and make their own Color Book.

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 - #31 MPD1 – Gross Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Colors By: Rebecca Emberley
- Spanish Book: Mis Colores Por: Rebecca Emberley
- English Song: Color Farm
- Spanish Song: Granja de Colores
- Flash cards with different colors (red, yellow, green, blue, orange, and purple)
- Different colored objects in the room
- Half sheets of cardstock paper with color name printed on each sheet (6 sheets per child)
- 2 Half sheets of construction paper per child
- Markers
- Stapler
- Giant Washable Ink Pads: orange, blue, purple, green, red, yellow

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Arrange colored objects around the room.
- Make a set of flash cards with different colors.
- Print book template, cutting sheets in half
- Cut, 8 1/2x11 construction paper in half

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 Colors. Name a color in the room or on the student's clothes and have the students help find the color. It would be helpful if you have a sample color at hand in order for students to recognize and then hunt for the color.
- 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 – Color Farm
 - Spanish – En la Granja

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

- Let children and parents know that they will be making their own book of colors using their hand prints.
- Show a sample of the completed craft project.
- Pass out materials: Give each child 5 half sheets of cardstock paper with color name on each sheet, and 2 half sheets of construction paper.
- Each child will need 5 giant washable ink pads of different colors.
- Parents will help their children place their hands on the ink pad and then place their handprint on the cardstock paper with the same color name. They will do this with all five colors.
- Once they are done doing their hand prints, parents can help their child decorate their title page using markers and staple all pages together to finish their book.
- When children are done with their project, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.

**ACTIVITY #4****Free Play (Share, play and Socialize):**

- Invite children to play at the activity centers that are found on the carpet area of the classroom while their classmates finish their art projects.
- Encourage parents to participate in the playtime by talking to their children and asking questions while their children choose what activities to participate in.
- Clean up transition: When time is up encourage children and parents to put toys away. Sing song; "I will put toys away" "Es la Hora de Limpiar"

TALK ABOUT IT

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

- Ask children if they can remember what colors they learned about today?
- Ask children what they remember from the story book?
- Review color cards with the students.

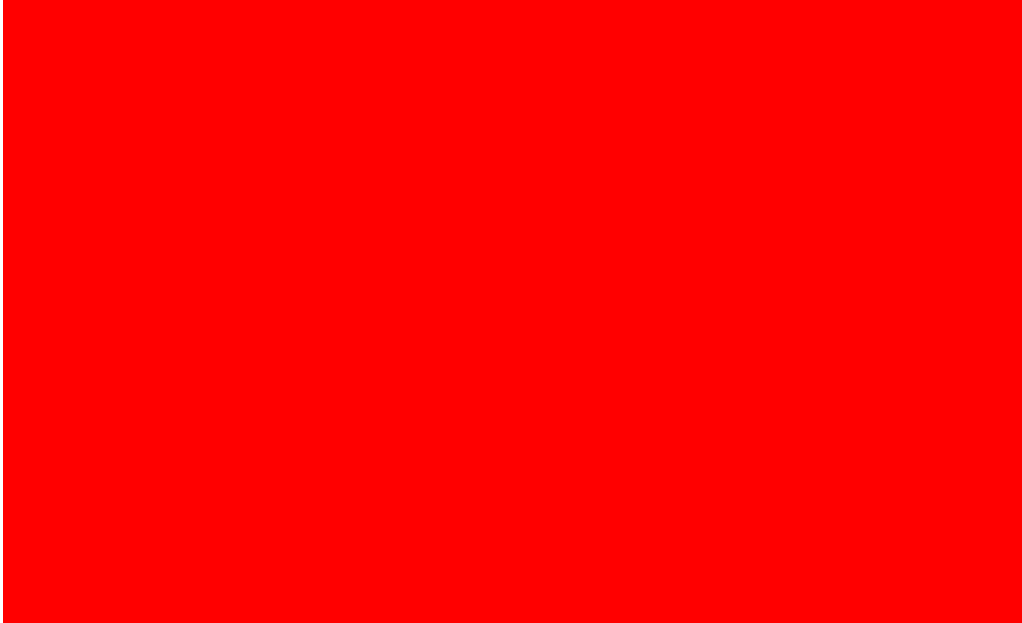
PARENT TIP SHEET

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



Colors: Color Flashcards

Sing
& Play



Red

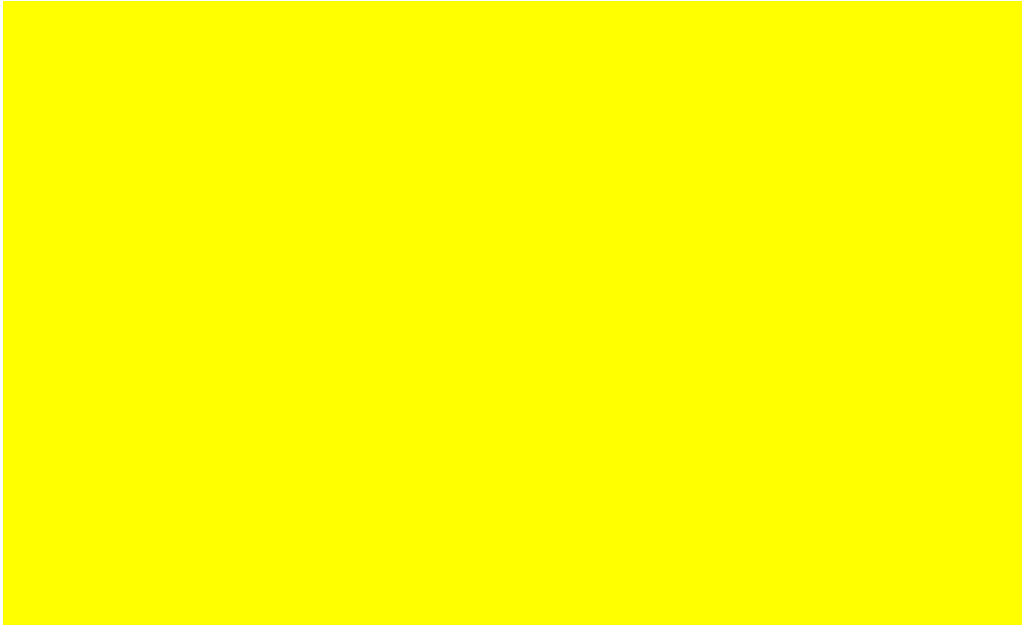


Blue



Colors: Color Flashcards

Sing
& Play



Yellow

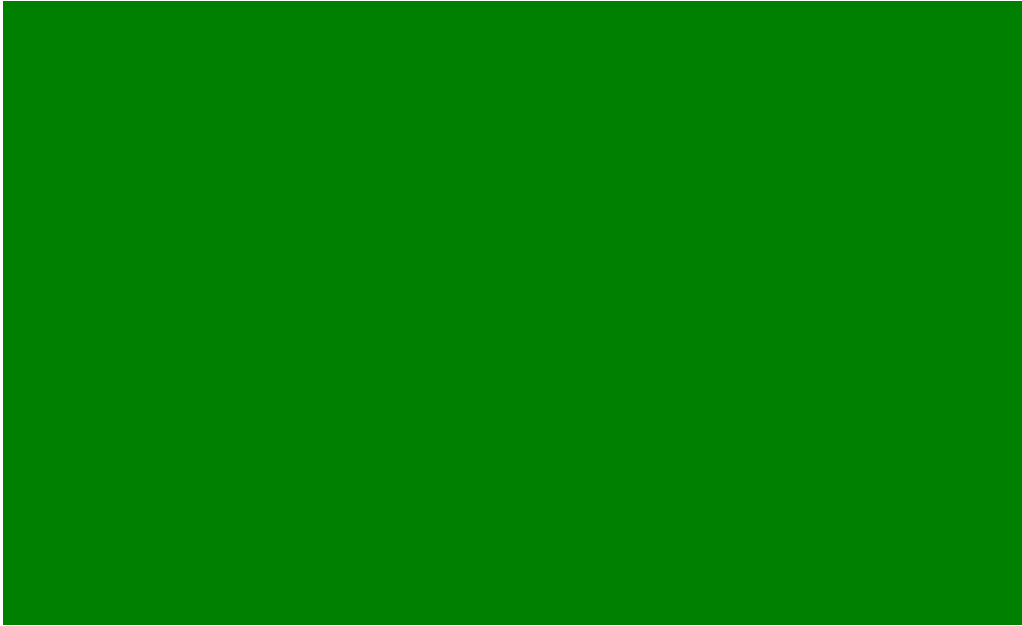


Orange



Colors: Color Flashcards

Sing
& Play



Green



Purple

Red

Yellow

Orange

Green

Blue

Purple



Colors: Color Farm

Sing & Play

On the farm there was a cat and Black was her name-o,
B-L-A-C-K, B-L-A-C-K, B-L-A-C-K, and black was her name-o.

On the farm there was a dog and BROWN was his name-o,
B-R-O-W-N, B-R-O-W-N, B-R-O-W-N, and brown was his name-o.

On the farm there was a cow and PURPLE was her name-o,
P-U-R-P-L-E, P-U-R-P-L-E, P-U-R-P-L-E, and purple was her
name-o.

On the farm there was a horse and Green was his name-o,
G-R-E-E-N, G-R-E-E-N, G-R-E-E-N, and green was his name-o.

On the farm there was a duck and Orange was her name-o,
O-R-A-N-G-E, O-R-A-N-G-E, O-R-A-N-G-E, and orange was her name-o.

On the farm there was a bird and BLUE was his name-o,
B-L-U-E, B-L-U-E, B-L-U-E, and blue was his name-o.

On the farm there was a Chicken and Yellow was her name-o,
Y-E-L-L-O-W, Y-E-L-L-O-W, Y-E-L-L-O-W, and yellow was her name-o.

On the farm there was a pig and Red was his name-o,
R-E-D, R-E-D, R-E-D, and red was his name-o.

En la Granja

En la granja había un gato y Negro se llamaba,
N-E-G-R-O, N-E-G-R-O, N-E-G-R-O, y negro se llamaba.

En la granja había un perro y Café se llamaba,
C-A-F-É, C-A-F-É, C-A-F-É, y café se llamaba.

En la granja había una vaca y Morada se llamaba,
M-O-R-A-D-A, M-O-R-A-D-A, M-O-R-A-D-A, y morada se llamaba.

En la granja había un caballo y Verde se llamaba,
V-E-R-D-E, V-E-R-D-E, V-E-R-D-E, y verde se llamaba.

En la granja había un pato Anaranjado se llamaba,
A-N-A-R-A-N-J-A-D-O, anaranjado se llamaba.

En la granja había un pájaro y Azul se llamaba,
A-Z-U-L, A-Z-U-L, A-Z-U-L, y azul se llamaba.

En la granja había un pollito y Amarillo se llamaba,
A-M-A-R-I-L-L-O, A-M-A-R-I-L-L-O, A-M-A-R-I-L-L-O, y amarillo se llamaba.

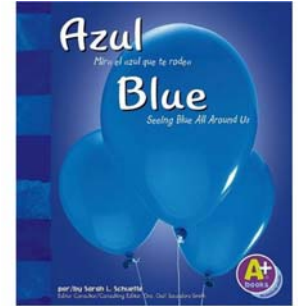
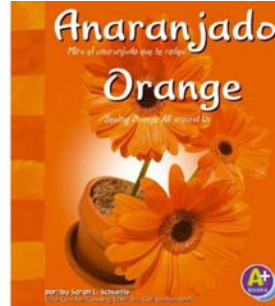
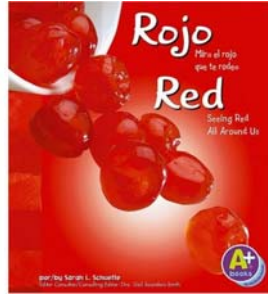
En la granja había un cerdo y Rojo se llamaba,
R-O-J-O, R-O-J-O, R-O-J-O, y rojo se llamaba.



Parent Tip Sheet: Colors

Sing & Play

BOOKS



ACTIVITIES

Water Colors and Balloons

What You Need:

- Poster board
- Water
- Food coloring
- Paintbrush
- Scissors

What You Do:

Draw balloons out of poster board and laminate them. Then have small containers with colored water in the primary colors. Add small paintbrushes or eyedroppers and let kids put the colored water on the balloons to see what color the balloons change to.

Making Brown

What You Need:

- Paints – red, yellow, blue, orange, black
- Paper

What You Do:

Show your children how they can make different brown paint by mixing red, yellow, blue, orange and black paint. You can then let them write B's with their Brown Paint.

SONGS

Yellow

A Yellow fruit I found at the done of day,
Yellow on the outside and delicious I might say,
Yellow is its color banana is its name,
In Spanish say plátano it means the same.

Red Food

(tune I've been working on the railroad)

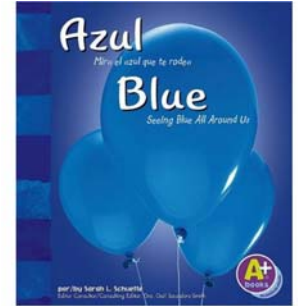
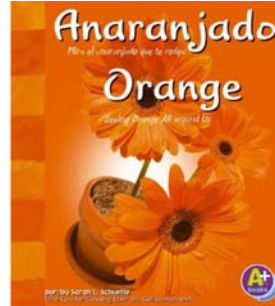
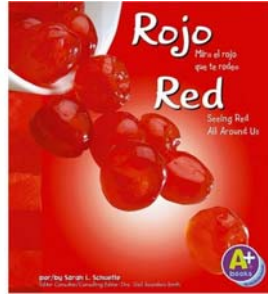
Red is the color for an apple to eat.
Red is the color for cherries, too.
Red is the color for strawberries,
I like red food don't you?



Consejos Para Padres: Colores

Canta y Juega

LIBROS



ACTIVIDADES

Colores de Agua y Bombas

Que Necesita:

- Papel de Cart3n
- Agua
- Color de Comida
- Brocha
- Tijeras

Que se Hace:

Corte forma de globos de papel de cart3n y lamínelos. En trasteitos peque1os colore agua y agregue agua con colores primarios. Agregue brocha peque1a y deje que los ni1os pinten los globos con los colores agregando diferentes colores para que miren los cambios.

Haciendo el Color Caf3

Que Necesita:

- Pinturas – rojas, amarilla, azul, anaranjada, negra
- Papel

Que se Hace:

Ens3neles a sus ni1os como pueden hacer el color caf3 mezclando los colores rojo, amarillo, azul, anaranjado, y negro. Tambi3n pueden practicar escribiendo la letra C con el color caf3.

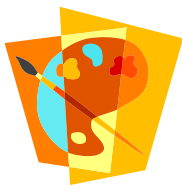
CANCIONES

Amarilla

Hoy por la ma1ana una fruta me encontr3 ,
Amarilla era por fuera y muy sabrosa tambi3n,
Plátano es su nombre y amarillo es su color,
Si tú quieres conocerlo pon mucha atenci3n.

Azul

Azul es el mar y el cielo es azul,
Azul son los peces que me seguirán,
Azul es el barco que me llevara al mar y al
cielo que azules serán.



Colors: Dino Colors

Smart
Art

OVERVIEW

In this activity children will learn about colors by participating in a read-aloud, singing and painting a ceramic piece that is related to the colors 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 - #34 MATH3 – Classification

MATERIALS & PREPARATION

MATERIALS:

- English book: How do Dinosaurs go to School? by: Jane Yolen and Mark Teague
- Spanish Book: De Colores por: Ashley Wolff
- Bisque piece: Dinosaur
- Bisque paints: red, pink, green and blue
- 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.
- Name a color in the room or on the student’s clothes and have the students help find the color. It would be helpful if you have a sample color at hand in order for students to recognize and then hunt for the color.
- Describe how when colors are mixed together they can make a new color (such as blue and red making blue).
- Ask children the following questions:
 - What is the color of a banana?
 - What is the color of the grass?
 - What is their favorite color?

ACTIVITY #1

Sing a Song:

English Song: I Know My Colors

I know my colors for painting fun
 green like the grass and the yellow sun,
 an orange pumpkin and white snow,
 a red rose and a black crow,
 blue like a mailbox, brown like an ape,
 a pink pig and some purple grapes!

Spanish Song: Rojo

Roja es la manzana y Rojo el papel,
 Roja es la freza que me gusta comer,
 Roja es la gorra y también el sillón
 Rojo es el color de mi corazón.

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.



Colors: All the Colors of the Rainbow

Snack Attack

OVERVIEW

Children will be learning their colors as they listen to a story, sing a song, and do an edible 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 - #34 MATH3 – Classification • DRDP - #36 MATH5 – Shapes
- DRDP - #41 HLTH1 – Personal Care Routines • DRPD - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: A Rainbow of my Own by: Don Freeman
- Spanish Book: Como Nacio El Arco Iris por: Alma Flor Ada
- Different Color Items
- Per Child:
 - Strawberries
 - Oranges
 - Pineapple
 - Green grapes
 - Blueberries
 - Purple grapes
 - Whipped cream
 - Mini marshmallows
 - Large oval 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 be learning their colors.
- Show children an item and have them tell you what color it is. Repeat.
- 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.

I SEE RAINBOWS

Tune: Free Jacques

I see rainbows,
I see rainbows,
Way up high
In the sky.

They are red and orange,
Yellow, green and blue.
Purple, too.
What a view!
I see rainbows,
I see rainbows,

Los Colores

Los colores, los colores,
Yo sé los colores,
Los colores, los colores,
Dígalos aquí:
Azul y amarillo - Azul y amarillo,
Rojo, verde, negro- Rojo, verde, negro,
Anaranjado - Anaranjado,
Rosado y blanco - Rosado y blanco,
Morado y café - Morado y café,
Los colores ya los sé.

Way up high
In the sky.
They are made from sunshine,
Shining through the rain.
What a view
In skies so blue!

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 rainbow.
- Go around the room and use the whipped cream to draw 6 semi circles onto each child's plate. Tell children that they will use these lines to place fruit onto their plate, making a rainbow.
- Tell children to start with the strawberries (or cherries) to make the very top row of the rainbow.
- Follow with: oranges, pineapples (or bananas), green grapes (or kiwi), blue berries, and purple grapes.
- Tell children they can finish their snack by using the mini marshmallows to make up the clouds on the bottom of both sides of the rainbow.
- Encourage children to announce out loud what color each part of the rainbow is!



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.



Colors: Coffee Filter Colors

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 colors we see in our world. Children will have the opportunity to mix colors on coffee filters and to take them home.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRPD - #35 MATH3 – Classification
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: My Colors, My World By: Maya Christina Gonzalez
- Spanish Book: Mis Colores, Mi Mundo Por: Maya Christina Gonzalez
- Coffee filters
- Washable markers
- Water bottles
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Engage the children in a discussion about the colors we see in our world.
- Ask the children questions about colors.
 - What is your favorite color?
 - What colors are items found 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 make predictions that the book will be about colors.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

ACTIVITY #2

Coffee Filter Colors:

- Have children color coffee filters with washable markers.
- Have the children squirt the filters with spray bottles.
- Discuss how the colors bleed and mix with each other, making new colors.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.



TALK ABOUT IT

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

- Ask children what their favorite part of the book or activity was?
- Name colors with children.

PARENT TIP SHEET

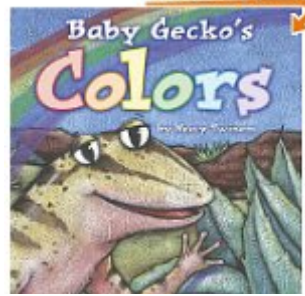
Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about colors by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Colors

Storytime

BOOKS



ACTIVITIES

Yellow Blue Experiment

What You Need:

- Yellow/Blue paint
- Zip-top plastic bag /Paint Brush
- Paper /Glitter

What You Do:

Cover a work surface with newspaper or grocery bags. Have your child pour some yellow paint into the zip-top plastic bag. Now have him add some blue paint. Help him seal the bag then, encourage him to squish and squeeze the bag with his hands until the paints get mixed together. Watch as the paint turns green! Explain that yellow and blue are primary colors and when they're combined, they make green. Hand your child the paint brushes and/or sponges and let him paint. If he likes, let him add glitter to his painting while the paint is still wet. Once the painting is dry, hang it up in a prominent place so everyone can enjoy it.

Yellow Blue Experiment

What You Need:

- Card stock or other Sturdy Paper (index cards)
- Scissors
- Markers in a Rainbow of Colors

What You Do:

Have your child draw a picture of a flower on each card, using only one color for each card. Now turn each card over and write the name of the color you used on that card on the back using the same color marker. Now it's time to play! Take the cards outside. Choose one card and ask your child to name the color then, turn the card over to reveal the color word. Now look around outside and find something natural (like a tree or flower) that's the same color as the card. Once you've found something, turn to your child and say, "I spy something with my eye that is the color_____". Encourage her to try and find the object you chose. Give her descriptive word clues to help point her in the right direction. If she guesses another object that is the right color, let her know that her pick is also correct

SONGS

Colors

(Sung to: Head, Shoulder, Knees, and Toes)

Red, yellow, green and blue, green and blue
 Red, yellow, green and blue, green and blue
 Purple, orange, brown and black
 Red, yellow, green and blue, green and blue

Colors Of A Rainbow

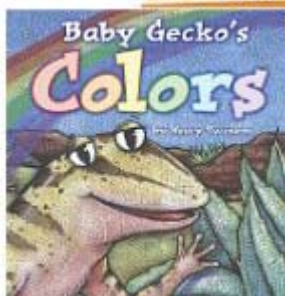
Red and orange, green and blue, shiny yellow, purple too.
 All the colors that we know, live up in the rainbow.
 Red and orange, green and blue, shiny yellow, purple too



Consejos Para Padres: Colores

Hora de
Cuentos

LIBROS



ACTIVIDADES

Experimento Amarillo Azul

Que Necesita:

- Pintura Azul / Amarillo
- Papel / Brillo
- Bolsa pequeña de sándwich

Que se Hace:

Cubra una mesa con papel disponible. Su hijo/a pondrá pintura amarilla en la bolsa, después que le agregue pintura azul. Asegure que la bolsa selle bien. Deje que el niño juegue con la pintura en la bolsa para que los colores se mezclen. Mire como Amarillo y azul se convierte en verde. Déle una brocha para pintar si gusta agregué brillo. Cuelgue el arte para que se seque.

Experimento Amarillo Azul

Que Necesita:

- Papel de cartulina o Tarjetas Índice
- Tijeras
- Marcadores

Que se Hace:

Permita que los niños dibujen una flor en cada tarjeta. Que usen solo un color para cada flor. Si usa papel corte el papel en tamaño de tarjeta. En el lado opuesto escriba el nombre del color que el niño uso para esa flor. Ahora pueden jugar! Salgan afuera, escoja una tarjeta y pregunte al niño que color es? Ahora que ellos busquen afuera cosas de la naturaleza que sean del mismo color. Después que terminen todas las tarjetas diga a su hijo/a, "Yo veo con mis ojos algo color ."Su hijo/a tiene que descubrir que es lo que usted le esta describiendo.

CANCIONES

Amarillo

Hoy por la mañana una fruta me encontré ,
Amarrilla era por fuera y muy sabrosa también,
Plátano es su nombre y amarillo es su color,
Si tú quieres conocerlo pon mucha atención.

Azul

Azul es el mar y el cielo es azul,
Azul son los peces que me seguirán,
Azul es el barco que me llevara al mar y al
cielo que azules serán.