



Summer: You are my Sunshine

ART Explosion

OVERVIEW

In this activity children will be finger painting and pasting a sun shape. With the assistance of their parents children will be pasting small pieces of wrinkle paper and their picture brought from home to make up a shiny sun.

SKILLS

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #15 LLD2 – Responsiveness to Language
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #33 MPD3 – Fine Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: Summer by: Joann Early Macken.
- Spanish Book: Verano por: Joan Early Macken.
- White paper plates in a pre-cut sun shape
- Tempera paint: yellow and orange
- Blue and pink pre-cut circles out of construction paper
- Small piece of yarn
- Wrinkle paper pre-cut very small
- Scissors and Hole Puncher
- Glue (1 per child)
- Baby Wipes
- CD/Music: Songs of You and Me

PREPARATION:

- Prepare a sample projects for each activity for demonstration purposes.
- Place materials on table per child.

INTRODUCTION

- Introduce topic to students.
- Explain briefly about the characteristics of the sun: It is round like a circle, it is yellow like a lemon, it is hot like a warm bath.
- Talk about the different outdoor activities that can be done when the sun is shining outside: riding a bike, playing at the park, having a picnic.

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 – You Are My Sunshine
- Spanish – La Luna y El Sol

ACTIVITY #3

Instruct the children that they will now be making a "Sun Frame".

- Show to children and their parents the sample and explain that materials would be provided in steps.
- First: provide each child the precut sun paper plate and the tempera paint. Say to parents to pour a little bit of paint on the pre cut paper plate so that their children can finger paint.
- Second: provide glue and pre cut circles for children to glue the painted pre cut shiny sun to the circle.
- Third: provide the wrinkle paper, so children can decorate their shiny sun.
- Fourth: pass out a hole puncher and with parents' assistance ask that they punch two holes in their circle to connect to a small piece of yarn. This can be used as a hanger.
- Fifth: If parents brought a child's picture, they can paste it in the middle of the sun.
- Finally, tell the children that they can hang their shiny sun in their homes!

TALK ABOUT IT

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

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

PARENT TIP SHEET

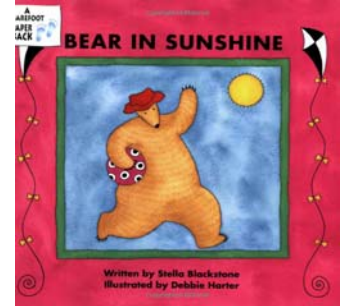
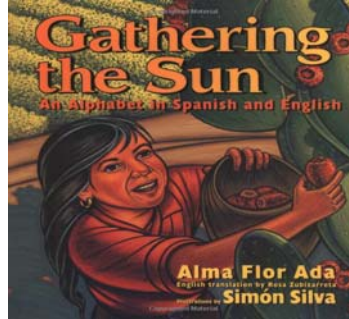
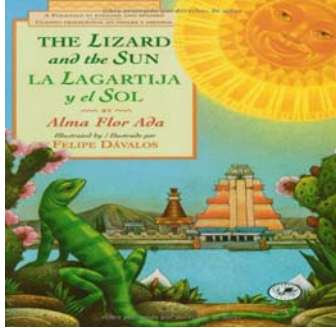
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the Summer by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: The Summer



BOOKS



ACTIVITIES

Water Painting

What You Need:

- Crayola washable water paints
- Large white coloring paper
- Easel or a fence to hang the paper
- Child's apron
- A Container with water
- A paint brush

What You Do:

In open space or outdoors place or hang the coloring paper so your child could color or draw the Sun using water paints, a paint brush and water.

Chalk Painting

What You Need:

- A box of assorted colors of chalk.
- Ample space (outdoors preferable or a cement area).

What You Do:

Provide to your child a box of chalk and have him draw some drawings that have to do with summer time. For example: favorite fruit or vegetable they like to eat during summer time. They can also draw the Sun or sea creatures on the ground or cement area.

SONGS

You are My Sunshine

You Are My Sunshine
My only sunshine.
You make me happy
When skies are grey.
You'll never know, dear,
How much I love you.
Please don't take my sunshine away

(Repeat)

Over The Meadow

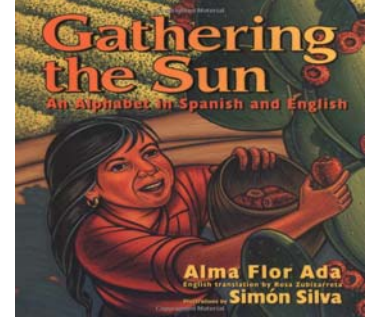
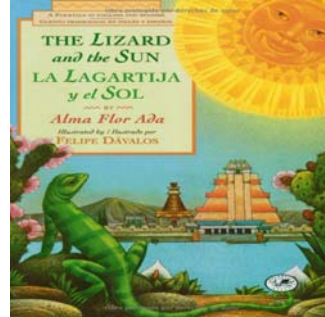
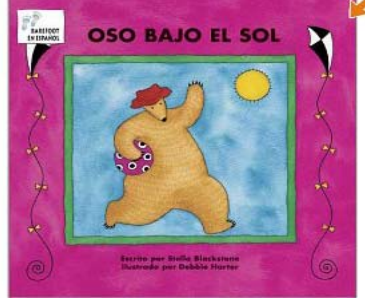
Over in the meadow,
In the sand in the sun,
Lived an old mother toadie,
And her little toadie one,
"Wink!" said the mother;
"I wink!" said the one,
So they winked and they blinked,
In the sand in the sun.
Over in the meadow,
Where the stream runs blue,
Lived an old mother fish,
And her little fishes two,
"Swim!" said the mother;
"We swim!" said the two,
So they swam and they leaped,
Where the stream runs blue.



Consejos Para Padres: El Verano



LIBROS



ACTIVIDADES

Pinturas de Agua

Que Necesita:

- Crayola pinturas lavables
- Papel largo de color blanco
- Un caballete o pared con espacio.
- Un mandil para niño
- Un vaso con agua
- Una brocha para pintar

Que se Hace:

En un espacio abierto afuera ponga el papel de dibujar pegado en la pared o use un caballete para que su hijo pueda pintar con libertad un Sol usando las pinturas de agua, brocha y agua.

Pintar con el Gis

Que Necesita:

- Una caja de gises de diferentes colores
- Suficiente espacio (preferible afuera de la casa en área de cemento).

Que se Hace:

Provee a su hijo una caja de gises. Dibuje algunos dibujos que tienen que ver con el tiempo de verano por ejemplo: El Sol, animales del mar, el nombre de su hijo, la fruta favorita, un vegetal del verano. También puede dibujar personas y pídale a su hijo que se dibuje el mismo en el suelo.

CANCIONES

La Luna y El Sol

La luna es muy pequeña y el sol es muy mayor.
La luna tiene frío y el sol tiene calor.
La luna sale de noche y el sol sale de día.
A bailar, a bailar, a bailar con la luna y el sol.
A bailar, a bailar, a bailar, a bailar con los dos.

Señor Sol

Señor Sol, Sol, Señor Sol
Dame tus rayos de sol
Señor Sol, Sol, Señor Sol
Detrás de ese árbol
Estos niños te piden ya
Sal afuera para jugar
Señor Sol, Sol, Señor Sol
Dame tus rayos de sol



Summer: Painting the Sunshine

Barney & Friends

OVERVIEW

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

SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #20 COG1 – Cause and Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: Hello Sun! by: Hans Wilhelm
- Spanish Book: Caliente y Brillante por: Dan Maechen Rau
- English Barney Clip: Mr. Sun
- Spanish Barney Clip: Señor Sol
- Cardstock paper (1 per child)
- Small paper plates (1 per child)
- Yellow, red, orange, and black paints
- Variety of painting items (brushes, swabs, fingers, etc)

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Prepare the different colors for painting on a paper plate
- Lay out a variety of painting utensils
- Lay out cardstock paper for painting

INTRODUCTION

- Show opening Barney & Friends clip
- Introduce topic to students: Talk to children about the season of summer.
- Ask them what the weather is like during summer time?
- Ask children what they like about summer time?
- 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 – You are my Sunshine
 - Spanish – Señor Sol
- Show Barney & Friends clip: Mr. Sun / Señor Sol

ACTIVITY #3

Hands on Activity:

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

- Tell children that they will be making a sun using their handprint
- Ask parents to assist children with putting paint onto the palm of their hand. Instruct parents to use the paintbrushes to paint the palm. Tell them to let their children decide what colors they would like their sun to be (red, yellow, orange or a combination).
- Instruct children to place their palm print on the cardstock paper in a full circle.
- Ask parents to point out how their fingers make up the rays of the suns creating sunshine for us.
- Children can finish their project by making a face on their sun if they wish.
- 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 Summer Season

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

TALK ABOUT IT

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

- Ask children if they can remember what they learned about the summer season today?
- Tell them that during the summer we get to do a lot of things outside like go to the park, ride our bikes and swim in the ocean!
- [Show closing Barney & Friends clip](#)

PARENT TIP SHEET

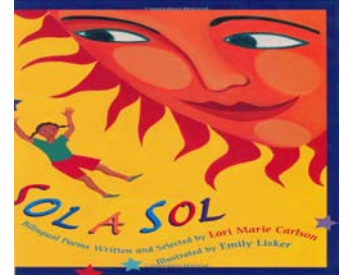
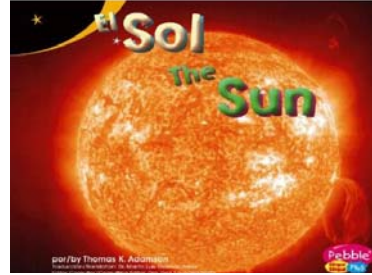
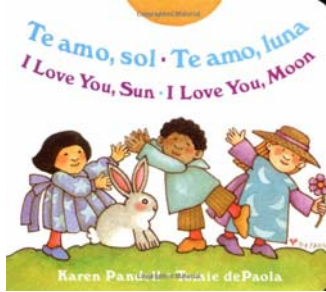
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about summer by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Summer

Barney & Friends

BOOKS



ACTIVITIES

Sunshine Handprint

What You Need:

- Dinner plate or margarine lid
- Pencil
- Yellow and orange construction paper
- Scissors
- Glue or glue stick
- Markers

What You Do:

Use a pencil to trace a dinner plate onto a piece of yellow construction paper. Cut out the circle around the line you traced. Trace the child's hand onto yellow construction paper 4 to 8 times and cut them out. Glue the yellow handprints around the circle without overlapping them too much. Trace the child's hand onto orange construction paper the same number of times as you did with the yellow. Glue the orange handprints behind the yellow ones, staggering them so the orange peeks out between the yellow. Lastly draw a face.

Rays of Sun

What You Need:

- paper plate
- yellow paint
- marker
- yellow paper
- scissors
- glue

What You Do:

Have children paint a paper plate yellow. When dry, the children can add facial features with a marker. Glue yellow strips of paper around the edges for rays.

SONGS

You are my Sunshine

You are my sunshine
My only sunshine
You make me happy
When skies are grey
You never know *dear*
How much I love you
So please don't take my sunshine away!

Mister Sun

O mister sun, sun, mister golden sun, please shines down on me.

O mister sun, sun mister golden sun, hiding behind a tree.
These little children are asking you to please come out so they can play with you.

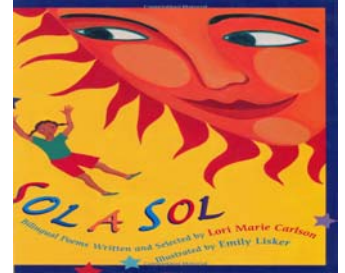
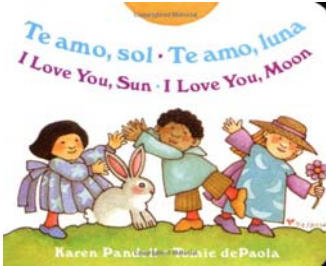
O mister sun, sun, mister golden sun, please shine down on,
please shine down on, please shine down on me!



Consejos Para Padres: Verano

Barney Y Amigos

LIBROS



ACTIVIDADES

Impresión de mano

Que Necesita:

- Plato o tapadera de margarina
- Lápiz
- Papel de construcción amarillo o anaranjado
- Tijeras
- Goma
- Marcadores

Que se Hace:

Use un lápiz para trazar un plato hacia en el papel de construcción amarillo. Corten el círculo alrededor de la línea que se trazo. Traza la mano del niño hacia un papel de construcción amarillo 4-8 veces y después cortar cada uno. Pegue las impresiones amarillas alrededor del círculo sin acumularlos demasiado. Traza la mano del niño a un papel de construcción anaranjado el mismo número de veces como el amarillo. Pegue las impresiones anaranjadas detrás de las amarillas. Al último dibuje una cara.

Rayos de sol

Que Necesita:

- Plato de papel
- Pintura amarilla
- Marcador
- Papel amarillo
- Tijeras
- Goma

Que se Hace:

Los niños empezaran pintando un plato. Cuando se seque, los niños pueden añadir características faciales con un marcador. Peguen tiras de papel amarillas alrededor de las horillas como rayos del sol.

CANCIONES

Señor Sol

Sale el sol, sale el sol
en la esquina de mi casa.
Voy a ver, voy a ver
la figura solitaria.
Que salga la dama, dama,
vestida de marinero;
que vale más dinero
que estrellas hay en el cielo.

Verano y Sol

Verano y sol, arena y mar
Mucho calor y a disfrutar,
En vacaciones voy a jugar
verano y sol, arena y mar.
Llegó el verano me voy de viaje
ya tengo listo mi equipaje
andando en coche por las montañas
quizás durmiendo en una cabaña.
Llegó el verano me voy de viaje
Por la ventana miro el paisaje
montando en bici llego a la playa
me llevo gafas, gorra y toalla.
Llegó el verano me voy de viaje
de vacaciones y a descansar
hasta la vuelta mis amiguitos
tendremos mucho para contar.



Letter Recognition: Learning My Letters: N and O

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

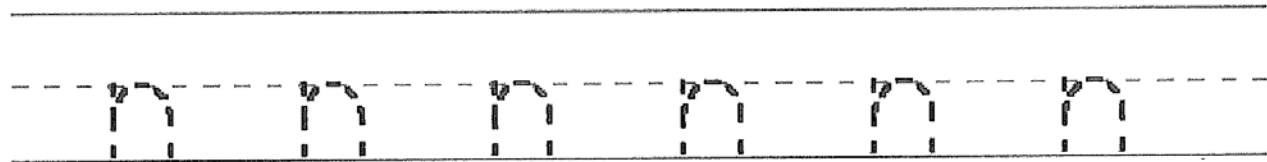
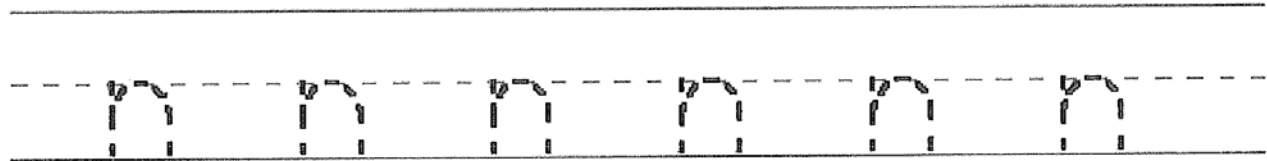
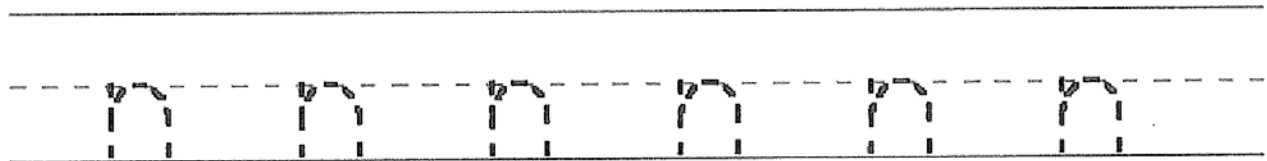
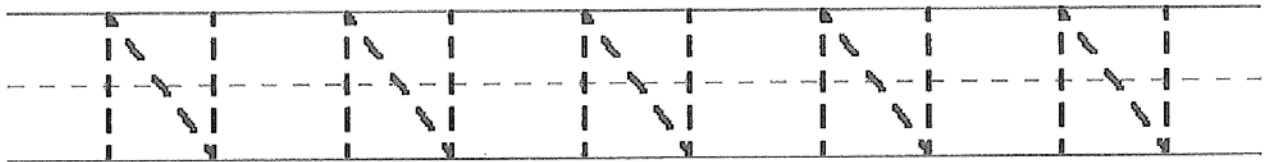
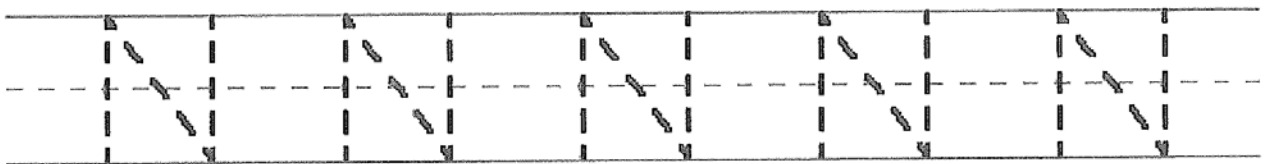
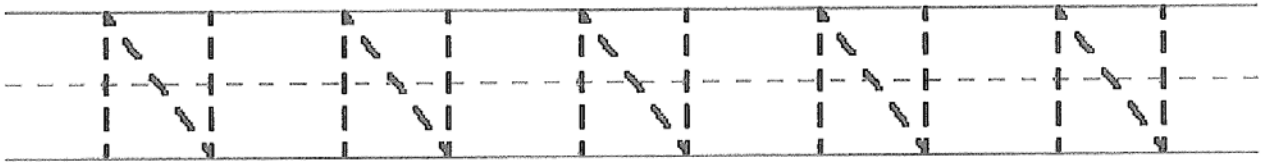
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters N,O

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

W w N n O o

W w N n O o

Blank handwriting lines for practice.

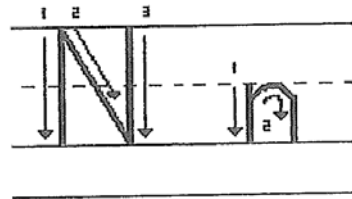
W w N n O o

Blank handwriting lines for practice.

Me llamo: _____

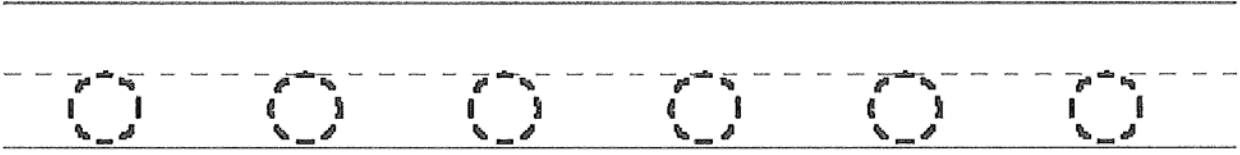
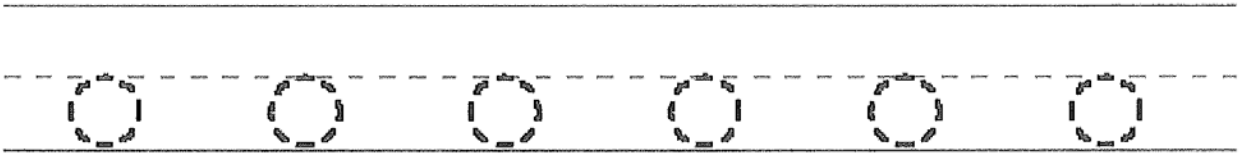
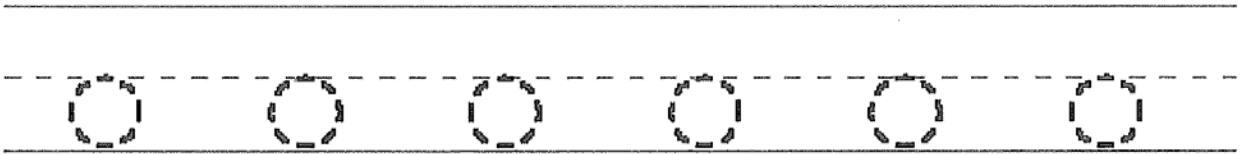
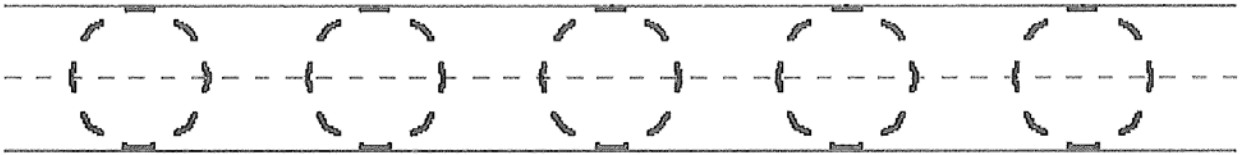
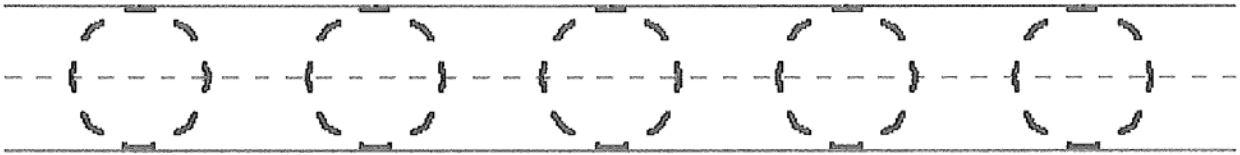
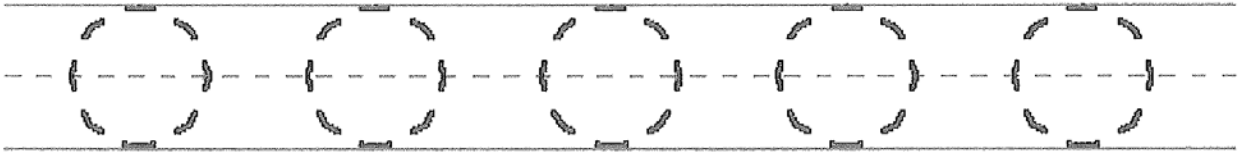


N
es para
NARANJA
(F)



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

Name _____



Instructions: trace and then copy letters or words

o o o o o o o o o o

o o o o o o o o o o

o o o o o o o o o o

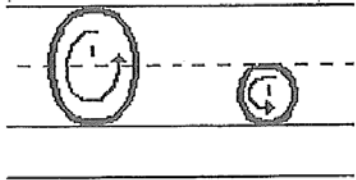
o o o o o o o o o o

o o o o o o o o o o

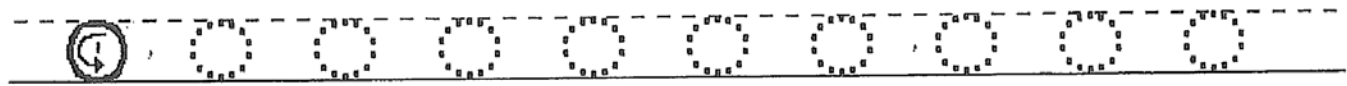
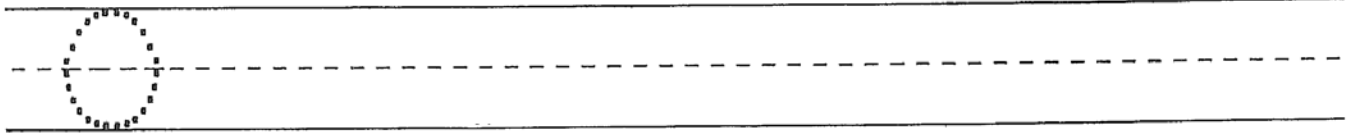
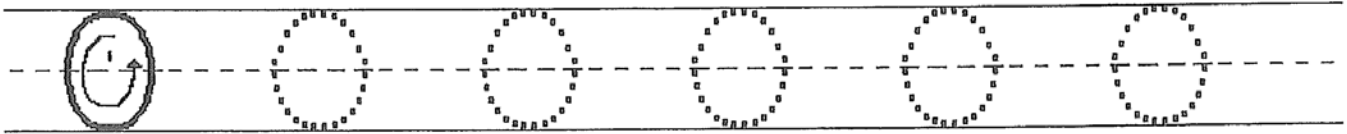
Me llamo: _____



O
es para
OVEJA
(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.



Intellectual Looking

Cuddle Crew 1
0-6 months

GOAL

For the baby to discriminate visually.

EXPERIENCE

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

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

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

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

MATERIALS

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



Intelectual Mirar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé discrimine visualmente.

EXPERIENCIA

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

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

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

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

MATERIALES

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



Intellectual Moving Mobiles

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

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



Intelectual

Móviles Movibles

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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



Intellectual Tracking

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

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

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

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

MATERIALS

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



Intelectual Rastrear

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

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

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

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

MATERIALES

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



Intellectual

Understanding Permanence Through Spatial Relations

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

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

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

MATERIALS

Favorite toy



Intelectual

La Comprensión de Permanencia por Relaciones Espaciales

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

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

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

MATERIALES

Un juguete favorito



Intellectual

Developing Visual Preferences

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

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



Intelectual

Desarrollando Preferencias Visuales

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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



Intellectual Introducing Color

Cuddle Crew 1
0-6 months

GOAL

For the baby to perceive differences in color.

EXPERIENCE

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

MATERIALS

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



Intelectual Introducir Color

Grupo de Bebes 1
0-6 meses

META

Para que el bebé pueda percibir diferencias en colores.

EXPERIENCIA

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

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

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

MATERIALES

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



Intellectual Imitating

Cuddle Crew 1
0-6 months

GOAL

For the baby to begin to play imitative games.

EXPERIENCE

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

To teach a baby about imitation, follow this sequence:

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

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

MATERIALS

Toy to bang on, spoon



Intelectual Imitar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé comience a jugar juegos imitativos.

EXPERIENCIA

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

Para enseñar al bebé sobre imitación, siga esta sucesión:

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

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

MATERIALES

Un juguete para golpear, cuchara



Intellectual Categorizing

Cuddle Crew 1
0-6 months

GOAL

For the baby to notice similarities and differences.

EXPERIENCE

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

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

MATERIALS

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



Intelectual Clasificar

Grupo de Bebes 1
0-6 meses

META

Para que el bebé note similitudes y diferencias.

EXPERIENCIA

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

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

MATERIALES

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



Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

- **Communication:** Having back-and-forth communication between infant and caregiver, matching infants' coos and babbles, promote gestures and fist words, encourage reading to babies, etc.
- **Gross Motor:** Exercising, lying on tummy and looking up, rolling over, sitting, bouncing and rocking pulling up, ball rolling. etc.
- **Fine Motor:** Holding objects, mouthing, grasping objects in two hands, shaking and banging toys, realizing toys on purpose, activating cause-and-effect toys, throwing and dropping, etc.
- **Intellectual:** Looking, tracking objects, introducing color, imitating, taking rings off spindle, learning object functions, finding things, etc.
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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

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- Los Padres usualmente reciben 8 actividades de sugerencia por mes de cada una de las áreas de desarrollo que son parte del tema de la clase.
- La instructora presenta y modela la primera actividad a los padres. Después los padres tienen la oportunidad de hacer algunas de las actividades durante el tiempo que están en clase y cuentan con el apoyo de la instructora si es necesario. Todos los materiales necesarios están disponibles para usarse durante la clase.
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Los temas de desarrollo que se presentan son los siguientes:

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



Intellectual

Playing with Things in Containers

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

MATERIALS

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



Intelectual

Jugando con las Cosas en los Contenedores

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

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

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

MATERIALES

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



Intellectual

Learning Object Permanence

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

Blanket, interesting toy, small box



Intelectual

Aprender Permanencia De Objetos

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

MATERIALES

Cobija, un juguete interesante, pequeña caja



Intellectual Taking Rings off a Spindle

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn that some things come apart.

EXPERIENCE

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

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

MATERIALS

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



Intelectual

Quitando los Anillos de un Husillo

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda que algunas cosas se separan.

EXPERIENCIA

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

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

MATERIALES

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



Intellectual

Using String as a Tool

Cuddle Crew 2
6-12months

GOAL

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

EXPERIENCE

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

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

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

MATERIALS

Pillow, attractive toy, string or ribbon, pull toy



Intelectual

Usando Cuerda como Herramienta

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

MATERIALES

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



Intellectual Imitating

Cuddle Crew 2
6-12 months

GOAL

For the baby to learn to imitate motions.

EXPERIENCE

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

MATERIALS

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



Intelectual Imitar

Grupo de Bebes 2
6-12 meses

META

Para que el bebé aprenda a imitar movimientos.

EXPERIENCIA

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

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

MATERIALES

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



Intellectual Learning Object Functions

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

MATERIALS

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



Intelectual

Aprendiendo las Funciones de Objetos

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

MATERIALES

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



Intellectual

Distinguishing by Color and Size

Cuddle Crew 2
6-12 months

GOAL

For the baby to perceive differences in color and size.

EXPERIENCE

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

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

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

MATERIALS

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



Intelectual

Distinguiendo por Color y Tamaño

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

MATERIALES

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

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

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



Intellectual Finding Things

Cuddle Crew 2
6-12 months

GOAL

For the baby to develop intellectually through exploring the environment.

EXPERIENCE

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

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

MATERIALS

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



Intelectual Encontrar Cosas

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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



Summer: Kool-Aid Paint

Family Storytime

OVERVIEW

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

INFANT & TODDLER SKILLS

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

PRESCHOOL AGED SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Let's Look at Summer
 - Spanish Book: Margarita y las Cuatro Estaciones
 - Unsweetened Kool-Aid
 - Ice cubes
 - Summer sceneries printed on cardstock paper
 - Scissors
 - Give-away books
- By: Sarah L. Schuette
Por: Dami Casado y Alicia Casado

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Print summer scene onto white cardstock paper so that children may choose whether they want to use one as the canvas for their art project.
- Make/Purchase ice cubes for use during activity.
- Place summer themed library books in classroom for use during the family book sharing portion of the class.
- Prepare give-away books (English/Spanish) for distribution at the end of class.

INTRODUCTION

- Ask parents and children to sit in a circle on the carpet.
- Introduce the topic of summer to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the summer season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during summer. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe what the weather feels like during the summer? Ask them to describe the type of activities they can do and the clothes that they like to wear during the summer time that they couldn't wear if it were winter.
- Ask families if they have any special plans for this summer.

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Hands-on Art Activity:

- Tell children they will be painting using Kool-Aid.
- Each child will get a summer item template (butterfly, kite, ice cream cone, beach ball), Kool-Aid and an ice cube.
- Instruct children to cut out their summer item from the template provided.
- Instruct parents assist their children as they sprinkle unsweetened Kool-Aid on their summer canvas.
- Tell children to move a piece of ice over the Kool-Aid. Watch as the Kool-Aid turns to liquid and makes a yummy smelling picture.
- Talk to students about the ice, how does it feel? What are they drawing? What is the color of the Kool-Aid they are using?



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 summer.
- Inform families that upon completion of book reading time, that each child (under the age of 10) can choose a book from the give-away bookshelf to enjoy at home.

TALK ABOUT IT

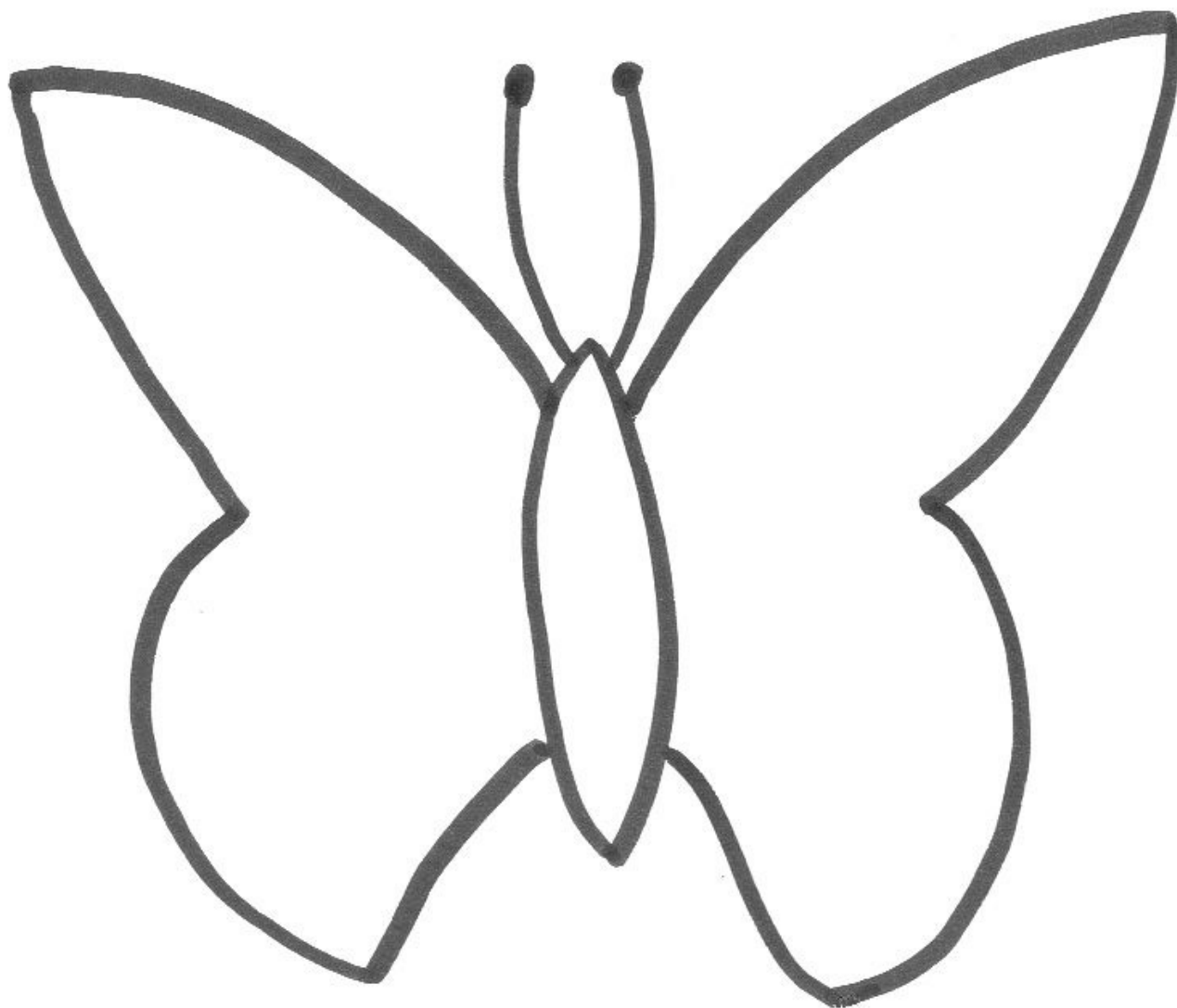
Ask families to go back to the rug or carpet to discuss the following:

- What tells us that summertime is here?
- What is your favorite summertime activity? Why?
- How is summer different than spring?
- 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.



Summer:
Summer Scene

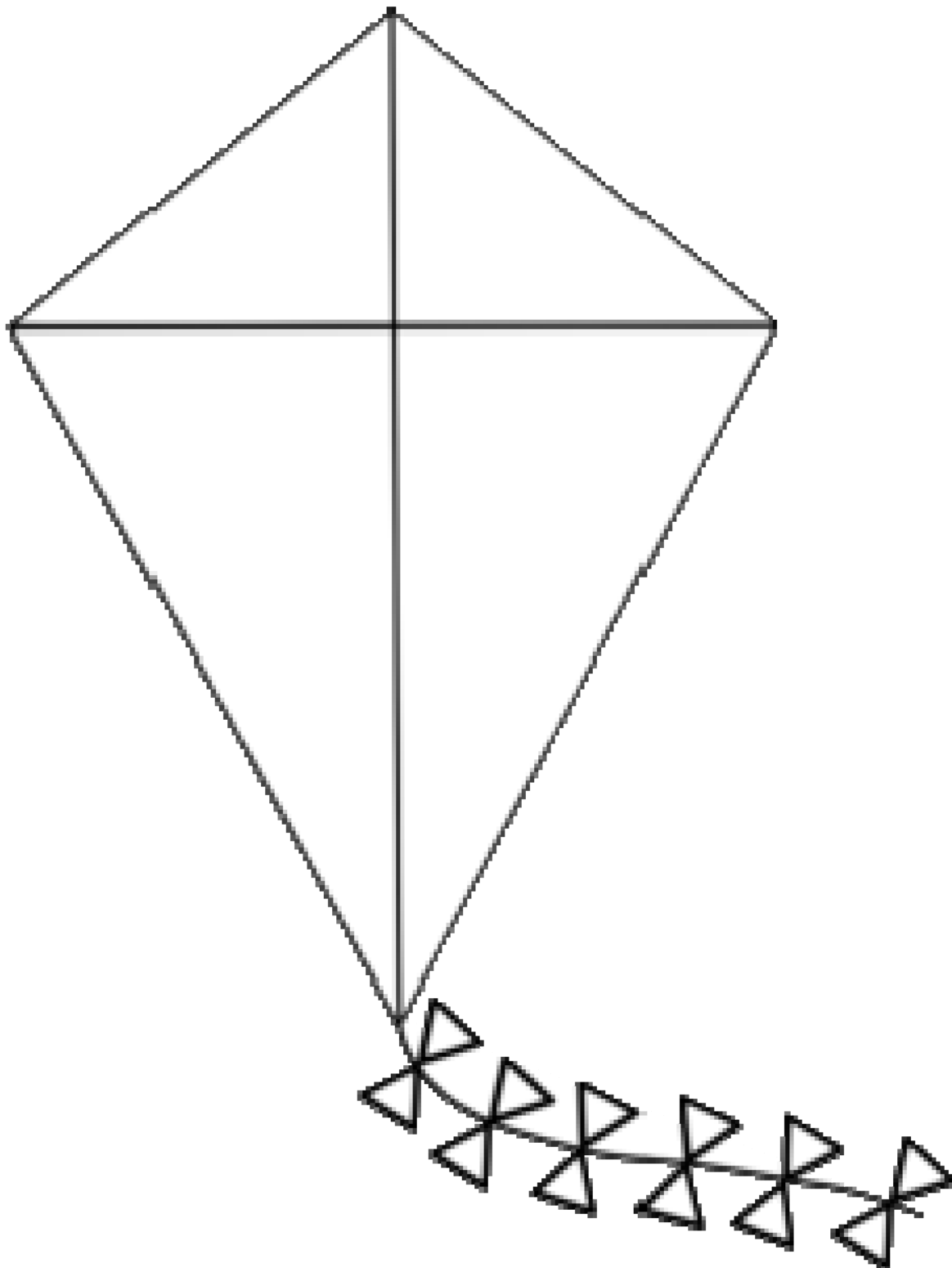
Family
Storytime





Summer: Summer Scene

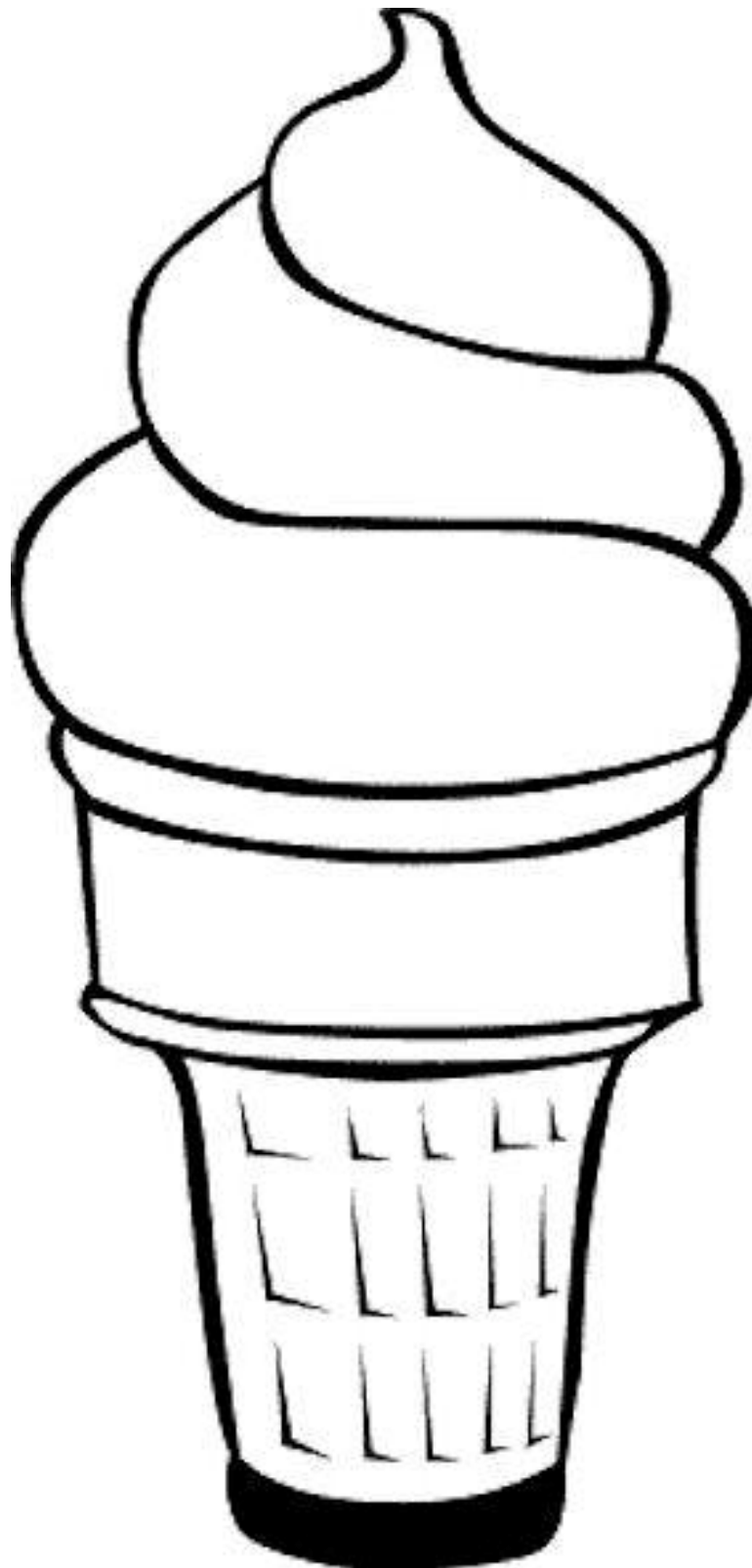
Family
Storytime





Summer:
Summer Scene

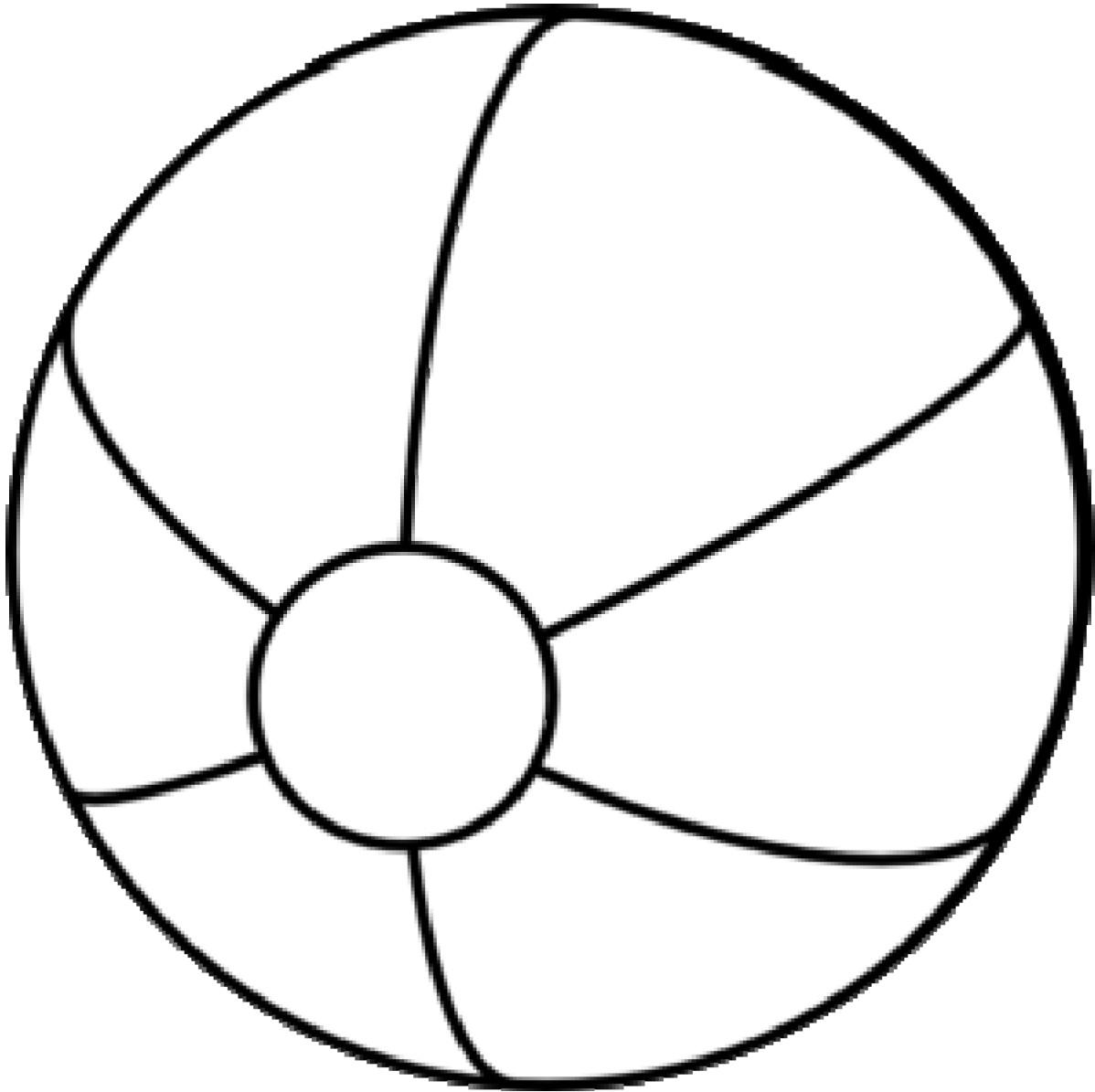
Family
Storytime





Summer:
Summer Scene

Family
Storytime





Summer: Summertime Fun!

Motor Movements

OVERVIEW

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

SKILLS

• DRDP - #1 SSD1 – Identity of Self • DRDP - #5 SSD5 – Taking Turns • DRDP - #12 SSD12 – Shared Use of Space and Materials • DRDP - #13 LLD1 – Comprehension of Meaning • DRDP - #14 LLD2 – Following Increasingly Complex Instructions • DRDP - #38 PD1 – Gross Motor Movement • DRDP - #39 PD2 - Balance • DRDP - #42 HLTH2 – Healthy Lifestyle • DRDP - #43 HLTH3 – Personal Safety

MATERIALS & PREPARATION

MATERIALS:

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

PREPARATION:

- Prepare all materials and CD of selected songs.

INTRODUCTION

Greet & Welcome Children:

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

Explain Safety Rules:

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

ACTIVITY #1

Warm Up:

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

ACTIVITY #2

Music and Movement:

- Let children know that we will be dancing and moving our bodies. Instruct children to follow along and to copy your movements as we sing the song/listen to the song together.
- Suggested songs:
 - English – Over the Meadow
 - Spanish – Verano y Sol

ACTIVITY #3

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

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

ACTIVITY #4

*This activity
can be done
if time
permits.*

Gross Motor Activity

- **Hokey Pokey**
 - Ask children to make a circle. Explain to them that we will be playing the hokey pokey game. The object of the game is to do what the song says. Tell the children that you will lead them in the song and the movements. Tell the children that you would love it if they would sing along with you.

You put your right foot in, you put your right foot out,
You put your right foot in, and you shake it all about.
You do the Hokey Pokey and you turn yourself around
That's what it's all about

- Repeat the song and actions with other body parts (arm, leg, elbow, hip, knee, hand, whole self)

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.

- **Bean Bag Toss:** Playing an activity known as a bean bag toss is an ideal way for preschoolers to improve hand-eye coordination, muscle coordination and balance.
 - Pair children up by two's. Ask them to stand across from each other, two feet apart.
 - Give all children on one side of the classroom a bean bag, and instruct them to gently toss it to their friend standing across from them. Once their friend catches the bean bag, it is now their turn to gently toss the bean bag back.
 - Once each child has had a chance to toss (and catch) the bean bag, instruct the children to take a step backward to increase the distance between them. Ask children to repeat the toss, once each.
 - You may repeat this process until the distance between children is too significant.
 - Another variation involves having each individual child toss the bean bag into the air and catching it.

ACTIVITY #6**Cool Down:**

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

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

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



Summer Music & Movement Songs

Motor Movements

ENGLISH

Over The Meadow

Over in the meadow,
In the sand in the sun,
Lived an old mother toadie,
And her little toadie one,
"Wink!" said the mother;
"I wink!" said the one,
So they winked and they blinked,
In the sand in the sun.

Over in the meadow,
Where the stream runs blue,
Lived an old mother fish,
And her little fishes two,
"Swim!" said the mother;
"We swim!" said the two,
So they swam and they leaped,
Where the stream runs blue.

SPANISH

Verano y Sol

Verano y sol, arena y mar
Mucho calor y a disfrutar,
En vacaciones voy a jugar
verano y sol, arena y mar.

Llegó el verano me voy de viaje
ya tengo listo mi equipaje
andando en coche por las montañas
quizás durmiendo en una cabaña.

Llegó el verano me voy de viaje
Por la ventana miro el paisaje
montando en bici llevo a la playa
me llevo gafas, gorra y toalla.

Llegó el verano me voy de viaje
de vacaciones y a descansar
hasta la vuelta mis amiguitos
tendremos mucho para contar.



Summer: Summer Senses

My 5 Senses

OVERVIEW

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

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Kite by: Mary Packard
- Spanish Book: El Papalote por: Sharon Moore
- Summer pictures
- Song: "Summer Time" / "Sol Solecito"
- Large beach bag, sunglasses, flip-flops, beach towel, sun hat, plastic shovel, and visor
- Food items: watermelon and pineapple
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Listen to song "Summer Time" / "Sol Solecito".
 - **Sight:** Pictures with summer items (sun, beach, sandals, glasses, sun hat, etc)
 - **Touch:** Large beach bag with many summer items (sunglasses, flip-flops, beach towel, sun hat, plastic shovel, etc.)
 - **Taste:** Watermelon and pineapple
 - **Smell:** Watermelon and pineapple scents

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: Summer
- Tell the children that today they will learn about the summer season through their five senses.
- Ask them what are some things they do during the summer? (going to the beach, going on vacation, going to the park, going swimming, flying kites, etc)

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 – Five Little Kites
- Spanish - Verano y Sol

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 sing the song "Summer Time" / "Sol Solecito" with their parents.
- **Sight station:** Children will look at pictures of different things they can do in the summer, like go to the beach, fly a kite, eat ice cream, go to the park, go swimming, etc. (Parents can ask their child to tell them what is happening in each of the pictures)
- **Touch station:** Children will pull out items from a beach bag that pertain to summer time like sunglasses, flip flops, beach towel, sun hat, plastic shovel, etc.
- **Taste station:** children will taste watermelon and pineapple.
- **Smell station:** Children will smell watermelon and pineapple scents.

ACTIVITY #4

5 Minutes

Search and Find:

- Invite children to complete the Spot the Difference worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations.
- Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.

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 is their favorite thing about summer?
- Ask them if they like to fly kites with their parents?

PARENT TIP SHEET

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



Spot the Difference

My 5 Senses

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





Encuentra la Diferencia

Mis 5 Sentidos

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

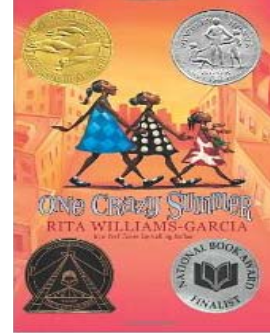
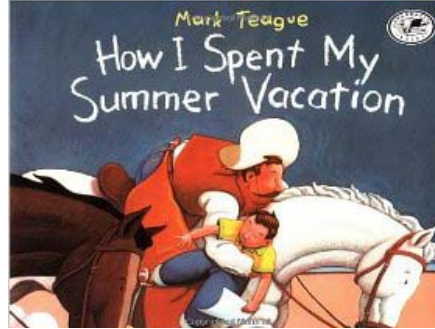
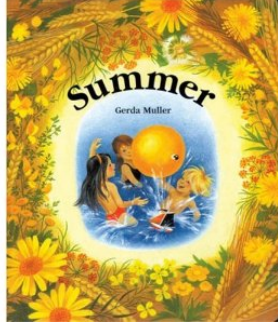




Parent Tip Sheet: Summer

My 5 Senses

BOOKS



ACTIVITIES

Sun Puppets

What You Need:

- Large Paper Plate
- Glue
- Strips of Yellow Tissue Paper
- Large Popsicle Stick

What You Do:

Cut out the center of the paper plate. Give your child some glue and 1" x 2" strips of yellow tissue paper. Have your child glue the strips of tissue paper all around the rim of the paper plate. Add a large craft stick handle (tape or glue it to back of plate). Have your child hold up the sun puppet and stick their face through the middle. Encourage your child to use the puppet when singing songs about the sun, or listening to stories or rhymes about the sun.

Shadow Search

What You Need:

- No Materials Needed

What You Do:

When the sun is out, have your child go on a shadow search. Ask your child some questions. How many shadows can he/she find? Which shadow is the largest? Which shadow is the smallest? Can he/she make a shadow with their own body?

SONGS

Five Little Kites

Five little kites, way up in the sky
say hi to the clouds, as they pass by.
Say hi to the birds,
Say hi to the sun,
say hi to the airplane, oh what fun.
Then swish went the wind,
and they all took a dive: 1, 2, 3, 4, 5.

See the Yellow Circle

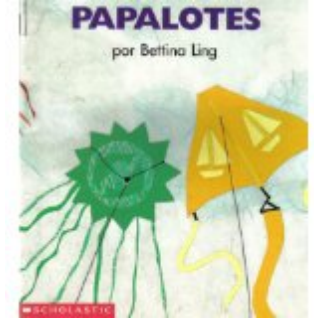
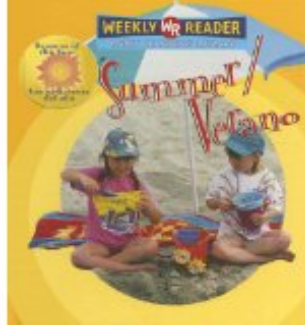
See the yellow circle in the sky,
That's the sun, passing by.
It's warm rays are shining down.
But when it's cloudy, they can't be found.



Consejos Para Padres: Verano

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Un Títere de Sol

Que Necesita:

- Plato de Papel Grande
- Resistol
- Tiras de Papel de Seda color Amarillo
- Palo de Paleta Grande

Que se Hace:

Dibuje un sol para su niño en un papel de construcción blanco. Ponga pintura roja y amarilla en el centro del sol. Deje que su niño mezcle las pinturas con sus manos para pintar el sol. Pregúntele a su niño como se siente la pintura y que nuevo color hizo cuando mezcló la pintura roja y amarilla.

Buscar Mi Sombra

Que Necesita:

- No se Necesitan Materiales

Que se Hace:

Cuando salga el sol, haga que su niño vaya en busca de su sombra. Pregúntele a su niño algunas preguntas. ¿Cuántas sombras puede encontrar? ¿Cuál sombra es la mas grande? ¿Cuál sombra es la mas pequeña? ¿Puedes hacer una sombra con tu cuerpo?

CANCIONES

Verano y Sol

Verano y Sol, arena y mar
Mucho calor y a disfrutar,
En vacaciones voy a jugar
Verano y sol arena y mar.

Llego el verano me voy de viaje
Ya tengo listo mi equipaje,
Andando en coche por las montañas
Y paz durmiendo en una cabaña.

Verano y Sol, arena y mar
Mucho calor y a disfrutar,
En vacaciones voy a jugar
Verano y sol arena y mar.

Sol Solecito

Sol solecito,
sol colorado,
rueda que rueda,
redondo has quedado,
sales temprano,
tarde te vas,
sol calentito mañana vendrás.



Summer: Bubbles & Bingo

Playing to
Learn

OVERVIEW

Children will learn about summer while they play hopscotch, practice patterns and play The Very Hungry Caterpillar game.

SKILLS

- DRDP – #5 SSD5 – Taking Turns
- DRDP – #7 SSD7 – Relationships with Adults
- DRDP – #29 COG3 – Memory and Knowledge
- DRDP – #37 MATH6 – Patterning
- DRDP – #38 PD1 – Gross Motor Movement
- DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- The Very Hungry Caterpillar Game & Game Pieces
- Dice
- Ice cream patterns game
- Sidewalk chalk
- Small objects to throw for hopscotch

Preparation:

- Print and cut the pieces for the caterpillar game.
- Prepare ice cream patterns game for each participant.

INTRODUCTION

- Introduce topic to students: Tell children that today’s games will be about summer.
- Ask them how is the weather during summer (hot)?
- What holidays do we celebrate during summer (4th of July)?
- What fruits and vegetables do we eat during this season (watermelon, melon, strawberries, carrots, avocados, lettuce)?

ACTIVITY #1

The Very Hungry Caterpillar:

- Each player selects a caterpillar to start.
- The youngest player goes first.
- Have players role dice and move that number of spaces.
- Players can move 1 to 4 spaces each turn, if a player rolls a 5 or 6 they lose a turn.
- Players must stop and on the different tiles on the board. A sun is considered 1 to 4 and moon is 5 & 6.
- The winner is the first player to reach the finish with all their food and transform into a butter fly.

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

- Their child’s ability to take turns.
- Their child’s ability to count.
- Their child’s ability to select healthy foods.

ACTIVITY #2

Ice Cream Patterns:

- Demonstrate how to make patterns for parents.
 - 3 scoops, 2 scoops, 3 scoops 2 scoops
 - Blue scoop, red Scoop, blue Scoop, red scoop
- Have parents and children make patterns for each other to solve.
- If parents get stuck help them create a few patterns for their child.

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

- Their child's ability to recognize and predict patterns.
- Their child's ability to think logically and problem solve.
- Their child's ability to work collaboratively with a familiar adult.

ACTIVITY #3

Hopscotch:

- Either go outdoors, or find an open space inside.
- Draw hopscotch pattern on the ground, if indoors use painters tape to create the outline.
- Have children help number the boxes.
- One at a time, have them throw the object and then hop through the grid.
- Have them stop and pick up the object when they get to that number.
- Have the group count as each child hops.
- Encourage parents to take a turn.

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

- Their child's ability to count.
- Their child's ability to hop and jump.
- Their child's ability to be patient and take turns.

TALK ABOUT IT

- Ask children if they liked the game they played.
- Ask children how the game they played reminded them about summer?
- Ask them what things do they like to do during summer time?
- 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.

Stop and Collect 5 Fruits

Feed Your Caterpillar

Stop and Collect 4 Picnic Foods

Feed Your Caterpillar

Stop and Collect 1 Leaf

Feed Your Caterpillar

Stop and Spin a Sun

The Very Hungry Caterpillar Game

Stop and Spin a Moon

Start



Spin a Sun to Move Towards Finish



Alto, Colecta 5 Frutas
Alimenta tu Oruga



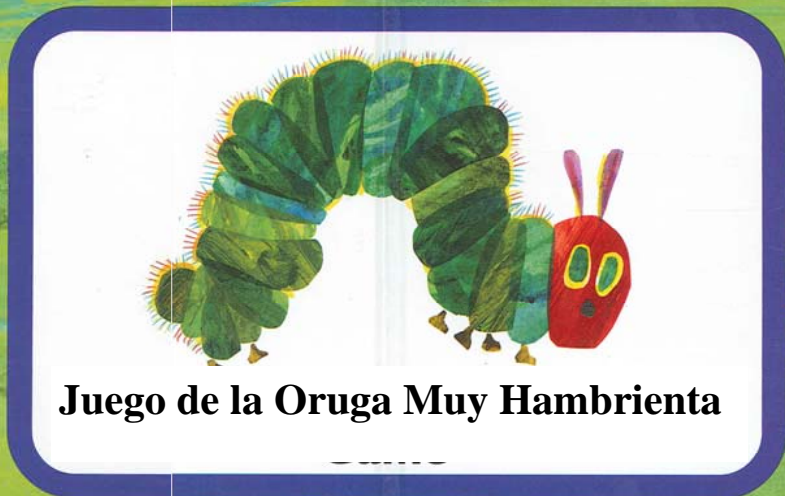
Alto, Colecta 4 Comidas de Pacnic
Alimenta tu Oruga



Alto, Colecta una Noja
Alimenta tu Oruga



Alto Haz Girar el Sol



Juego de la Oruga Muy Hambrienta



Alto Haz Girar la Luna



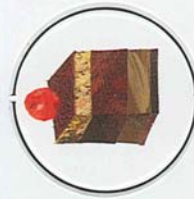
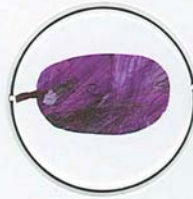
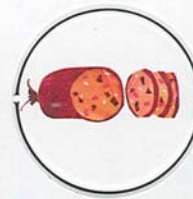
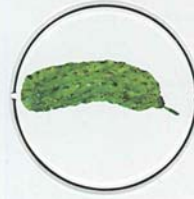
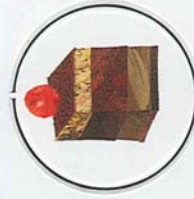
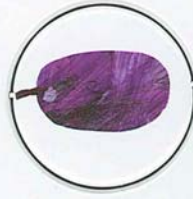
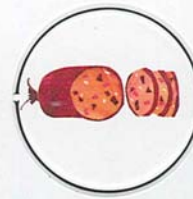
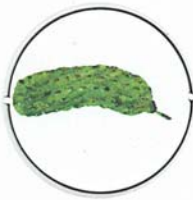
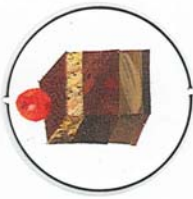
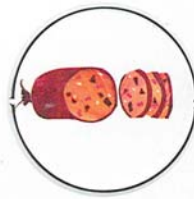
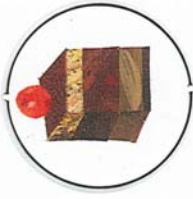
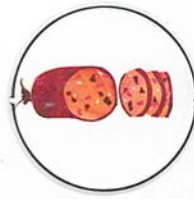
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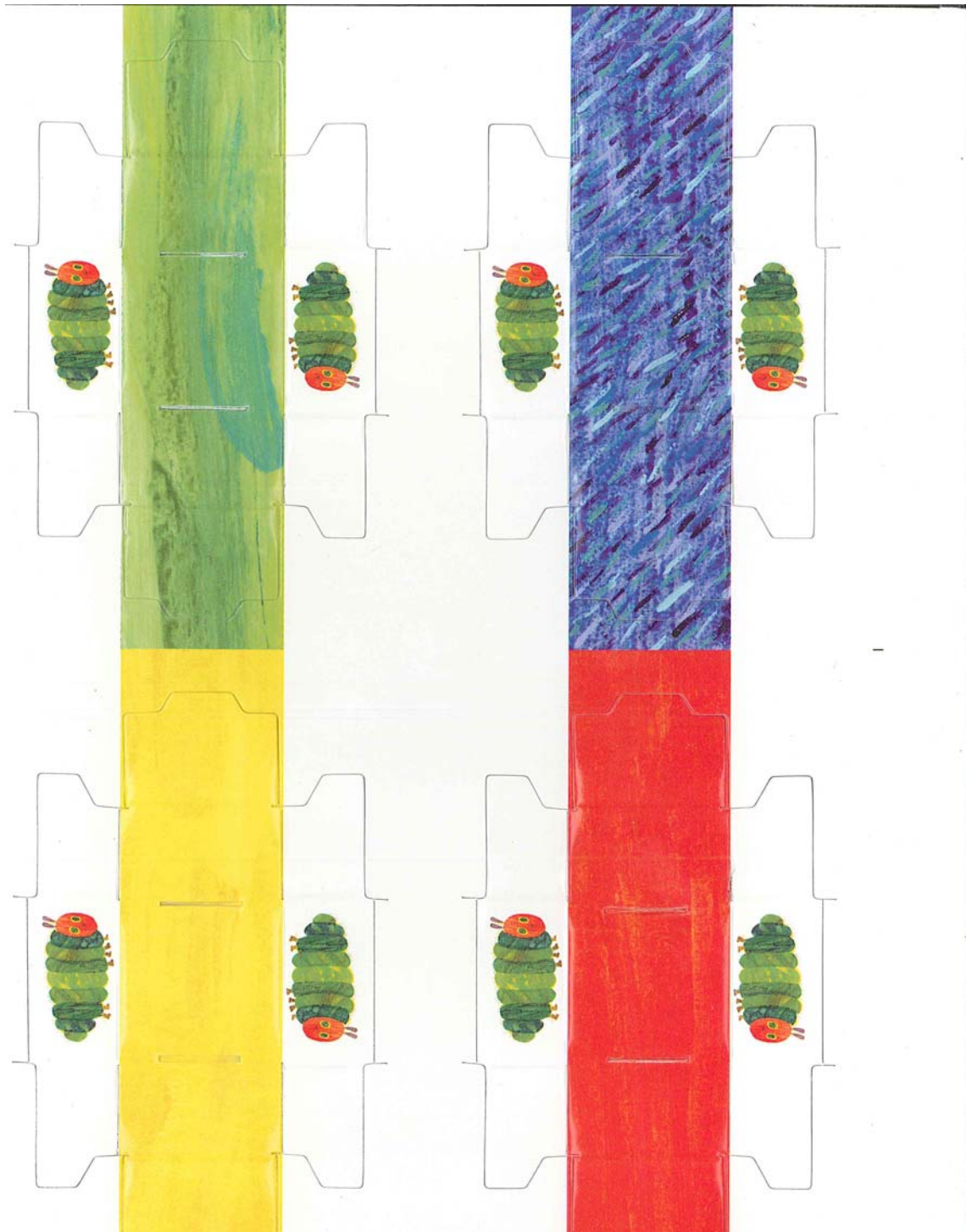


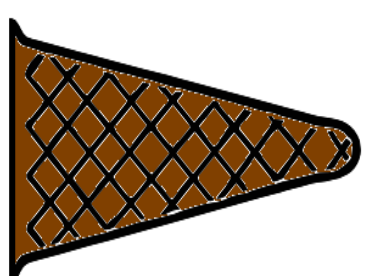
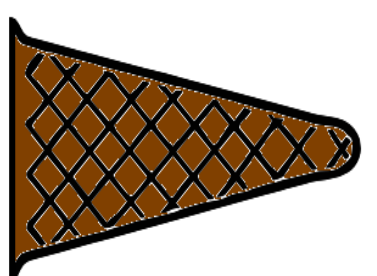
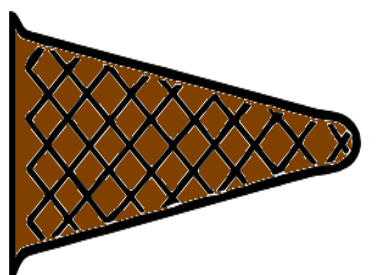
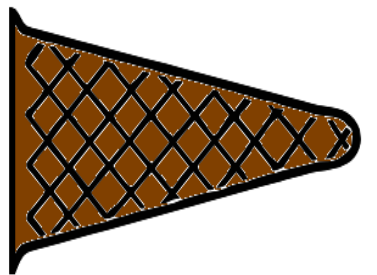
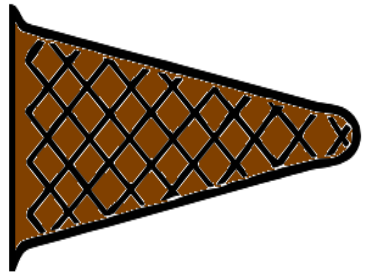
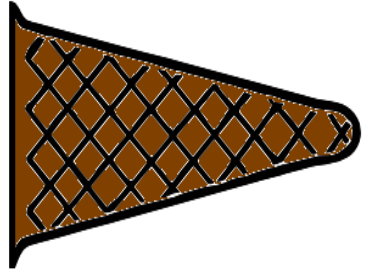
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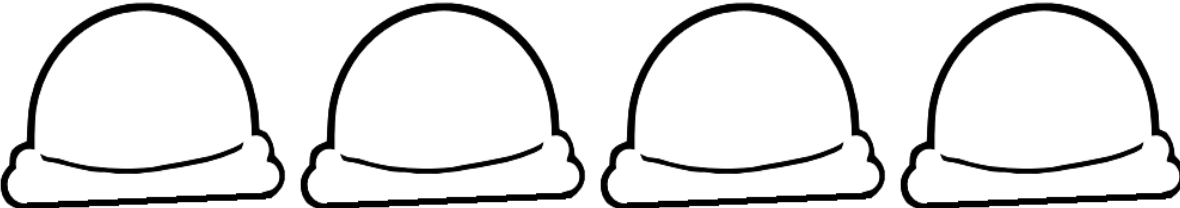
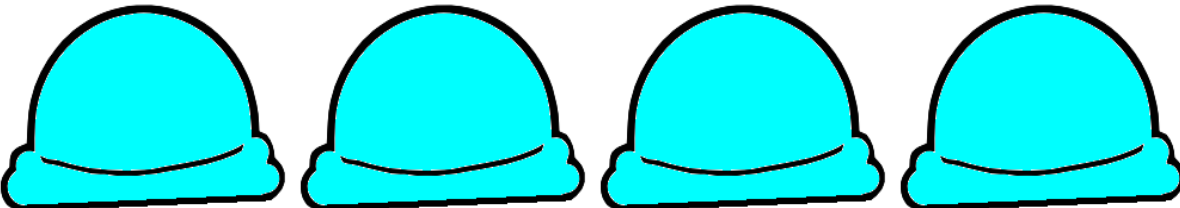
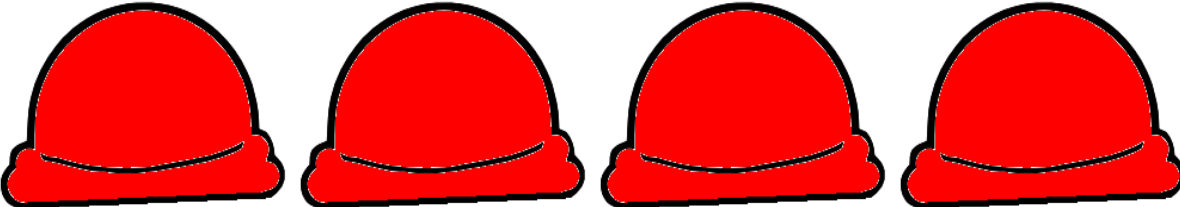
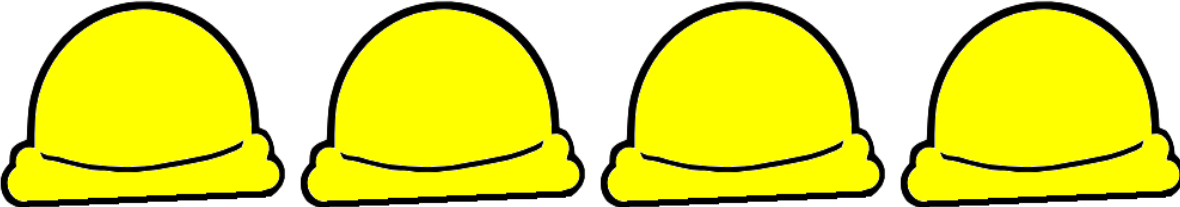
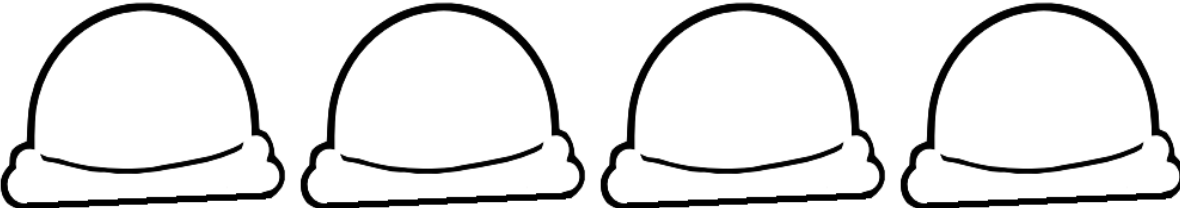
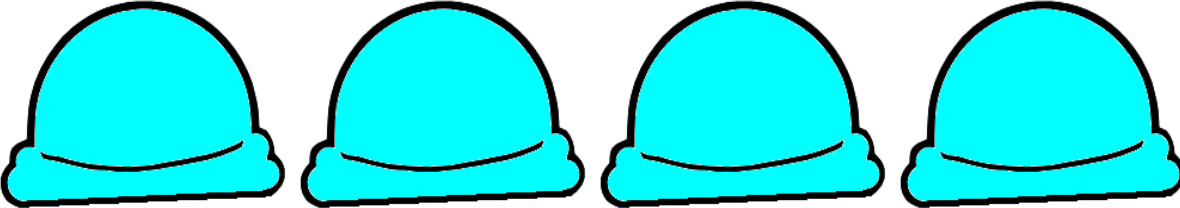
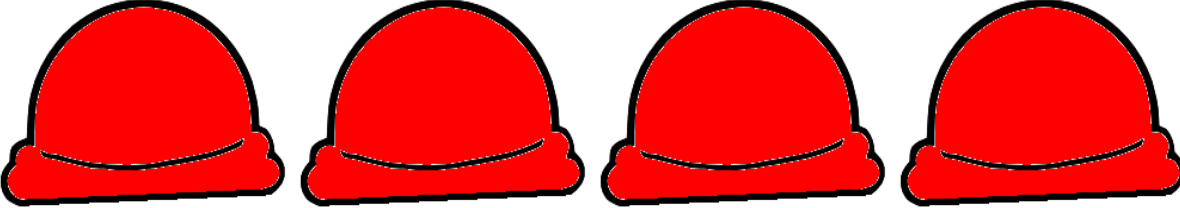
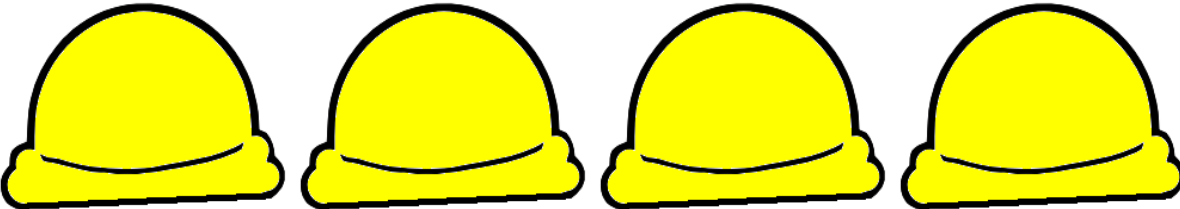


Haz Girar el Sol para
Avanzar Hacia el Final











Summer: Tissue Paper Kite

Sesame Street Fun!

OVERVIEW

In this activity children will learn about summer and the things that occur during this season. Children will listen to a story about Kites and will do a Kite 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 - #27 COG1 - Cause and Effect
- DRDP - #12 SSD12 - Shared Use of Space and Materials

MATERIALS & PREPARATION

MATERIALS:

- English Book: Riley Flies Kites by: Susan Blackaby
- Spanish Book: El Papalote de Pablo por: Susan Blackaby
- English Video/Sesame Street: Summer
- Spanish Video/Plaza Sésamo: El Verano
- Oriental Trading: Kite Craft Activity

http://www.orientaltrading.com/tissue-paper-kite-craft-kit-a2-48_6521-12-1.fltr?Ntt=kite+craft

- Paper Plate with Glue (1 per table)
- Water
- Paint Brush (1 per child)

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Mix glue with small amount of water until the glue is a thin liquid.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Let children know that today we will be learning about the season of Summer.
- Ask children, what are some signs that nature provides to us to let us know that summer is here (sun, hot weather, going to the beach, going swimming, wearing shorts, shirts, sandals, eating ice cream or popsicles, sun block, going on vacation).

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 Like Kites
 - Spanish - Es Verano
- [Show Sesame Street Clip: Summer / El Verano](#)

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 be making a kite craft.
- Pass out Kite Craft Kit to each child.
- Place a paper plate with glue on each table for children to share.
- Pass out a paint brush to each child.
- Give children instructions on how to do their craft:
- Have them use a paint brush to apply the glue to one side of the clear acetate kite.
- Then have them the children place the tissue paper squares on one side of the clear acetate kite. Have them cover the layer of glaze. Allow time to dry.
- Have them trim any tissue paper squares that may be hanging off the edge of the acetate kite.
- Next have them glue the two foam kite frames to the edge of the front and back of the acetate kite, sandwiching the acetate between the two foam frames. Then have them glue the long blue satin ribbon to the bottom of the kite with the bows.
- At last have them make the hanger by gluing both ends of the shorter satin ribbon to the top back side of the kite.
- When children are done, ask them to clean up their area.



TALK ABOUT IT

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

- Discuss what the children learned regarding summer?
- Ask children what they like to do best during summer time?
- Ask them if they like flying kites?

PARENT TIP SHEET

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



Parent Tip Sheet: Summer

Sesame Street Fun!

BOOKS



ACTIVITIES

Sun Prints

What You Need:

- Colored Construction Paper
- Any objects the child likes

What You Do:

Have your child place a piece of colored construction paper out in the sun. Then have him place various shaped objects on the paper; such as, silverware, flowers, keys, a toothbrush, a box, etc. Leave everything out in the sun until the colored paper fades. When your child removes the objects, he will find prints of colored shapes on his paper. Take the paper inside, so it will not fade more. To extend this activity, use the print paper and the objects later for a matching game. Have your child match up the real objects with the sun print of the object.

Sun Rocks

What You Need:

- Rock
- Q-Tip
- Yellow Paint

What You Do:

Have your child look for round flat rocks, approximately 4-5" wide. Next, have her wash and dry the rock. Then give her a small container of yellow paint and a Q-tip for a brush. Encourage her to paint a yellow circle with rays sticking out on her rock.

SONGS

I Like Kites

I like kites, I like kites.
They fly high, they fly high.
They keep on spinning round and round,
Sometimes they even touch the ground,
They fly through the air without a sound.
Oh, I like kites!

Hot Summer

Sung to: "Farmer in the Dell"
In the summer it is hot
In the summer it is hot
Oh, when it's hot,
I (activity) a lot
In the summer when it's hot.

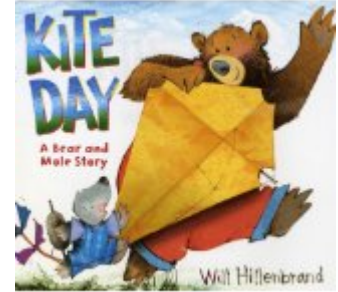
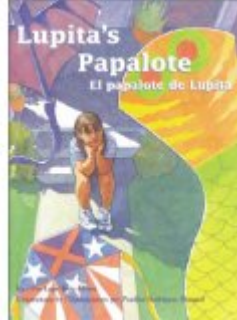
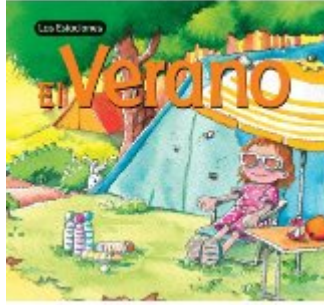
(Let each child name his/her favorite summertime activity to sing in the song)



Consejos Para Padres: Verano

Plaza Sésamo!

LIBROS



ACTIVIDADES

Huellas de Sol

Que Necesita:

- Papel de Construcción de Color
- Cualquier objeto que le guste al niño

Que se Hace:

Deje que su niño ponga un papel de construcción en el sol. Después deje que su niño ponga varios objetos en el papel. Dejen todo en el sol hasta que el papel se empiece a desvanecer. Cuando su niño remueva los objetos, el encontrara las huellas de los objetos en el papel. Lleven el papel adentro para que no se desvanezca más. Pueden jugar un juego juntando el objeto con su huella en el papel.

Piedras del Sol

Que Necesita:

- Piedra
- Q-Tip
- Pintura Amarilla

Que se Hace:

Deje que su niño busco una piedra plana de aproximadamente 4-5" de ancha. Después deje que la lave i la seque. Déle un contenedor con pintura amarilla y un Q-Tip. Deje que pinte un círculo amarillo con rayos en la piedra.

CANCIONES

Es Verano

Es verano y brillan las flores
es verano y hace calor
en verano está azul el cielo
y el colegio ya terminó.

En verano vamos al campo
y a la playa en bañador
en la playa nadamos mucho
y nos damos un chapuzón.

A mi me gusta el verano
a mi me gusta que haga sol
a me gustan los helados
de vainilla, fresa y limón.

A mi me gusta el verano.

Señor Sol

Señor Sol, Sol dame tu fulgor brilla sobre mi
ay Señor Sol Sol dame tu calor
quiero tus rayo sentir te suplicamos
que salgas ya!!! para admirarte
y poder jugaray Señor Sol sol
dame tu esplendor brilla sobre mi!!!



Summer: Sunny Day!

Sing & Play

OVERVIEW

In this activity children will be learning about summer by making their very own paper plate sun head band to wear!

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Summer By: Gerda Muller
- Spanish Book: Verano Por: Gerda Muller
- Crayons: yellow and orange
- Small paper plates
- Strips of construction paper
- Stapler
- Songs: English-(Lyrics provided) "Mister Sun" ; Spanish-"Señor Sol"

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Introduce topic to children by explaining that today we will be talking about summer. And today's activities will be about things we do during summer time.
- Discuss: What is the weather like? What kind of clothes do we wear? What activities do you do in the summer? Are there special foods you might likely to eat during summer?
- 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 – Mister Sun
 - Spanish – Señor Sol

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making their summer sun headband.
- Show a sample of the completed craft project.
- Pass out materials: small white paper plate, a yellow and orange crayon, and strips of construction paper.
- Ask parents to first cut the paper plate in half.
- Instruct children to color and decorate their own sun as they wish.
- Provide a stapler and tell parents to assist their children in making a headband with their sun by stapling a strip of construction paper onto each side of their sun.
- After the headband is completed, parents can place the item around their child's head to measure the diameter, stapling the two strips together so that the child can wear their new creation!
- When children are done with their project, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to the free play area with their parents.



ACTIVITY #4

Free Play (Share, play and Socialize):

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

TALK ABOUT IT

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

- Ask children what they liked or remember from class activities?
- Ask children where are they plan to wear their new headband. Encourage them to tell their friends and family members about their art project.

PARENT TIP SHEET

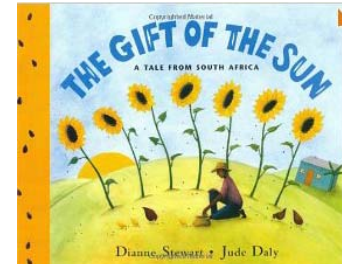
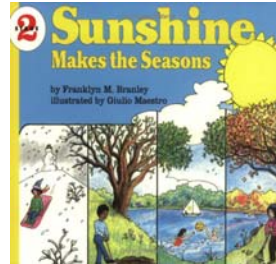
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about summer by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: The summer

Sing & Play

BOOKS



ACTIVITIES

Bubbles in the Sun

What You Need:

- Bubble solution:
 - 1 cup of water
 - 2 tablespoons of light karo syrup
 - 4 tablespoons of dishwashing liquid
- Access to open space area, outdoors to run around

What You Do:

During summer time it's lots of fun to chase bubbles. Demonstrate to the children how to run after bubbles and pop them on a sunny day. After they have had enough time to pop some bubbles you can teach your child how to blow the bubbles and see what colors each bubble has with the help of the Sunlight.

The Colors of the Sun

What You Need:

- A sun template
- Crayons
- Drawing paper

What You Do:

Trace or draw a picture of a sun on a large piece of paper. Teach and motivate your child to draw inside of the lines and pattern of the Sun. Offer colors orange and yellow crayons and talk about each color. The colors of the Sun.

SONGS

Mister Sun

Oh Mister Sun, Sun, Mister Golden Sun, won't you please shine down on me?
Oh Mister Sun, Sun, Mister Golden Sun, Hiding behind a tree,
this little child is asking you to please come out so I can play with you.
Oh Mister Sun, Sun, Mister Golden Sun, please shine down on me!

Summer is Coming

(Sung to the tune: "Are you Sleeping")

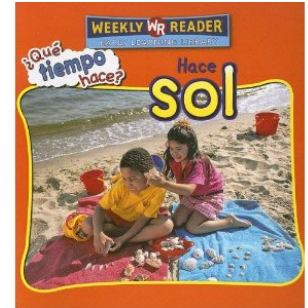
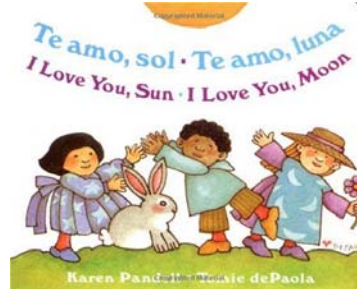
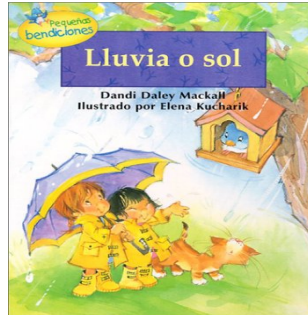
Summer is coming,
Summer is coming,
Yes, it is!
Yes it is!
Fun is in the air.
Sunshine here and there.
Summer's here.
Summer is here.



Consejos Para Padres: El Verano

Canta y Juega

LIBROS



ACTIVIDADES

Burbujas en el Sol

Que Necesita:

- Solución de burbujas
- Acceso a una Área Afuera para Correr

Que se Hace:

Encuentre un área afuera para corretear burbujas. Un día soleado demuéstrele a su hijo como corretear las burbujas y reventarlas. Después que tengan suficiente tiempo para reventar algunas burbujas enséñele a su hijo como soplar burbujas y distinguir los colores de las burbujas por la ayuda de la luz del Sol.

Colorear el Sol

Que Necesita:

- Un dibujo del Sol
- Crayones
- Papel de Dibujo

Que se Hace:

Trace o dibuje una figura de un sol grande en papel claro par dibujar. Enséñele y motive a su hijo a dibujar adentro de las líneas y de la figura del sol. Ofrézcale crayones de colores anaranjado y amarillo y mencione sus nombres para que su hijo reconozca los colores del Sol.

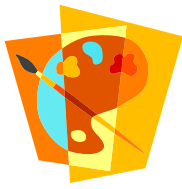
CANCIONES

Señor Sol

¿"Ah Señor Sol, Sol, Señor dorado sol, por favor brilla sobre en mí?
Ah Señor Sol, Sol, Señor dorado, escondido detrás de un árbol,
este niño le pide por favor que salga para jugar con usted.
Ah Señor. Sol, Sol, Señor dorado Sol, brilla sobre mi!

Es Verano

Es verano y brillan las flores
es verano y hace calor
en verano está azul el cielo
y el colegio ya terminó.
En verano vamos al campo
y a la playa en bañador
en la playa nadamos mucho
y nos damos un chapuzón.
A mi me gusta el verano
a mi me gusta que haga sol
a me gustan los helados
de vainilla, fresa y limón.
A mi me gusta el verano



Summer: I Scream for Ice Cream

Smart
Art

OVERVIEW

In this activity children will learn about summer by participating in a read-aloud, singing and painting a ceramic piece that is related to the summer 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 - #43 HLTH3 – Personal Safety

MATERIALS & PREPARATION

MATERIALS:

- English book: I Love you Sun, I love you Moon by: Karen Pandell
- Spanish Book: Te Amo Sol, Te Amo Luna by: Karen Pandell
- Bisque piece: Moon & Sun Banks
- Bisque paints: orange, pink, blue, yellow
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

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

INTRODUCTION

- Introduce topic to students.
- Explain the four seasons of the year; spring, summer, fall, and winter.
- Ask children the following questions related to how to be safe while having fun in the summer:
 - If children go swimming on a sunny day what can they do to be safe?
 - If children are visiting a public beach and there are a lot of people what can they do to stay safe?
 - What should you drink on a hot sunny day?

ACTIVITY #1

Sing a Song:

English Song: See the Yellow Circle

See the yellow circle in the sky,
That's the sun, passing by.
It's warm rays are shining down.
But when it's cloudy, they can't be found.

Spanish Song: Es Verano

Es verano y brillan las flores
es verano y hace calor
en verano está azul el cielo
y el colegio ya terminó.

En verano vamos al campo
y a la playa en bañador
en la playa nadamos mucho
y nos damos un chapuzón.

A mi me gusta el verano
a mi me gusta que haga sol
a me gustan los helados
de vainilla, fresa y limón.

A mi me gusta el verano

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

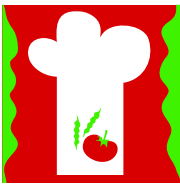
Free Play (Share, Play and Socialize):

- 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.



Summer: My Sunny Snack

Snack Attack

OVERVIEW

Children will learn about the season of summer as they create an edible snack that resembles a Sun.

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 - #32 MATH1 – number Sense of Quantity and Counting
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH1 – Personal Care Routines
- DRDP - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Season: Summer by: Barron's
- Spanish Book: Las Estaciones del Año por: Barron's
- Per Child:
 - 1/2 sliced orange
 - 4 strawberries
 - 2 raisins
 - 1 banana slice
 - Whipped cream

PREPARATION:

- Pre cut Orange into round slices
- Precut strawberries in half
- Precut Banana into round thin slices
- Make Sun masks popsicle sticks (1 per child)
- 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: Talk to children about the season of summer.
- Ask them what the weather is like during summer time?
- Ask children what they like about summer time?
- 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.

Sing a Song of Sunshine

sung to "Sing a song of sixpence"

Sing a song of sunshine
Be happy every day
Sing a song of sunshine
You'll chase the clouds away
Be happy every moment
No matter what you do
Just sing and sing and sing and sing
And let the sunshine through

Me Gusta el Verano

A mí también me gusta el verano
para holgar desde bien temprano,
elegir cada noche una estrella
y viajar en sueños con ella.

A mí también me gusta el verano
para tocar el cielo con la mano,
ver siluetas en las nubes
e imaginar miles de azules.

A mí también me gusta el verano:
es una estación más del año
para cantar, bajar, viajar, soñar,
beber, saber, leer, comer, ver,
salir, subir, vivir, sentir...

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:

- Introduce snack: Let children know they will get to do their own sun.
- Tell children to get half an orange slice.
- Then they will get 8 sliced strawberries and place them around the orange.
- Children can then add two raisins for eyes, a banana slice for the nose and whipped cream for the mouth.



TALK ABOUT IT

- Ask children what they learned today in class?
- Ask children if they liked their snack?
- Ask children if they are going on vacation this summer?



Summer: My Summer Scene

Story Time

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Hello Ocean By: Pam Muñoz Ryan
- Spanish Book: Hola Mar Por: Pam Muñoz Ryan
- Summer sticker craft kit
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Purchase beach sticker scene from Oriental Trading:

http://www.orientaltrading.com/make-a-beach-sticker-scenes-a2-9_1020-12-1.fltr?Ntt=beach+craft

INTRODUCTION

- Introduce topic to students.
- Lead the children in a conversation about things they like to do in the summer.
- Inform the children that one of the things that many people do during the summertime is visit the beach.
- Ask children if they have been to the Ocean or the Beach?

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

A Day at the Beach:

- Have children do a summer scene collage.
- Pass out a summer craft kit to each one of the children so that they can create their own summer collage.
- When children are done with their activity, have them sit in the carpet to share their picture with the rest of the class.
- 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 are some things they like to do during Summer time?
- Ask children what they like to do at the beach?

PARENT TIP SHEET

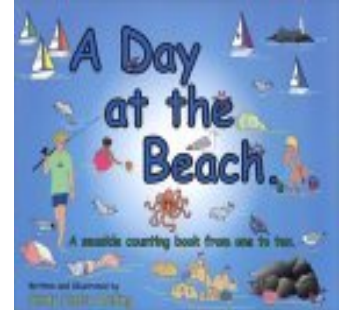
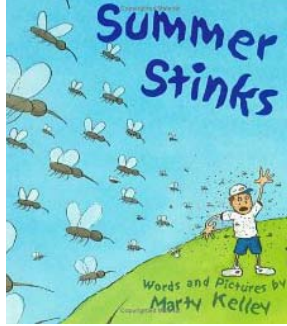
Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about summer by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Summer

Storytime

BOOKS



ACTIVITIES

Summer Collage

What You Need:

- Paper
- Magazines
- Scissors
- Glue/tape

What You Do:

Collect different magazines with pictures related to summer. Have the children cut out pictures of what they like about summer. Have them glue their pictures to a bright piece and then tell you what their favorite things about summer are. Write what they say under the collage.

Summer Carnival

What You Need:

- Balls
- Blocks
- Apples
- Water Bucket
- Street Curb

What You Do:

Put on miniature summer carnival for your children. You can play simpler variety of all of the traditional carnival games (fish pond, through a ball to knock over blocks, apple bob, relay races, balance beam, etc).

SONGS

Beach Song

I see sea shells by the sea shore
 Sky so blue, Starfish too
 All the boys and girls play
 On a hot and sunny day
 Summer's here, summer's here

Swimming in the Pool

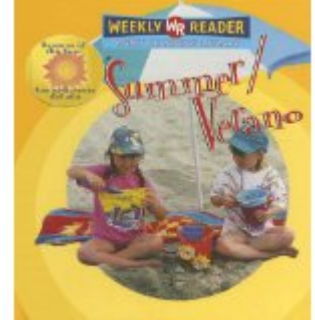
Swimming, swimming in the swimming pool
 When days are hot
 when days are cool
 I'm in the swimming pool
 Back stroke, side stroke,
 and Fancy diving too
 Oh, don't you wish
 that you could have nothing else to do
 but . . .(continue on with the beginning)



Consejos Para Padres: Verano

Hora de Cuentos

LIBROS



ACTIVIDADES

INSERT TITLE

Que Necesita:

•

Que se Hace:

INSERT TITLE

Que Necesita:

•

Que se Hace:

CANCIONES

INSERT NAME

INSERT NAME