



Insects, Bugs, & Butterflies: Buzzy the Bee



OVERVIEW

In this activity children will learn that bugs in nature are very colorful and have interesting shapes. Children explore textures and materials by creating a whimsical Buzzy Little Bee.

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Bugs! Bugs! Bugs! by: Bob Barner
- Spanish Book: Insectos! Insectos! Insectos! por: Bob Barner
- Precut Buzzy little Bee card stick template
- Giant popsicle sticks
- Giggly eyes (2 per child)
- Brown tissue paper (1/2 inch square per child)
- Paints: black and yellow.
- Glue
- Paper plates
- Baby wipes

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Ask children what kind of insects they see when they take a walk outside or go to the park.
- Tell students that they will be learning about insects, bugs and butterflies today.

ACTIVITY #1

Read Book

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

ACTIVITY #2

Sing and Dance

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

- English – Baby Bumblebee
- Spanish – La Araña Pequeñita

ACTIVITY #3

Instruct the children that they will now be making a “Buzzy Little Bumble Bee”.

- Give each child a Bee template, popsicle stick, brown tissue paper and giggly eyes (2).
- Have children glue the popsicle stick to the center of the bee template.
- Children can then glue the tissue paper wings on each side of the popsicle stick, and giggly eyes.
- With the assistance of their parents, have each child dip their fingers into the black and yellow paint on the paper plates found on the table to color the bee’s body.
- When children are done with their project, ask them to clean up their area while you sing the “Clean Up” Song.

TALK ABOUT IT

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

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

PARENT TIP SHEET

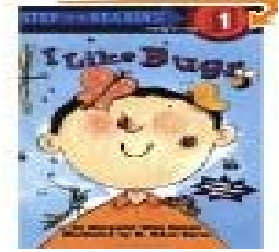
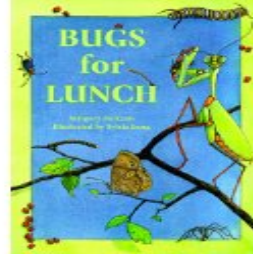
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about insects, bugs, and butterflies by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Insects, Bugs, & Butterflies



BOOKS



ACTIVITIES

Insect Collage

What You Need:

- Contact Paper
- Construction Paper or Tissue Paper

What You Do:

Cut the contact paper in the shape of an insect (butterfly, ladybug, etc.) Let you kids put the construction paper or tissue paper on it and make great collages.

Fuzzy Caterpillar

What You Need:

- Large white paper
- Paint
- Markers, glitter, or decorating Materials

What You Do:

Provide black, fuzzy pipe cleaners cut into 2 inch segments to represent caterpillars. Give your child (ren) leaves that you have gathered and number them 1-5. Invite your child (ren) to use tweezers to place the correct number of caterpillars on each leaf.

SONGS

Baby Bumblebee

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me,
(Cup hands together as if holding bee)

I'm bringing home a baby bumblebee,
Ouch! It stung me!
(Shake hands as if just stung)

I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me,
('Squish' bee between palms of hands)

I'm squishing up a baby bumblebee,
Ooh! It's yucky!
(Open up hands to look at 'mess')

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
(Wipe hands off on shirt)

I'm wiping off the baby bumblebee,
Now my mommy won't be mad at me!
(Hold hands up to show they are clean)

The Ladybug

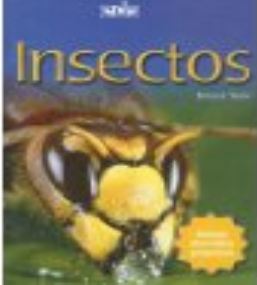
When strolling through the garden
You should chance to see
A lady bug out walking
Please say 'Hi' for me
For a lady bug is a good bug
And she helps the garden grow
She's supposed to bring good luck
So be sure to say 'Hello!'



Consejos Para Padres: Insectos, Bichos y Mariposas



LIBROS



ACTIVIDADES

Collage de Insecto

Que Necesita:

- Papel Transparente
- Papel de Construcción o tela Artística

Que se Hace:

Corte el papel transparente en la forma de un insecto (mariposa, mariquita, etc.) Deje que su niño(s) le ponga papel de construcción o la tela artística y haga un gran collage.

Oruga Peluda

Que Necesita:

- 5 Hojas de Árbol
- Marcador
- Pinzas
- Limpia pipas Negras-2 pulgadas

Que se Hace:

Proporcione limpia pipas de color negro peluditas cortadas en 2 pulgadas para que representen orugas. Déle a su niño(s) hojas que ha juntado y con un marcador enumérelas del 1-5. Invite a su niño(s) a usar las pinzas para colocar el número correcto de orugas en cada hoja.

CANCIONES

Una Mosca Parada en la Pared

Una mosca parada en la pared, en la pared, en la pared.
 Una mosca, una mosca, una mosca parada en la pared.
 ¿A ver niños, vamos a jugar con las vocales sale?
 Bueno, vamos a empezar.
 Primero la A,
 Ana masca parada an la parad, an la parad, an la parad.
 Ana masca, ana masca, ana masca parada an la parad.
 Ahora la E,
 " la I
 " la O
 " la U.

La Araña Pequeñita

La araña pequeñita, subió, subió, subió,
 Vino la lluvia y se la llevo,
 Salio el sol y todo lo seco,
 Y la araña pequeñita, subió, subió, subió.



Insects, Bugs & Butterflies: Butterfly Fun

Barney & Friends

OVERVIEW

SKILLS

MATERIALS & PREPARATION

INTRODUCTION

ACTIVITY #1

ACTIVITY #2

<p>In this activity children will learn about Insects, Bugs and Butterflies. Children will participate in a read-aloud, sing a song, and complete a hands-on activity.</p>
<ul style="list-style-type: none"> • DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy
<p>MATERIALS:</p> <ul style="list-style-type: none"> • English Book: Waiting for Wings by: Lois Elhert • Spanish Book: Gilberto Mariposa por: Antoon Krings • English Barney & Friends Clip: Butterfly • Spanish Barney & Friends Clip: Mariposa • Fruits & vegetables: blueberries, grapes, carrots • Cereal: Fruit Loops, Trix • Clothes pins • Pipe cleaners • Markers • Wiggle eyes • Small ziplock baggies
<p>PREPARATION:</p> <ul style="list-style-type: none"> • Prepare a sample project for demonstration purposes. • Make Table top display boards with holes for each of the area represented above, placing them strategically throughout the room.
<ul style="list-style-type: none"> • Show opening Barney & Friends clip • Introduce topic to students: Ask children what kind of critters live outside in places like their yard, the park, or on the playground. Tell them that many of these critters are bugs, butterflies or insects. Tell children that today they will learn more about how butterflies become beautiful changing from a caterpillar at birth. • Explain the activities that children will be doing during class; <ul style="list-style-type: none"> ○ 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)
<p>Book Reading:</p> <ul style="list-style-type: none"> • Introduce the book by saying its title. • Explain to the children who the author and illustrator are and what their role is. Discuss the parts of the book. • Ask the children if they can predict what the book will be about. • Read book, engaging children in the story by asking questions, or pointing out new words.
<p>Sing Song/Watch Barney Clip:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ English – Hunting Bugs ○ Spanish – La Hormiguita • Show Barney & Friends clip: Butterfly / Mariposa

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 butterfly of beautiful colors of their own.
- Instruct children to first color a clothes pin with the markers on the table. They can use whatever colors they like and they are not limited to just one.
- Ask parents to emphasize the colors their child is using to reinforce color recognition.
- Instruct children to place fruits vegetables, or cereal into small baggie.
- Ask parents to assist children by sealing baggie together.
- Next children will choose two pipe cleaners and they will twist them together. Parents can help if child is having difficulty.
- Ask parents to then put the butterfly together by placing the clothespin in the middle of the filled baggie. They will then bend the twisted pipe cleaner in half and clip it in the opening of the clothes pin
- Children can finish their project by adding wiggle eyes to their butterfly.
- 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 Bugs, Insects and Butterflies.

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

TALK ABOUT IT

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

- Discuss what the children learned today about insects, bugs, and butterflies.
- Ask the children if they remember what a butterfly is called when they are born (Caterpillar), and how that caterpillar changes into a butterfly.
- [Show closing Barney & Friends clip](#)

PARENT TIP SHEET

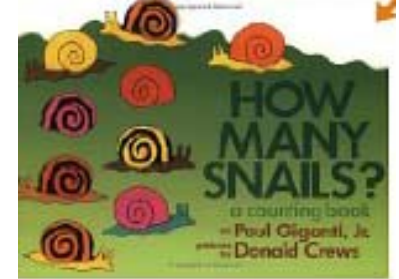
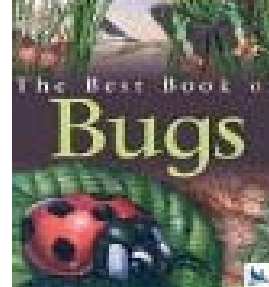
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about insects, bugs, and butterflies by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Insects, Bugs, & Butterflies

Barney &
Friends

BOOKS



ACTIVITIES

Ants on a Log

What You Need:

- Peanut Butter
- Celery
- Raisins
- Plastic Knife

What You Do:

Invite the children to spread butter on a strip of celery and then place raisins on top of the peanut butter to represent ants.

Butterfly Footprints

What You Need:

- Large White Paper
- Paint
- Markers, Glitter, or Other Decorating Materials

What You Do:

Put your child(ren)'s footprints on the paper (separated to make wings of a butterfly) Then (after they have dried) let them design their own unique butterfly.

SONGS

Hunting Bugs

A-hunting we will go
A -hunting we will go
We'll catch a (insert any insect here)
and put it in a box
(loudly) and then we'll let it go!

Wasps on the Wall

5 wasps were on the wall
(hold up all fingers.)

How could they hurt me, they are so small!
(shrug shoulders and put hands out)

I'll spray some water, so they will fall
(pretend to spray a spray bottle)

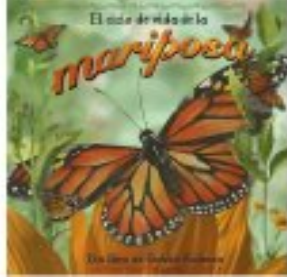
Uh oh! I'd better run! They're after me, five wasps in all!
(Wiggle fingers.)



Consejos Para Padres: Insectos, Bichos y Mariposas

Barney Y Amigos

LIBROS



ACTIVIDADES

Las Hormigas en un Tronco

Que Necesita:

- Mantequilla de Cacahuete
- Apio
- Pasas
- Cuchillo Plástico

Que se Hace:

Invite a los niños a esparcir mantequilla en una tira de apio y entonces colocar pasas encima de la mantequilla de cacahuete para representar hormigas.

Huellas de Mariposa

Que Necesita:

- Papel Blanco Grande
- Pintura
- Marcadores, Brillo, o Otros Materiales de Decoración

Que se Hace:

Ponga las huellas de su niño(s) en el papel (separadas para hacer alas de una mariposa) Después (cuando se sequen) deje que diseñen su propia mariposa única.

CANCIONES

La Hormiguita

Andaba la hormiguita
Juntando su comidita
Le coge un aguacero
Que corre para su casita
Y se metió en su covachita.

Mariposas

Cinco mariposas en la puerta se posaron,
Una se elevó y solo cuatro quedaron,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Cuatro mariposas en un árbol se posaron,
Una se elevó y solo tres quedaron,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Tres mariposas están revoloteando,
Una se elevó y solo dos quedaron,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Dos mariposas están tomando el sol,
Una se elevó y solo una quedó,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Una mariposa muy sola se sintió,
Se fue con las otras y ninguna quedó,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.



Letter Awareness: Learning My Letters: P and Q

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

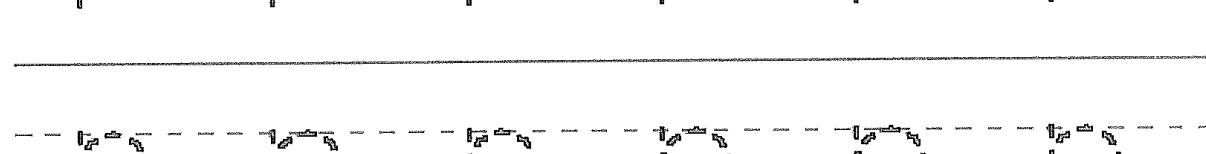
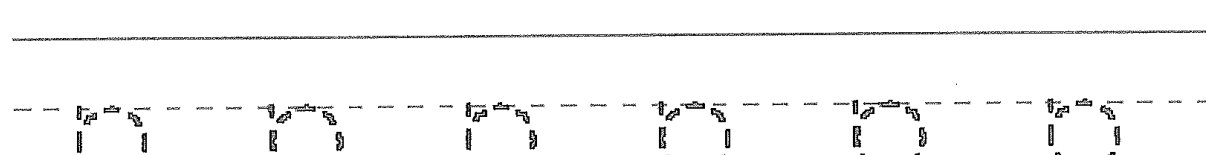
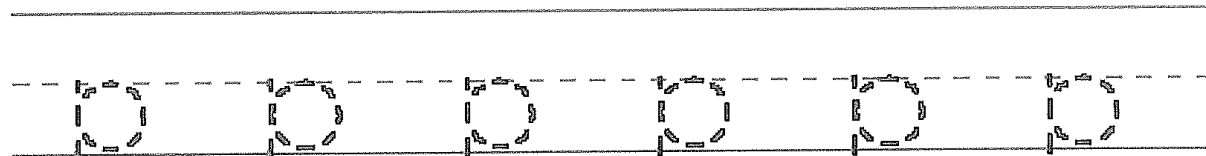
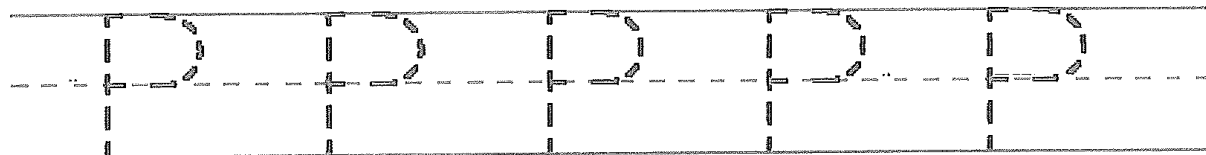
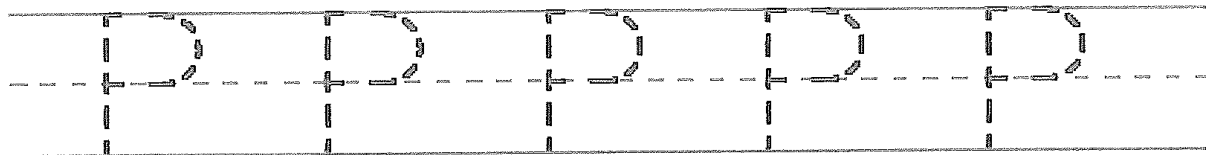
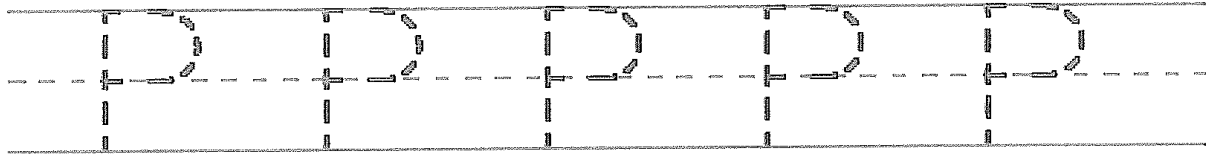
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters P,Q

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

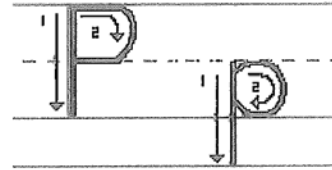
p p p p p p p p

q q q q q q q q

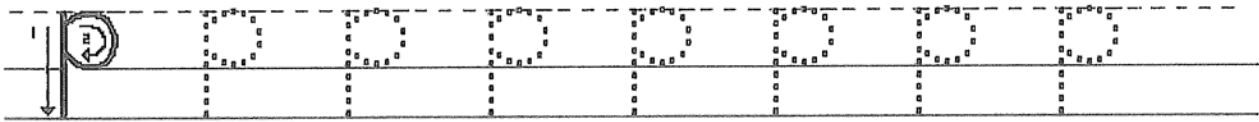
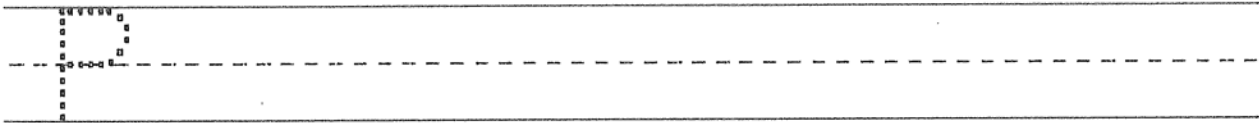
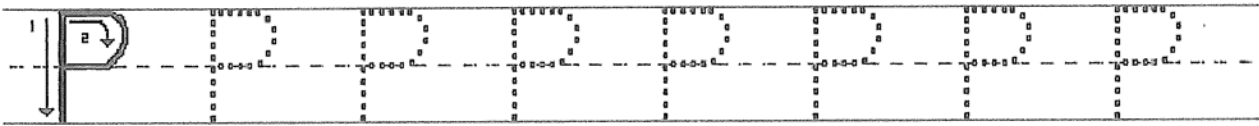
pudding party

Blank handwriting lines for copying practice.

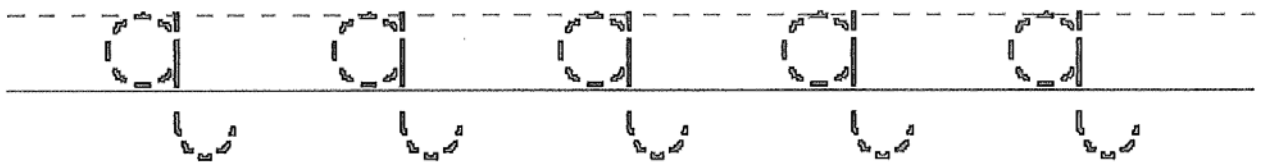
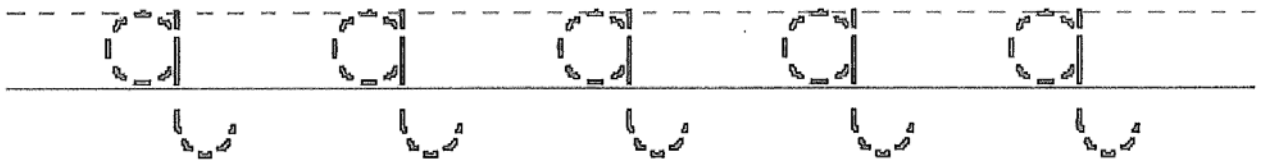
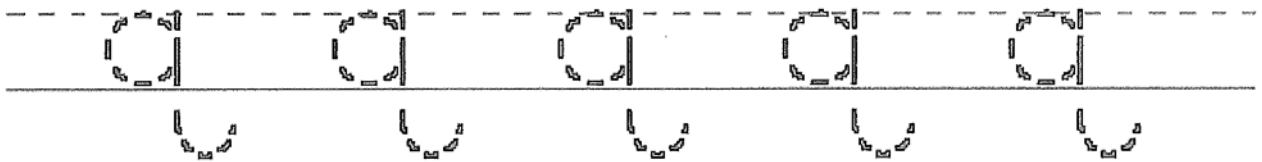
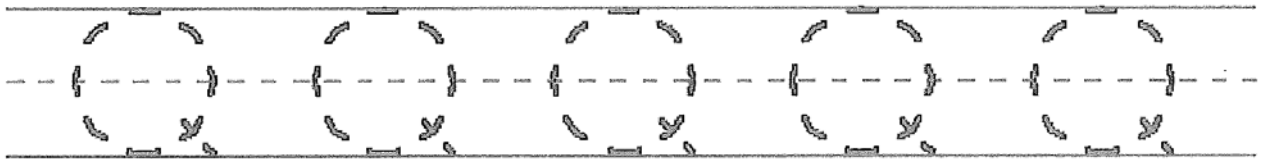
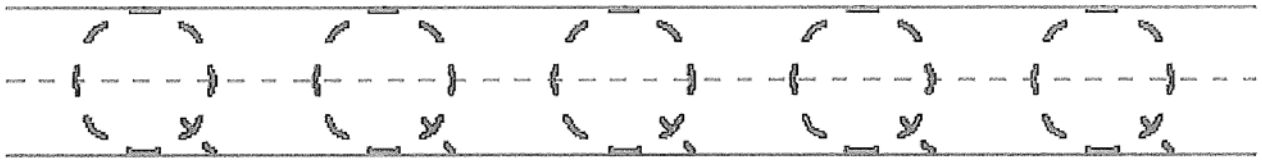
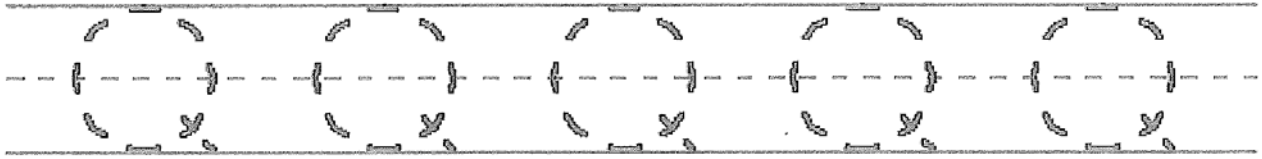
Me llamo: _____



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



Name _____



Instructions: trace and then copy letters or words

Row 1: Tracing practice for the letter 'p'. The row contains five dashed lowercase 'p's on a three-line grid. Each 'p' has a vertical stem and a circular bowl. A small 'p' is positioned to the left of each 'p' to indicate the starting point and direction of the stroke.

Row 2: Tracing practice for the letter 'q'. The row contains five dashed lowercase 'q's on a three-line grid. Each 'q' has a vertical stem, a circular bowl, and a short tail at the bottom. A small 'q' is positioned to the left of each 'q' to indicate the starting point and direction of the stroke.

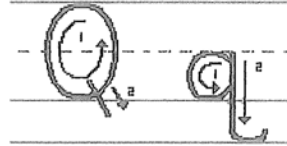
Row 3: Tracing practice for the word 'pumpkin'. The word is written in dashed letters on a three-line grid. Each letter includes small arrows and numbers (1, 2) to show the stroke order and direction.

Row 4: Tracing practice for the word 'pumpkin'. The word is written in dashed letters on a three-line grid. Each letter includes small arrows and numbers (1, 2) to show the stroke order and direction.

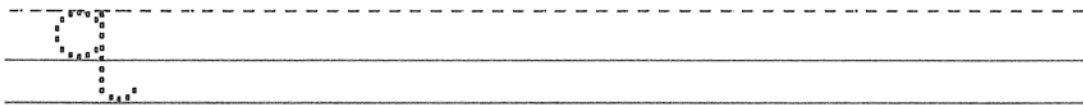
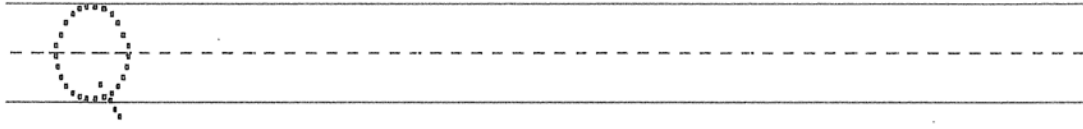
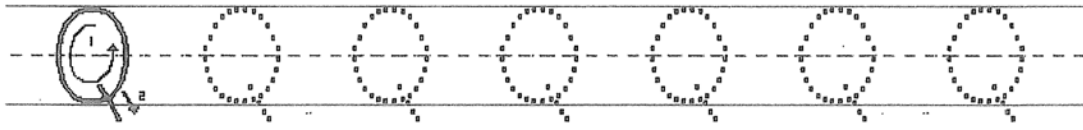
Me llamo: _____



Q
es para
QUESO
(M)



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





Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Social Understanding Individual Differences

Cuddle Crew 1
0-6 months

GOAL

For the baby's unique temperament to be understood.

EXPERIENCE

This activity involves observing nine different temperament categories.

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

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

Source: Carey & McDevitt, 1978.

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

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

MATERIALS

None



Social

Entendiendo Diferencias Individuales

Grupo de Bebes 1
0-6 meses

META

Para que el temperamento único del bebé sea comprendido.

EXPERIENCIA

Esta actividad implica observar nueve categorías diferentes de temperamento.

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

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

Fuente: Carey & McDevitt, 1978.

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

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

MATERIALES

Ninguno



Social

Developing Synchrony

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

None



Social

Desarrollar Sincronía

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

MATERIALES

Ninguno



Social

Imitating Facial Expressions

Cuddle Crew 1
0-6 months

GOAL

For the baby to imitate adult facial expressions.

EXPERIENCE

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

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

MATERIALS

None



Social

Imitar Expresiones Faciales

Grupo de Bebes 1
0-6 meses

META

Para que el bebé imite expresiones faciales de un adulto.

EXPERIENCIA

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

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

MATERIALES

Ninguno



Social

Looking in a Mirror

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

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



Social

Mirar en un Espejo

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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



Social Laughing

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience the joy of laughter.

EXPERIENCE

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

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

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

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

MATERIALS

None



Social Reírse

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

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

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

MATERIALES

Ninguno



Social

First Games: Playing Peek-a-boo

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

Variations:

Cover your own face instead of the baby's.

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

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

Encourage older siblings to play this with the baby.

MATERIALS

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



Social

Primeros juegos: Jugando Peek-a-boo

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

Variaciones:

Cubra su propia cara en vez del bebé.

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

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

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

MATERIALES

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



Social Falling in Love

Cuddle Crew 1
0-6 months

GOAL

For the baby and adult to fall in love.

EXPERIENCE

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

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

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

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

MATERIALS

None



Social Enamorándose

Grupo de Bebes 1
0-6 meses

META

Para que el bebé y adulto se enamoren.

EXPERIENCIA

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

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

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

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

MATERIALES

Ninguno



Social Holding out Arms

Cuddle Crew 1
0-6 months

GOAL

For the baby to learn to reach out to another.

EXPERIENCE

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

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

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

MATERIALS

Bright scarf



Social

Estirando los Brazos

Grupo de Bebes 1
0-6 meses

META

Para que el bebé aprenda a llamar su atención.

EXPERIENCIA

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

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

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

MATERIALES

Una bufanda brillante



Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Social Sharing Time

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

Anything interesting that you or baby find or are working with



Social

Hora de Compartir

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

MATERIALES

Algo interesante que usted o el bebé hallen o trabajan con



Social Expressing Feelings

Cuddle Crew 2
6-12 months

GOAL

For the baby to express a full range of feelings.

EXPERIENCE

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

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

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

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

MATERIALS

None



Social

Expresando Sentimientos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé exprese todo tipo de sentimientos.

EXPERIENCIA

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

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

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

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

MATERIALES

Ninguno



Social

Playing Back-and-Forth Games

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

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

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

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

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

MATERIALS

None



Social Jugar Juegos

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

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

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

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

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

MATERIALES

Ninguno



Social

Waving "Bye-Bye" and Saying "Hi"

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

None



Social

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

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

MATERIALES

Ninguno



Social Blowing a Kiss

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

MATERIALS

None



Social

Soplar un Beso

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

MATERIALES

Ninguno



Social

Experiencing New Situations

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

Many infants are leery of new people and situations at this age. You can help baby adjust by thinking of the experience from his point of view. Remember, you represent security to the baby. By staying with him for a while, you show him that you approve of people and situations and you give him time to get used to them. Allow extra "getting-used-to time" for new places and people, especially if you will be leaving him. Some babies have a small blanket or toy they like to take into new situations. Research shows that children explore more when they have a security item in a new situation. The blanket or toy stands in for you in your absence. When in a new place, walk around with baby and show him things on the wall and in the room. Introduce him to the people and objects in the room by talking about each thing or person as if it were an exciting discovery. With your positive, relaxed introduction, the baby will become interested and may lose the apprehensive feelings. The information may also help him engage.

MATERIALS

None



Social

Experimentando Nuevas Situaciones

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

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

MATERIALES

Ninguno



Social

Exploring Body Parts

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

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

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

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

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

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

MATERIALS

Puppet, large pictures of people with distinct features



Social

Explorando las Partes del Cuerpo

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

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

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

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

MATERIALES

Títere, un retrato grande de personas con características distintivas



Social Pretending

Cuddle Crew 2
6-12 months

GOAL

For the baby to begin pretend play.

EXPERIENCE

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

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

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

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

MATERIALS

Materials used in household activities



Social Pretender

Grupo de Bebes 2
6-12 meses

META

Para que el bebé comience a jugar juegos de pretender.

EXPERIENCIA

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

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

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

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

MATERIALES

Materiales usados en el hogar para actividades



Insect, Bugs & Butterflies: The Very Hungry Caterpillar

Family Storytime

OVERVIEW

In this class children will learn about insects, bugs, and butterflies. 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 insects, bugs and butterflies 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 - #33 MPD3 – Fine Motor

PRESCHOOL AGED SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Very Hungry Caterpillar By: Eric Carle
- Spanish Book: La Oruga Muy Hambrienta Por: Eric Carle
- White construction paper
- Finger paint: green, red, orange, yellow
- Black marker
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Put paints on paper plates at each activity table.
- Place white construction paper at each place setting signifying a work station for children.
- Place insect, bugs and butterfly 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 insects, bugs and butterflies to the families. Tell children that today they will be learning about caterpillars.
- Explain that caterpillars are worms that become butterflies.
- Explain that there are four stages that caterpillars go through to become a beautiful butterfly:
 - Egg: A caterpillar starts out as a small egg
 - Caterpillar: when the egg hatches, the caterpillar comes out.
 - Cocoon: The caterpillar makes a cocoon and wraps itself inside
 - Butterfly: When the caterpillar breaks out of the cocoon, it is a beautiful butterfly!

ACTIVITY #1

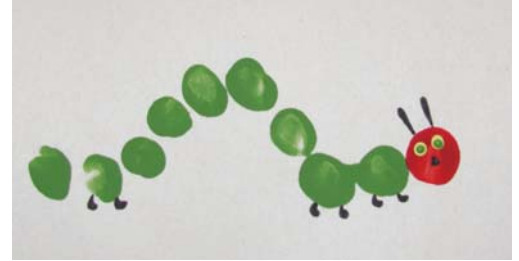
Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is.
- Discuss the parts of the book. (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 now get to do their own caterpillar painting with their thumb.
- Ask them to paint something they liked about the story.
- Show them your art sample of a caterpillar and a butterfly.
- Tell them they can paint anything they want like grass, a sun, a butterfly, a caterpillar, etc.
- Tell them it's their time to be creative and use their imagination.
- Parents can assist their children with painting if needed.



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 insects, bugs, and butterflies.

TALK ABOUT IT

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

- Ask children what they learned about caterpillars today? What do they turn into?
- Tell children that the process that the caterpillar goes through to become a butterfly is called *metamorphosis*. Ask children to repeat the word after you.
- 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.



Insects, Bugs, & Butterflies: Drop that Hot Potato Bug!

Motor Movements

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Mat
- Potato
- Jump rope
- Hula hoops

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 – Baby Bumblebee
 - Spanish – La Mariposa

ACTIVITY #3

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

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

ACTIVITY #4

*This activity
can be done
if time
permits.*

Gross Motor Activity

- **Frog Jump**
 - Placed a jump rope in the middle of carpet in a straight line. Have children stand in a line at the front of the rope. Give instructions and model how each child (one at a time) will be hopping back and forth over the jump rope in a fun imaginative way pretending they are a frog.
- **Insect Hop**
 - Placed a number of hula hoops throughout the classroom. Have children stand in a single file line. Give instructions and model how each child (one at a time) will be hopping in and out of the hula hoops pretending they are their favorite insect or bug.

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.

- **Hot Potato:**
 - Seat the children in a circle and hand a child a potato or similar prop.
 - Have him/her say, their favorite fruit or vegetable, and then pass the potato to a classmate beside him/her.
 - Have that child say, “other fruit or vegetable option” and then pass the prop to the next child.
 - Continue in the same way until two cycles are completed.

ACTIVITY #6

Cool Down:

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

Wriggle your toes in the sun
Lovely and warm, lovely and warm
Wriggle your toes in the sun

Feel the sun on your knees
Lovely and warm, lovely and warm
Feel the sun on you knees

Pat your tummy in the sun
Lovely and warm, lovely and warm
Pat your tummy in the sun

Raise your shoulders in the sun
Lovely and warm, lovely and warm
Raise your shoulders in the sun

Wriggle your nose in the sun
Lovely and warm, lovely and warm
Wriggle your nose in the sun

Flutter your eyes in the sun
Lovely and warm, lovely and warm
Flutter your eyes in the sun
Lovely and warm, lovely and warm

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.



Bugs: Music & Movement Songs

Motor Movements

ENGLISH

Baby Bumblebee

I caught myself a baby bumblebee.
Won't my mommy be so proud of me?
I caught myself a baby bumblebee.
Ouch! He stung me!
I'm talking to my baby bumblebee.
Won't my mommy be so proud of me?
I'm talking to my baby bumblebee
"Oh!" He said, "I'm sorry."
I'm letting go my baby bumblebee.
Won't my mommy be so proud of me?
I'm letting go my baby bumblebee.

Look! He's happy to be free!

SPANISH

La Mariposa

Nació en una rosa, a la hora que cantan las hadas.
Una linda mariposa con brillantes alitas plateadas.
Retoñito que se mueve y que pronto ha de volar,
cuando vuelas no te olvides de venirme a visitar.
Por eso nosotros estamos de fiesta,
que venga la orquesta y empiece a tocar.
Estamos contentos por la mariposa, somos felices queremos bailar.
Ya va la chicharra a rascar su guitarra,
y el chapulín a tocar su violín.
Y acompañando el canto del agua salta el jilguero que toca flautín.



Insects, Bugs & Butterflies: The Itsy Bitsy Spider

My 5 Senses

OVERVIEW

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

- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Familiar Adults
- DRDP I&T - #14 LLD1 – Language Comprehension
- DRDP I&T - #16 LLD3 – Communication of Needs, Feelings, and Interests
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #20 COG1 – Cause and Effect
- DRDP I&T - #28 COG9 – Number
- DRDP I&T - #29 COG10 – Classification and Matching

MATERIALS & PREPARATION

MATERIALS:

- English Book: *The Very Busy Spider* by: Eric Carle
- Spanish Book: *La Araña Muy Ocupada* por: Eric Carle
- Insect/bug specimen set, puzzles and toys
- English Song: *The Itsy Bitsy Spider*
- Spanish Song: *La Araña Pequeñita*
- Scoop-A-Bug sorting kit
- Leaves and dirt
- Gummy worms
- I-pad with insects and bug application
- Insect/bug pictures
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** I-pad application with insects and bug sounds
 - **Sight:** Insects and bugs puzzle
 - **Touch:** Scoop-A-Bug sorting kit
 - **Taste:** Gummy worms
 - **Smell:** Leaves and dirt

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: *Insects, Bugs and Butterflies*
- Tell the children that today they will learn about insects, bugs and butterflies through their five senses.
- Show them some pictures of insects, bugs and butterflies. Tell them to help you name them and also name their color (butterflies, bumble bees, praying mantis, lady bugs, spiders, caterpillars, etc.).
- Ask them if they like spiders? Ask how many legs does a spider have?
- Tell them you will read them a book about a spider.

ACTIVITY #1

10 Minutes

Book Reading:

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

<p>ACTIVITY #2</p> <p>5 Minutes</p>	<p>Sing and Dance: Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.</p> <ul style="list-style-type: none"> • English – Hunting Bugs • Spanish - La Itzi, Bitzi Araña
<p>ACTIVITY #3</p> <p>15 Minutes</p>	<p>Sensory Stations: Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.</p> <p>Explain to parents what they will be doing in each of the five stations.</p> <ul style="list-style-type: none"> ○ Hearing station: Children will listen to insects and bug sounds from I-pad application. ○ Sight station: Children will get to play with insect and bug puzzles. They will also get to see insect specimens. Parents can ask their child to name what they see. ○ Touch station: Children can play with a scoop-a-bug sorting kit and toy insects and bugs ○ Taste station: Children will get to taste delicious gummy worms. ○ Smell station: Children will smell items were insects and bugs are found (leaves and dirt).
<p>ACTIVITY #4</p> <p>5 Minutes</p>	<p>Search and Find:</p> <ul style="list-style-type: none"> • Invite children to complete the Eye Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations. • Invite parents to engage children in completing the worksheet, by asking them to identify additional items in the picture, call out colors of items, and discussing the scene as it relates to the topic.
<p>TALK ABOUT IT</p> <p>5 Minutes</p>	<p>Ask children to go back to the rug or carpet to discuss the following:</p> <ul style="list-style-type: none"> • Ask children if they can remember the 5 senses that they used today. • Ask them how the dirt felt on their fingers. • Ask children to tell you the sound a cricket makes at night.
<p>PARENT TIP SHEET</p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child’s knowledge about insects, bugs and butterflies by reading, singing, and completing some of the suggested activities.</p>



Spring: The Itsy Bitsy Spider

My 5 Senses

The Itsy Bitsy Spider

The itsy, bitsy spider, climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
So the itsy, bitsy spider went up the spout again.

La Araña Pequeñita

La araña pequeñita
subió, subió, subió
vino la lluvia
y se la llevó.

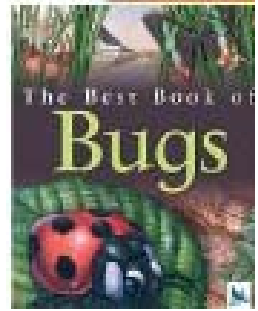
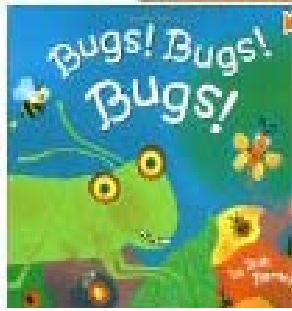
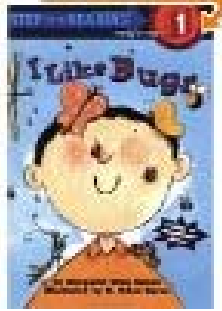
Salió el sol
y todo lo secó
y la araña pequeñita
subió, subió, subió.



Parent Tip Sheet: Insects, Bugs & Butterflies

My 5 Senses

BOOKS



ACTIVITIES

Butterfly Footprints

What You Need:

- Large White Paper
- Paint
- Markers, Glitter, or Other Decorating Materials

What You Do:

Put the Children's footprints on the paper (separated to make wings of a butterfly) Then (after they have dried) let the kids design their own unique butterfly.

Insect Collage

What You Need:

- Contact Paper
- Construction Paper or Tissue Paper

What You Do:

Cut the contact paper in the shape of an insect (butterfly, ladybug, etc.) Let you kids put the construction paper or tissue paper on it and make great collages.

SONGS

Wasps on the Wall

5 wasps were on the wall
(hold up all fingers.)
 How could they hurt me, they are so small!
(shrug shoulders and put hands out)
 I'll spray some water, so they will fall
(pretend to spray a spray bottle)
 Uh oh! I'd better run! They're after me, five wasps in all!
(Wiggle fingers.)

Hunting Bugs

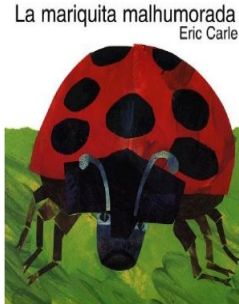
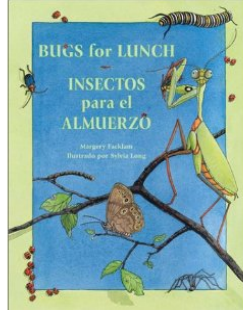
A-hunting we will go
 A -hunting we will go
 We'll catch a (insert any insect here)
 and put it in a box
 (loudly) and then we'll let it go!



Consejos Para Padres: Insectos, Bichos y Mariposas

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Imprenta de Mariposa

Que Necesita:

- Papel blanco grande
- Pintura
- Marcadores, Brillo, Materiales Decorativos

Que se Hace:

Los niños pondrán los pies en la pintura. Después que pongan el imprente en el papel blanco, los dos pies serán las alas de la mariposa. Cuando se sequé ellos pueden decorar su mariposa

Mural de Insectos

Que Necesita:

- Papel de Contactó
- Papel Constructivo
- Tela Artística

Que se Hace:

Use el papel para cortar formas de insectos (mariposas, mariquitas, etc.) Permita que su hijo/a decore los insectos con tela artística.

CANCIONES

La Itzi, Bitzi Araña

Itzi, bitzi araña,
tejió su telaraña.
Vino la lluvia,
y se la llevó.
Salió el sol,
se secó la lluvia.
Y Itzi, bitzi araña,
otra vez subió.

Una Mosca Prada en la Pared

Una mosca parada en la pared, en la pared,
en la pared.
Una mosca, una mosca, una mosca parada en
la pared.
¿A ver niños, vamos a jugar con las vocales
sale?
Bueno, vamos a empezar.
Primero la A,
Ana masca parada an la parad, an la parad,
an la parad.
Ana masca, ana masca, ana masca parada an
la parad.
Ahora la E,
" la I
" la O
" la U



Insects, Bugs & Butterflies: Searching for Bugs

Playing to
Learn

OVERVIEW

Children will get to explore their environment, looking for bugs. They will play two games as they learn about the concept of insects, bugs and butterflies.

SKILLS

- DRDP – #5 SSD5 – Taking Turns
- DRDP – #7 SSD7 – Relationships with Adults
- DRDP – #29 COG3 – Memory and Knowledge
- DRDP – #30 COG4 – Curiosity and Initiative
- DRDP – #38 PD1 – Gross Motor Movement
- DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- Plastic toy bugs (as needed)
- Plastic cups
- Tweezers, pinchers, or tongs
- Bug pictures
- Bug picture template
- Bug grid game template
- Ziploc bags
- 1 game dice

Preparation:

- Prepare take home activity set for each participant: bug grid game.
 - Make copies of bug picture template and cut them out to place in Ziploc bags with a dice.
 - Make copies of bug grid template.
- Place toy bugs around the classroom before class starts.

INTRODUCTION

- Introduce topic to students: Tell children today's games have to do with insects, bugs, and butterflies.
- Ask children what are some of the bugs and insects they have seen in their yard, or at the park?
- Ask children other places bugs can be found?
- Show children some pictures of bugs and insects. Have children guess their names.

ACTIVITY #1

Bug Hunt:

- Tell children that first we will be searching for bugs.
- Pass out a cup and pinchers to each child.
- Tell them to go around the classroom and gently pick-up bugs with their pinchers.
- When they have finished finding bugs have them sit down.
- Ask them to take out the bugs and count them with their parents.
- Go around the classroom asking each child how many bugs they found.

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

- Their child's ability to count.
- Their child's ability to develop one to one correspondence.
- Their child's ability to search and find.

ACTIVITY #2**Bug Grid Game:**

- Pass out a bug grid game to each child with a Ziploc bag.
- Tell children to take out the items in their Ziploc bag (bug pictures and dice).
- Tell them there are 20 squares on the grid with different leaves.
- Tell them they will have to fill each square with a bug picture.
- First they will roll the dice, identify the numeral and count out that amount of bug pictures.
- Then they will place each bug picture over one leaf on the grid.
- Children will continue to play until the whole grid is full.

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 develop one to one correspondence.

ACTIVITY #3**Leap Frog:**

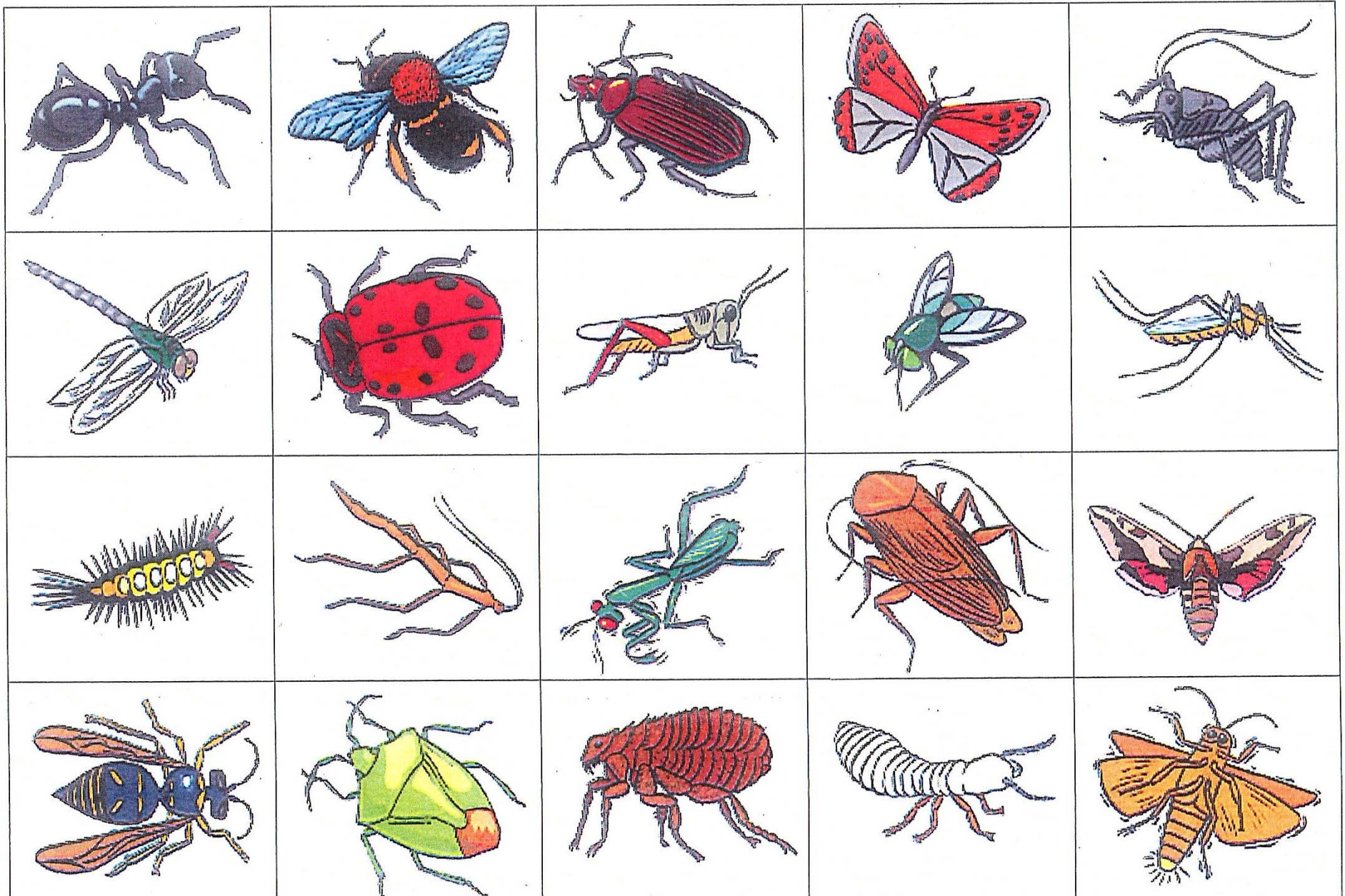
- The first child rests hands on knees and bends over.
- The next player places hands on the first's back and leaps over by straddling legs wide apart on each side.
- On landing that player stoops down and a third leaps over the first and second.
- The fourth over all others successively.
- When all the players are stooping, the last in the line begins leaping over all the others in turn.

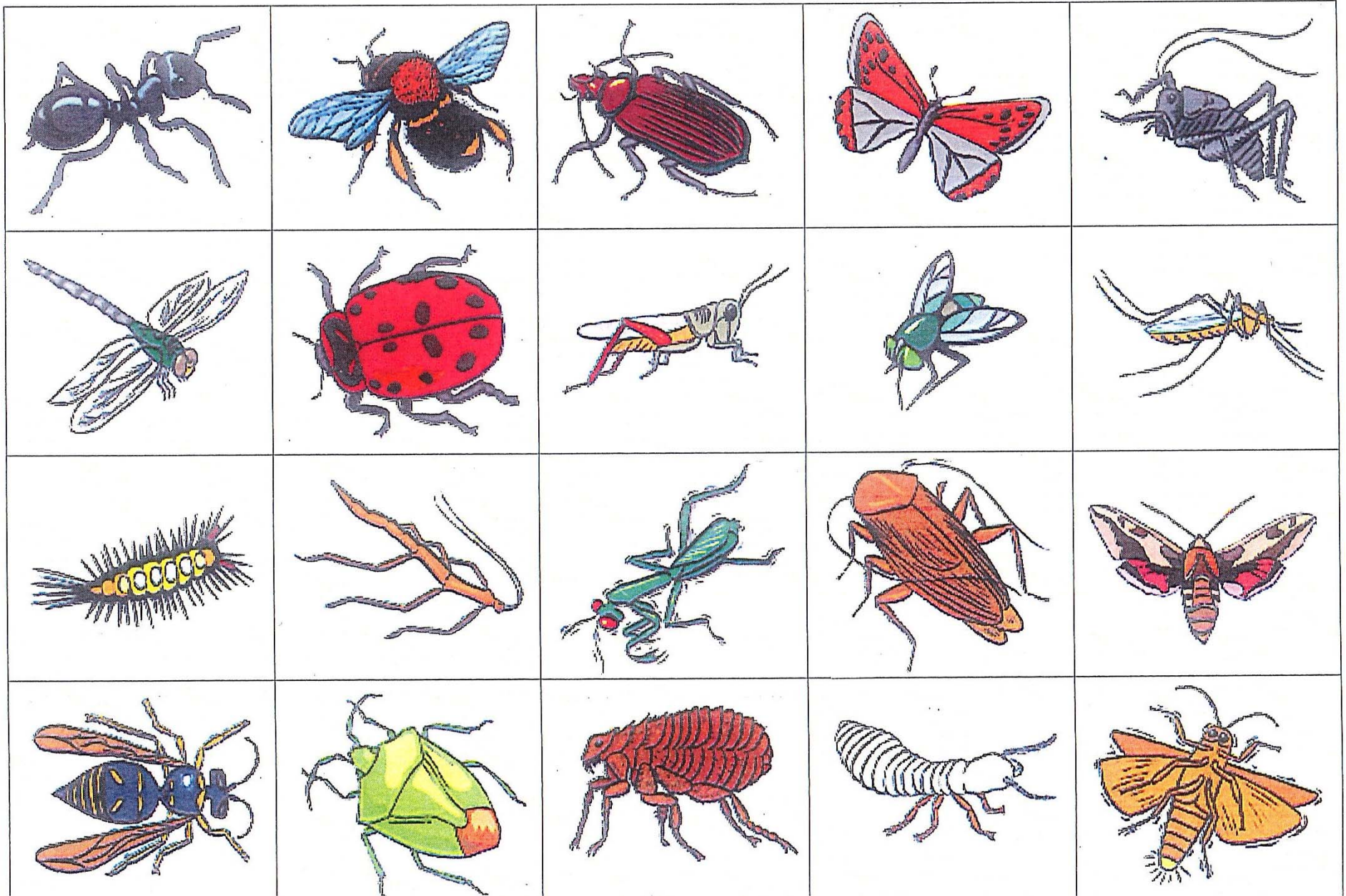
Explain to parents that playing this game helps strengthen the following skills:

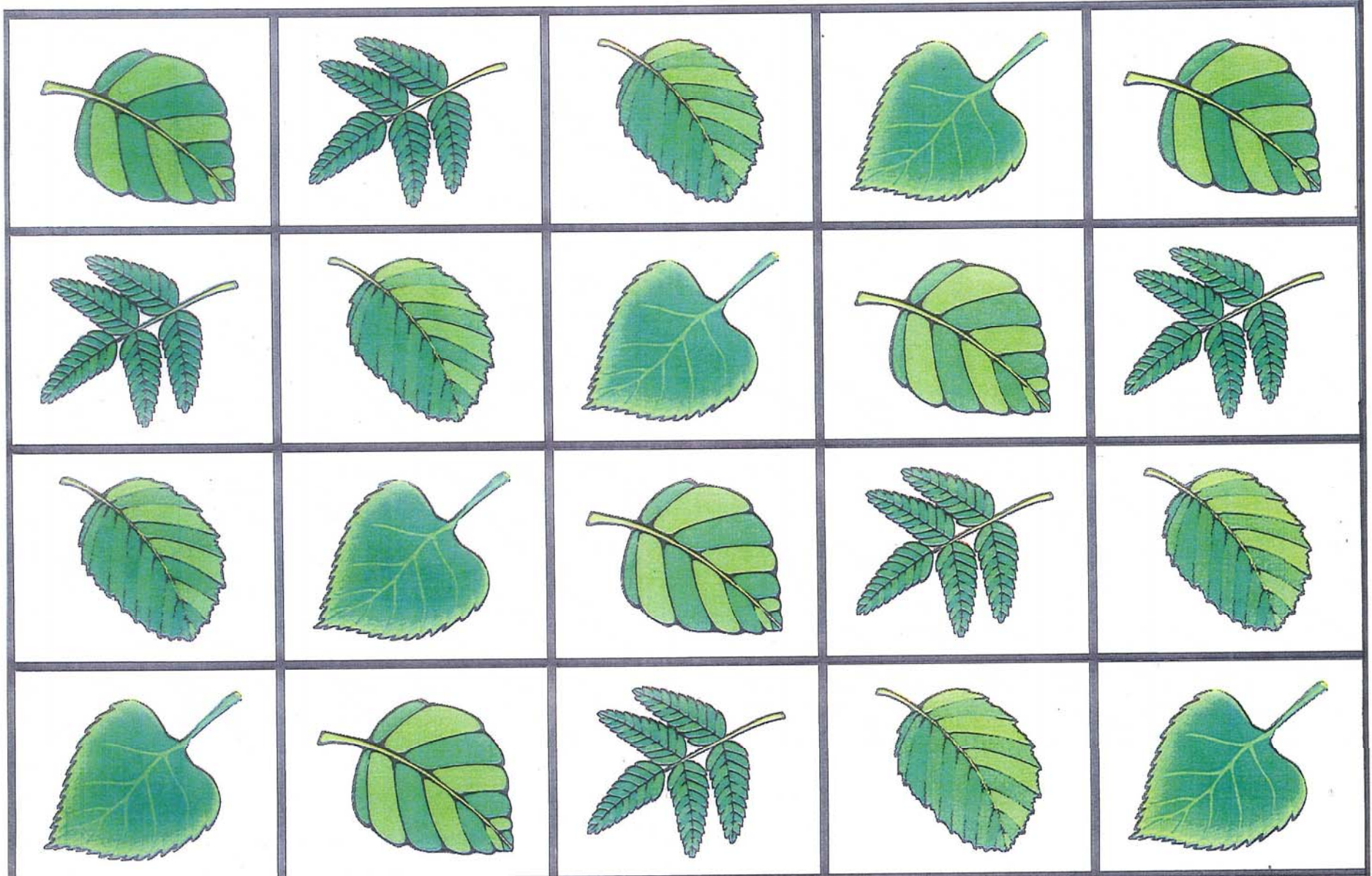
- Their child's ability to be patient and wait their turn.
- Their child's ability to leap and jump.
- Their child's ability to move in non traditional ways.

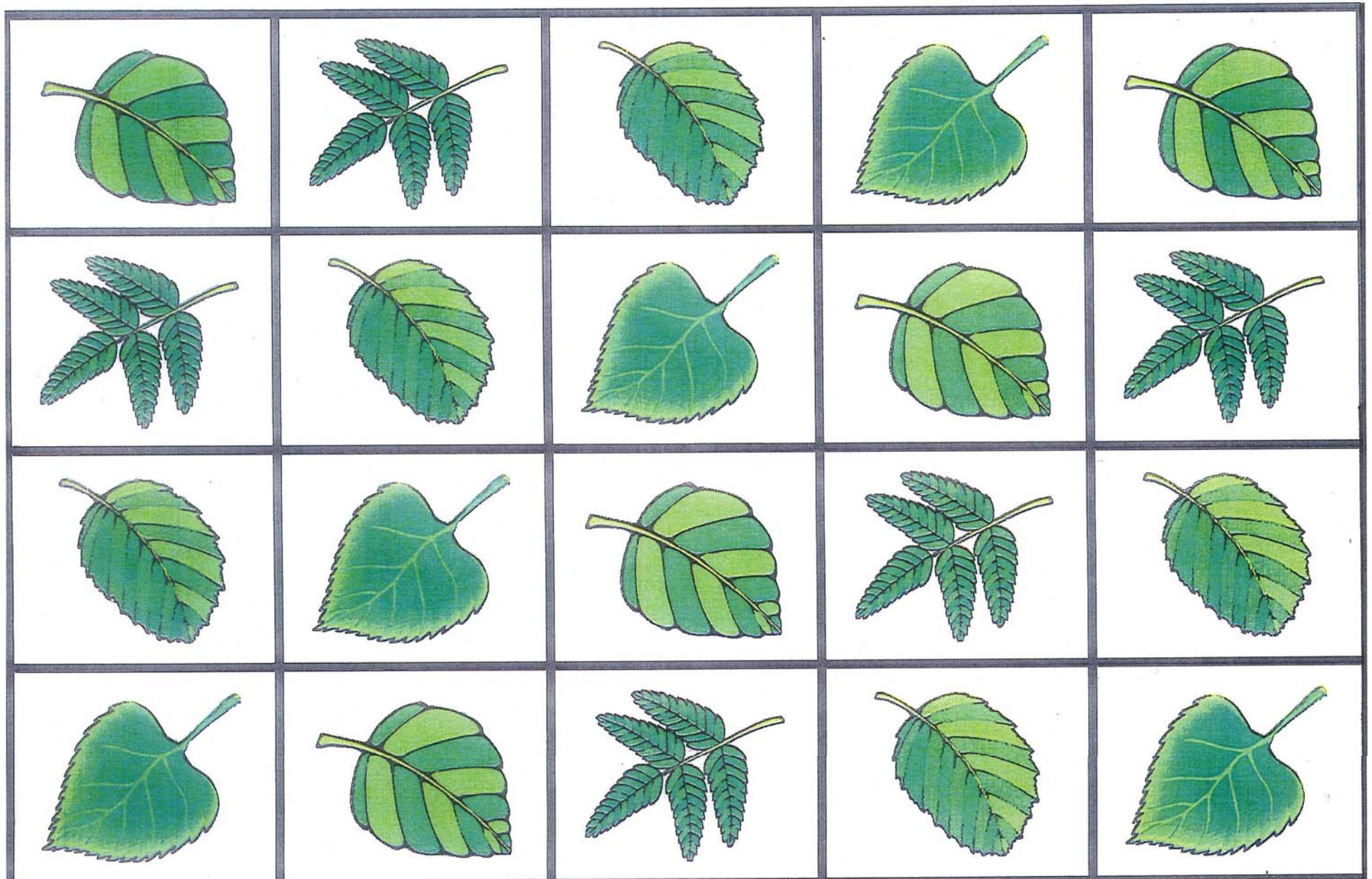
TALK ABOUT IT

- Ask children if they liked the game they played.
- Ask them what was their favorite bug that they found?
- 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.











Insects, Bugs, & Butterflies: Ladybug



OVERVIEW

In this class children will learn about insects, bugs and butterflies. They will listen to a story about ladybugs and do a craft activity.

SKILLS

- DRDP - #16 LLD4 - Language in Conversation
- 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

MATERIALS & PREPARATION

- MATERIALS:**
- English Book: Ten Little Ladybugs by: Melanie Gerth
 - Spanish Book: Diez Pequeñas Mariquitas por: Melanie Gerth
 - English Sesame Street Clip: Insects in your Neighborhood
 - Spanish Sesame Street Clip: Mariposas
 - Construction Paper: Black, Red and Green
 - Googly Eyes
 - Black Marker
 - Glue
 - Pencil
 - Scissors

- PREPARATION:**
- Prepare a sample project for demonstration purposes.
 - Cut out a red and black circle from construction paper (they need to be the same size and no more than 5" in diameter).
 - Cut the red circle and cut a small black circle for the head.
 - Make a line in the middle of the circle that children can cut.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children today we will be learning about insects, bugs and butterflies.
- Tell children that lady bugs are your favorite bug. Ask them to describe a lady bug.
- Ask them if they have counted the dots on a ladybug?

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.

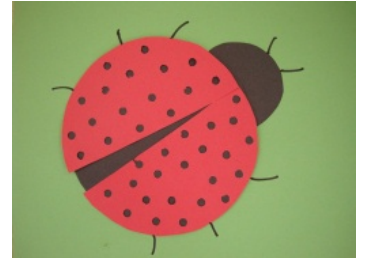
ACTIVITY #2

- 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 - Five Little Bees
 - Spanish - Una Mosca Parada en la Pared
 - [Show Sesame Street Clip:](#) Insects in your Neighborhood / Mariposas

ACTIVITY #1

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 get to do a ladybug just like the one in the story.
- Pass materials needed to each child, 1 large circle, 1 small circle, 1 cut red circle in half, black marker, hole punch, green construction paper, glue and 2 googly eyes.
- Tell children they will first glue their black circles onto a piece of green construction paper.
- Have children cut the red circle in half by cutting through the line on the circle.
- They will then draw spots in both red semi circles using a black marker and then glue them onto their black circle.
- With a black marker have them draw on legs and antennas.
- At last have them glue the ladybug's eyes.
- Now they have completed their ladybug.
- 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:

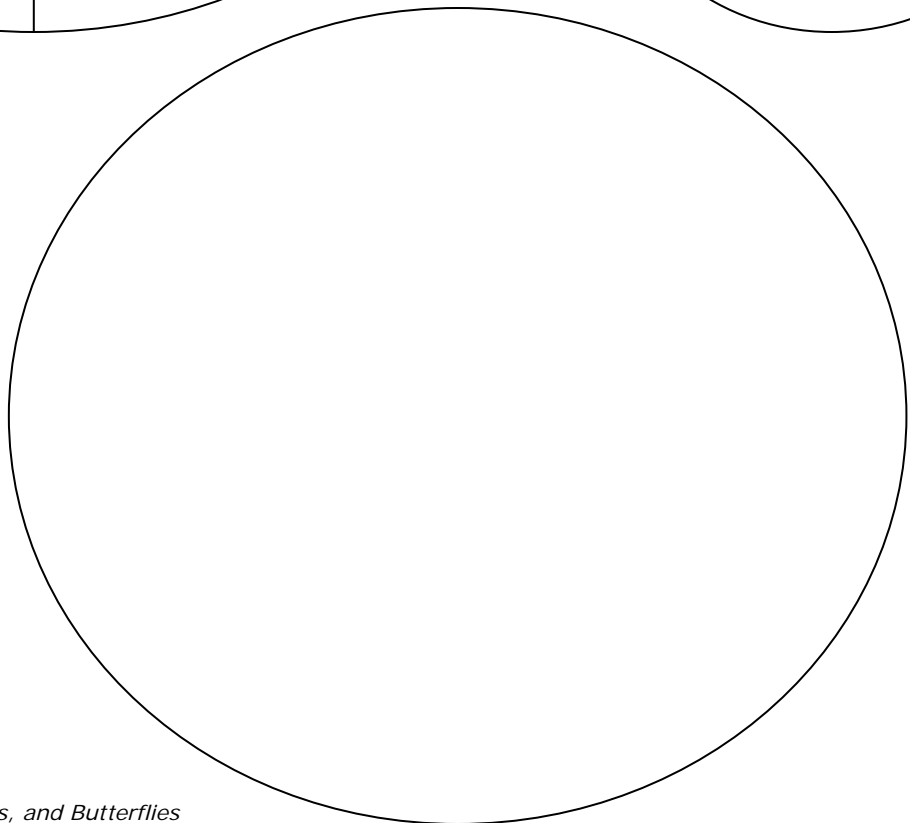
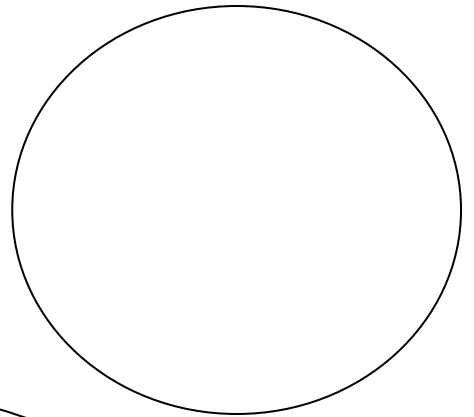
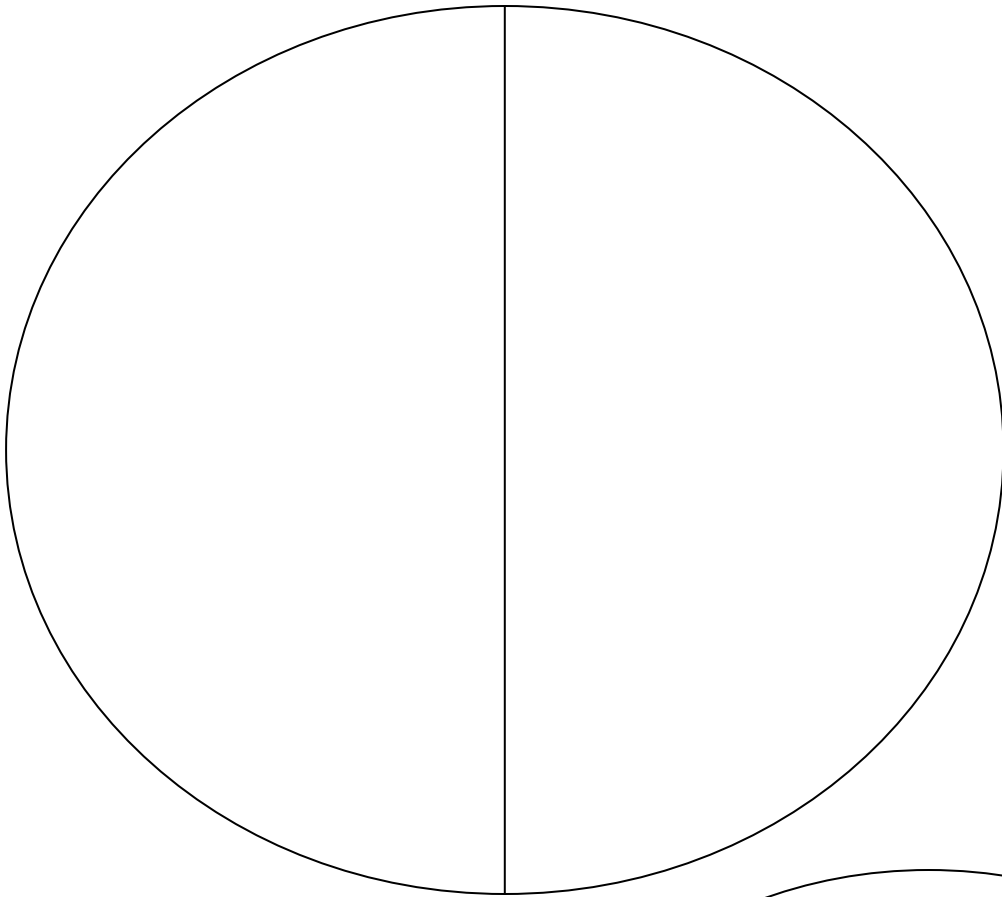
- Discuss what the children learned today regarding Insects, Bugs and Butterflies.
- Ask them what is their favorite insect or bug?

PARENT TIP SHEET

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



Sesame Street
Fun!

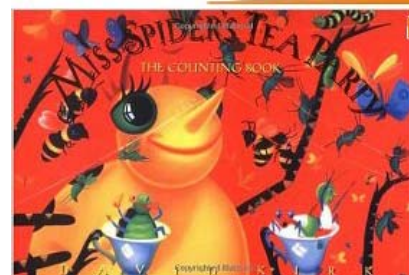
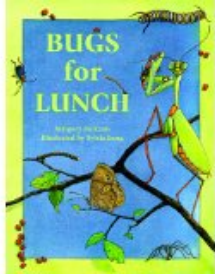




Parent Tip Sheet: Insects, Bugs, & Butterflies

Sesame Street Fun!

BOOKS



ACTIVITIES

Fuzzy Caterpillar

What You Need:

- 5 Leaves
- Marker
- Tweezers
- Fuzzy Pipe Cleaners-2inch.

What You Do:

Provide black, fuzzy pipe cleaners cut into 2 inch segments to represent caterpillars. Give your child(ren) leaves that you have gathered and number them 1-5. Invite your child(ren) to use tweezers to place the correct number of caterpillars on each leaf.

Insect Collage

What You Need:

- Contact Paper
- Construction Paper or Craft Tissue Paper

What You Do:

Cut the contact paper in the shape of an insect (butterfly, ladybug, etc.) Let your kids put the construction paper or tissue paper on it and make great collages.

SONGS

Five Little Bees

One little bee blew and flew.
He met a friend, and that made two.
Two little bees, busy as could be--
Along came another and that made three.
Three little bees, wanted one more,
Found one soon and that made four.
Four little bees, going to the hive.
Spied their little brother, and that made five.
Five little bees working every hour--
Buzz away, bees, and find another flower.

Shoo, Fly

Shoo, fly, don't bother me,
Shoo, fly, don't bother me,
Shoo, fly, don't bother me,
For I don't want to play.

Flies in the buttermilk,
Shoo, fly, shoo.
Flies in the buttermilk,
Shoo, fly, shoo.
Flies in the buttermilk,
Shoo, fly, shoo.
Please just go away.

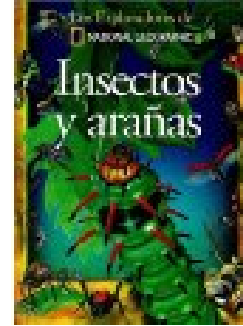
Shoo, fly, don't bother me,
Shoo, fly, don't bother me,
Shoo, fly, don't bother me,
Come back another day.



Consejos Para Padres: Insectos, Bichos y Mariposas



LIBROS



ACTIVIDADES

Oruga Peluda

Que Necesita:

- 5 Hojas de Árbol
- Marcador
- Pinzas
- Limpia pipas Negras-2 pulgadas

Que se Hace:

Proporcione limpia pipas de color negro peluditas cortadas en 2 pulgadas para que representen orugas. Déle a su niño(s) hojas que ha juntado y con un marcador anumérelas del 1-5. Invite a su niño(s) a usar las pinzas para colocar el número correcto de orugas en cada hoja.

Collage de Insecto

Que Necesita:

- Papel Transparente
- Papel de Construcción o Tela Artística

Que se Hace:

Cote el papel trasparente en la forma de un insecto (mariposa, mariquita, etc.) Deje que su niño(s) le ponga papel de construcción o la tela artística y haga un gran collage.

CANCIONES

La Araña Pequeñita

La araña pequeñita, subió, subió, subió,
Vino la lluvia y se la llevo,
Salio el sol y todo lo seco,
Y la araña pequeñita, subió, subió, subió.

Una Mosca Parada en la Pared

Una mosca parada en la pared, en la pared,
en la pared.
Una mosca, una mosca, una mosca parada en
la pared.
¿A ver niños, vamos a jugar con las vocales
sale?
Bueno, vamos a empezar.
Primero la A,
Ana masca parada an la parad, an la parad,
an la parad.
Ana masca, ana masca, ana masca parada an
la parad.
Ahora la E,
" la I
" la O
" la U



Bugs: Marching Ants!

Sing & Play

OVERVIEW

In this activity children will learn thru play about ants and they will be making an insect antenna head piece to pretend they are ants and crawl under the table. They will do this after having been read the book, Bugs! Bugs! Bugs!

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 - #31 MPD1 – Gross Motor

MATERIALS & PREPARATION

MATERIALS:

- English Book: In My Garden by: Gill Davis
- Spanish Book: En mi Jardín por: Gill Davis
- Green paper streamers
- Black construction paper (cut into strips)
- Pom poms
- Hole puncher
- Yarn
- Music CD- Song: English; "The Ants Go Marching" Spanish; "Las Hormiguitas"

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Tape lengths of green paper streamers to the undersides of two tables that have been pushed together. The paper should nearly touch the floor, and the strips should be spaced several inches apart.

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 asking children if they have a garden at home? Ask them what insects and bugs can we find in a garden? Ants, caterpillar, lady bugs, bumble bees, etc.
- 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 #1

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.
- Play Music:
 - English – The Ants Go Marching
 - Spanish – Las Hormiguitas

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making an antenna head piece.
- Show a sample of the completed craft project.
- Pass out materials:
- Ask Parents to assist in measuring their children’s head with a black paper strip.
- Hole punch two holes on each edge of the strip measure, tie, and adjust it with yarn.
- Ask children to place the tape in the designated place.
- Have the children pick out the color of chenille stems and pom poms they would like to use for their antenna.
- Ask parents to assist their children in applying the pom poms on one end of each chenille stem.
- Assist children in folding the other end of the chenille stem onto the construction paper strip.
- Ask parents to help place the completed antennas onto their children’s head.
- Instruct the children to crawl through the grass when they hear the music! Have your little ants crawl between the blades of grass.
- 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:

- Discuss what the children learned today about insects, bugs, and ants.
- Encourage them to talk about their favorite bug from the story and to describe the bug by making a sound that the bug makes or how it moves.

PARENT TIP SHEET

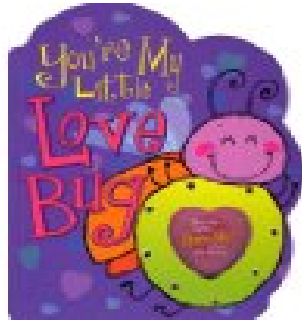
Pass out parent tip sheet and explain to parents that they can reinforce their child’s knowledge about; insects, bugs, and ants by reading, singing, and completing some of the suggested activities.



Bugs: Marching Ants!

Sing & Play

BOOKS



ACTIVITIES

Pom Pom Pals

What You Need:

- Scissors
- Construction paper
- Glue
- Pom poms
- Wiggle eyes
- Chenille stem

What You Do:

Have your child(ren) use scissors to cut a bite shape from a leaf cutout. Then direct them to squeeze a line of glue on the leaf. Have them place a row of colorful pom-poms on the glue so it resembles a caterpillar. If desired, encourage them to glue construction paper eyes and antennae to the caterpillar.

Bumble Bee Bracelet

What You Need:

- Cardboard tube (paper towel)
- Yellow paint
- Black paint
- Craft tissue paper
- Chenille stem

What You Do:

Give your child(ren) half of a small cardboard tube and encourage them to paint black and yellow stripes on it so it resembles a bee. Have the child glue chenille stem antennae and tissue paper wings to their bee. When the project is dry, cut each tube open to make a cuff-style bracelet. Play a recording of music. Then have your child(ren) do their bracelets and "fly" their bees around the room.

SONGS

Caterpillar to Butterfly

I'm a caterpillar so cute and green.
(Wiggle pointer finger.)
I'm inside a chrysalis and can't be seen.
(Wrap other hand around finger.)
Wait a little while and you will see why.
(Continue holding finger.)
I'll pop out as a butterfly!
(Link thumbs and flap hands so they resemble wings).

Baby Bumblebee

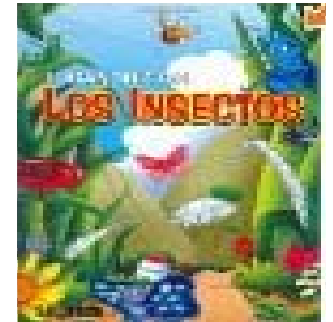
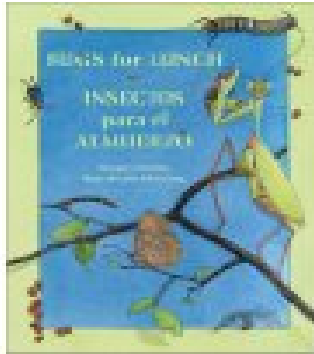
I caught myself a baby bumblebee.
Won't my mommy be so proud of me?
I caught myself a baby bumblebee.
Ouch! He stung me!
I'm talking to my baby bumblebee.
Won't my mommy be so proud of me?
I'm talking to my baby bumblebee
"Oh!" He said, "I'm sorry."
I'm letting go my baby bumblebee.
Won't my mommy be so proud of me?
I'm letting go my baby bumblebee.
Look! He's happy to be free!



Consejos Para Padres: Hormigas Marchando

Canta y Juega

LIBROS



ACTIVIDADES

Amiguitos de Pom poms

Que Necesita:

- Tijeras
- Papel de Construcción
- Pegamento
- Pom poms (bolitas de peluche)
- Ojos Movibles
- Limpiador de Pipas

Que se Hace:

Deje que su niño use las tijeras para que corte lo que debe parecer una mordida de una hoja precortada. Después dígalos que le pongan una línea de pegamento en la hoja. Hágalos que le pongan las bolitas de peluche encima del pegamento para que parezca una oruga. Si gusta, animé a su hijo/a a poner papel de construcción, ojos y antenitas a la oruga.

Pulsera de Abejas

Que Necesita:

- Tubo de Cartón (toalla de papel)
- Pintura Amarilla
- Pintura Negra
- Tela Artística
- Tubitos de alambre
- Perforador de agujeros

Que Hacer:

Déle a su niño la mitad de un tubo de cartón y anímelo a pintar rallas de color negras y amarillas en el tubo para que parezca una abeja. Perfore dos agujeros en la cabeza de la abeja y haga que su niño/a ponga las antenas y que peguen tela artística para las alas de la abeja. Cuando el proyecto este seco, corte cada tubo para hacer un pulsera al estilo de esposas. Ponga música. Después haga que su niño baile su pulsera y vuele su abeja alrededor del cuarto.

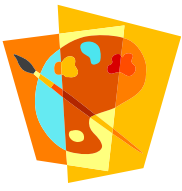
CANCIONES

El Grillo Carlitos

El grillo Carlitos es un grillo bueno.
Que juega en el bosque y vive en el pueblo.
Toca bien la flauta y le gusta cantar.
Vive en su casita entre el arroyo y el mar.
El grillo Carlitos, siempre esta feliz porque sus amigos mucho lo hacen reír.
Los animalitos del bosque y también la gente,
dicen que no tiene miedos y que es muy valiente.
Todos los domingos, toca con su orquesta en la plaza del pueblo, y es toda una fiesta.

Las Hormigas Marchan

Las hormigas marchan una por una, hurra, hurra
Las hormigas marchan una por una, hurra, hurra
Las hormigas marchan una por una
La chiquita se para y chupa su dedo
Y después todas se marchan
debajo de la tierra, BOOM, BOOM, BOOM



Insects, Bugs, and Butterflies: A Moving Snail

Smart
Art

OVERVIEW

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

SKILLS

- DRDP - #14 LLD2 – Following Increasingly Complex Instructions
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #8 SSD8 – Cooperative Play with Peers
- DRDP - #34 MATH3 – Classification
- DRDP - #30 COG4 – Curiosity and Initiative
- DRDP - #32 MATH1 – Number Sense of Quantity and Counting

MATERIALS & PREPARATION

MATERIALS:

- English Book: *The Icky Bug* by: Jerry Pallotta
- Spanish Book: *Los Insectos* por: Jerry Pallotta
- Bisque piece: Snail Dish
- Bisque paints: bright straw yellow, neon orange, and light pink
- 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 that the word bug is often used to refer to tiny creatures that crawl along, such as insects and even small animal. In the strictest terms bugs are those insects that have mouthparts adapted for piercing and sucking. The mouthparts of these bugs are contained in a beak-shaped structure.
- Ask children the following questions:
 - Do you know some of the names of bugs?
 - Is it safe to touch a bug? (No is the answer).

ACTIVITY #1**Sing a Song:****English Song:** Ladybug

When strolling through the garden
 You should chance to see
 A lady bug out walking
 Please say 'Hi' for me
 For a lady bug is a good bug
 And she helps the garden grow
 She's supposed to bring good luck
 So be sure to say 'Hello!'

Spanish Song: La Araña Pequeñita

La araña pequeñita, subió, subió, subió,
 Vino la lluvia y se la llevo,
 Salio el sol y todo lo seco,
 Y la araña pequeñita, subió, subió, subió.

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**

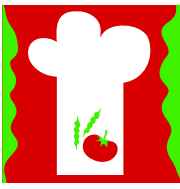
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint 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.



Insects, Bugs, & Butterflies: My Edible Butterfly

Snack Attack

OVERVIEW

Children will learn about insects and bugs as they listen to a story and make an edible snack that resembles a butterfly.

SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #32 MATH1 – number Sense of Quantity and Counting
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH1 – Personal Care Routines
- DRPD - #42 HLTH2 – Healthy Lifestyles

MATERIALS & PREPARATION

MATERIALS:

- English Book: Bugs for Lunch by: Margery Facklam
- Spanish Book: Insectos para el Almuerzo por: Margery Facklam
- Per Child:
 - 1 apple
 - 18 raisins
 - 1 baby carrot
 - 2 pretzel sticks
 - Paper plate
 - Napkin

PREPARATION:

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

INTRODUCTION

- Introduce topic to students: Tell children we will be learning about insects and bugs.
- Ask children what kind of insects or bugs have they seen? Ask children where can we find insects and bugs?
- 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.

Five Little Butterflies

Five little butterflies on flowers galore,
One flew off, then there were four.

Four little butterflies among the sweet peas.
One flew off, then there were three.

Three little butterflies with nothing to do,
One flew off, then there were two.

Two little butterflies resting in the sun,
One flew off, then there was one.

One little butterfly, now the only one,
She flew off, then there were none.

Mariposas

Cinco mariposas en la puerta se posaron,
Una se elevó y solo cuatro quedaron,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Cuatro mariposas en un árbol se posaron,
Una se elevó y solo tres quedaron,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Tres mariposas están revoloteando,
Una se elevó y solo dos quedaron,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Dos mariposas están tomando el sol,
Una se elevó y solo una quedó,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

Una mariposa muy sola se sintió,
Se fue con las otras y ninguna quedó,
Mariposa, mariposa vuela sin parar,
Mariposa, mariposa que felicidad.

ACTIVITY #2

Book Reading:

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

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

ACTIVITY #3

Snack: Instruct children how to put together their snack:

- Tell children they will be making a butterfly snack.
- Instruct children to place the carrot in the middle of the paper plate
- Ask children to place three slices of apple on each side of the carrot.
- Tell children that the skin of the apple should be all facing the bottom of the plate
- Instruct children to place 3 raisins on each apple slice.
- Children can finish their butterfly by placing the two pretzel sticks on the top of the butterfly to make the antenna.



TALK ABOUT IT

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



Insects, Bugs & Butterflies: Bugs in a Garden

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 various insects. Children will have the opportunity to use rocks to make a ladybug that they can place in their own garden.

SKILLS

- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRPD - #32 MATH1 – Number Sense of Quantity and Counting
- DRDP - #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

MATERIALS:

- English Book: In the Tall, Tall Grass by: Denise Fleming
- Spanish Book: En el Alto, Alto Pasto (Translated)
- Small rocks
- Red, yellow, orange, white and black paint
- Pencils with (new) erasers)
- Paint brushes

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Lead the children in a conversation about the different types of insects they might see in their yard, or in a garden.
- Ask children if they can tell you how the type of insects identified move? Ask if they make any particular noise (grasshopper, bees).

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 they should predict its about bugs, grass a boy.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

ACTIVITY #2

A ladybug in the Grass:

- Tell children they will get to make their own ladybug that can be put in their own grass/garden.
- Tell children to first paint their rock red, yellow or orange.
- Instruct children that they are to only paint the top of the rock.
- After the initial color has dried, tell children they will be using the top of a pencil (the eraser part) to give their ladybug dots.
- Ask children to count the dots they have put on their ladybug.
- Help complete the ladybug by painting the face black, giving it eyes with white paint.
- 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:

- As children what their favorite part of the book or activity was?
- Talk about the different bugs in the story and their characteristics.

PARENT TIP SHEET

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



Book Translation: En el Alto, Alto Pasto

Story Time

En el alto, alto pasto...

Se oye triturar, masticar cuando las orugas almuerzan.

Dardo, inmenso, colibríes sorben.

Rasgueo, tambor, zumbido de las abejas.

Se agrietan, se rompen las alas al aletear.

Tirar, tirar, las hormigas arrastran.

Deslizar, resbalar, las serpientes se deslizan.

Ritch, ratch los topos rasguñan.

Pasando por el agua, corre de prisa escarabajo.

Zip, zap, las lenguas lo golpean.

Hip, hop, los oídos descansando.

Para, sigue, las luciérnagas brillan.

Caminata en estocadas, golpe al palo.

Estrellas brillantes, luz de la luna.

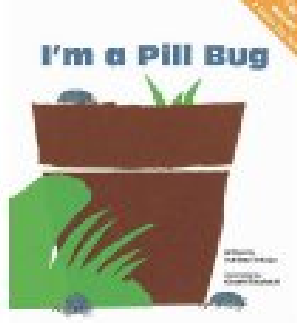
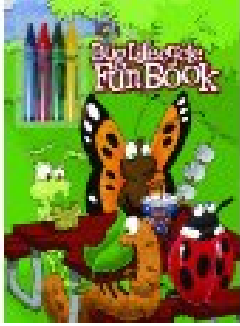
Buenas noche, alto, alto pasto.



Parent Tip Sheet: Insects, Bugs, & Butterflies

Storytime

BOOKS



ACTIVITIES

Musical Insects

What You Need:

- Plastic Combs
- Popsicle Stick

What You Do:

Instruct child(ren) to make the chirping sound of a grasshopper singing by running the stick along the teeth of the comb or by rubbing the teeth of one comb against the teeth of another comb.

Making Insects

What You Need:

- Inkpad
- Paper
- Pencils/pens

What You Do:

Instruct child(ren) to make thumbprints on paper using the inkpad. Challenge them to add legs and antennae to their "insects" with the pencil or pen. Invite them to name their bug and to dictate a sentence about what there they might find a bug like the one they made.

SONGS

Five Little Ladybugs

Five little ladybugs dancing on my door,
One flew home leaving only four.

Four dainty ladybugs looking for the sea,
One went back leaving only three.

Three tiny ladybugs drinking morning dew,
One joined a friend leaving only two.

Two pretty ladybugs bathing in the sun,
One left to eat leaving only one.

One friendly ladybug still in the sun,
She came home with me now there are none!

Here is the Beehive

Here is the beehive, *(close fist)*
Where are all the bees?

Hiding away,
Where nobody sees.

They're all coming out now,
Sakes Alive!

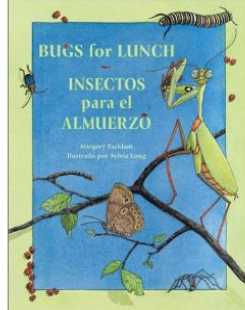
One, two, three, four, five!
(Stick up thumb, first finger, second finger, etc.)



Consejos Para Padres: Insectos, Bichos y Mariposas

Hora de
Cuentos

LIBROS



La mariquita malhumorada
Eric Carle



ACTIVIDADES

Imprente de Mariposa

Que Necesita:

- Papel blanco grande
- Pintura
- Marcadores, Brillo, Materiales Decorativos

Que se Hace:

Los niños pondrán los pies en la pintura. Después que pongan el imprente en el papel blanco, los dos pies serán las alas de la mariposa. Cuando se sequé ellos pueden decorar su mariposa.

Mural de Insectos

Que Necesita:

- Papel de Contactó
- Papel Constructivo
- Tela Artística

Que se Hace:

Use el papel para cortar formas de insectos (mariposas, mariquitas, etc.) Permita que su hijo/a decore los insectos con tela artística.

CANCIONES

Itzy, Bitzy Araña

Itzy, bitzy araña,
tejió su telaraña.
Vino la lluvia,
y se la llevó.
Salió el sol,
se secó la lluvia.
Y Itzy, bitzy araña,
otra vez subió.