



# Ocean: Textures of the Ocean



## OVERVIEW

In this activity children will exercise their sensory skills by touching different textures of materials. They will utilize their own imagination by creating a sensory rich scenic ocean.

## 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 - #23 COG4 – Memory
- DRDP I&T - #33 MPD3 – Fine Motor

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: Down in the Deep, Deep Ocean! by: Jo Cleland
- Spanish Book: ¿Que veo en el mar? por: Luana Mitten.
- Fine beach sand
- Glue
- Colored mini shells
- White construction paper
- Peel and stick ocean theme stickers
- Blue paint
- Small paper plates
- Baby wipes

## INTRODUCTION

- Introduce topic to students.
- Explain that the ocean has many living and non-living things in it. There are many types of fish and plants such as: plankton, coral, crustaceans, sea shells, and rocks.
- Ask kids if they have seen any movies about the ocean (Finding Nemo, The Little Mermaid, etc) and if they can name any of the characters and what sea animal it is.
- Tell students that they will be learning about the ocean 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 – Sailor went to sea
- Spanish – Había Una Vez Un Barco Chiquito

## ACTIVITY #3

Instruct the children that they will now be making a “A Little Drop of Ocean ” Masterpiece.

- Provide each child with a piece of white construction paper.
- Ask parents to assist their child as they glue sand onto the bottom of the construction paper. This is the Ocean Floor.
- Tell children that they can use the blue paint on the table to finger paint the water that makes up the ocean.
- Have children finish their piece by gluing shells and placing ocean themed stickers onto their ocean scene,
- 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?
- Ask children what they learned about the ocean today, what are their favorite things about going to the beach.

**PARENT TIP SHEET**

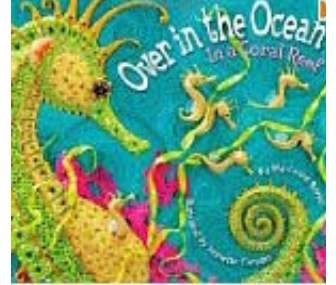
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the ocean by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Ocean



## BOOKS



## ACTIVITIES

### If I were an Octopus

#### What You Need:

- Paper plate
- Eight strips of tissue paper, crepe paper or construction paper,
- Glue,
- Scissors,
- Crayons
- A piece of paper.

#### What You Do:

Have your child color the pieces as appropriate and cut them out. (Cutting will require adult assistance and can be pre-done). Cut the paper plate or ice cream container lid in half to make a half-circle. This should be done by an adult. Glue the eight strips of tissue/crepe/construction paper along the straight edge of the half circle (these are the tentacles). Draw the eyes and mouth.

### Giant Fish Finger Painting

#### What You Need:

- Premade fish template or a fish drawing
- Non toxic Finger paints
- Wipes or paper towels
- Grey construction paper
- Glue.

#### What You Do:

Have child pour some glue on the back of the fish template and feel the texture of glue, after pasting the fish, have your child feel the difference of paint texture and encourage him/her to finger paint a his/her fish.

## SONGS

### Sailor went to the Sea

A sailor went to sea,  
to see what he could see-see  
and all that he could see, see  
was down at the bottom of the sea.

(Repeat the song twice).

### She sells sea shells

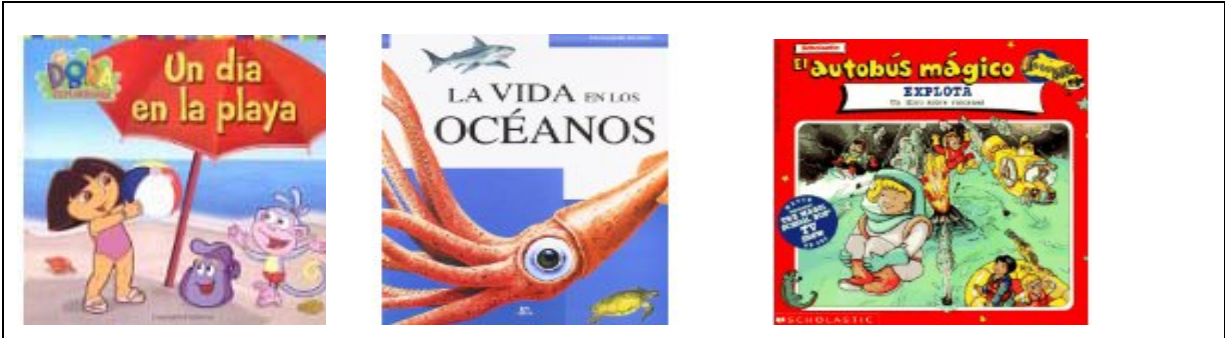
Sally sells seashells by the seashore.  
She sells seashells on the seashell shore.  
The seashells she sells are seashore shells,  
Of that I'm sure.  
She sells seashells by the seashore.  
She hopes she will sell all her seashells soon.  
If neither he sells seashells  
Nor she sells seashells,  
Who shall sell seashells?  
Shall seashells be sold?



# Consejos Para Padres: Océano



## LIBROS



## ACTIVIDADES

<h3>Un Pulpo Creativo</h3> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Un plato de papel</li> <li>• Ocho tiras de papel de papel, crepe o papel de construcción</li> <li>• Pegamento</li> <li>• Tijeras,</li> <li>• Crayones de color con</li> <li>• Una hoja de papel de colorear.</li> </ul> <p><b>Que se Hace:</b></p> <p>Pídale a su hijo que coloree las piezas según corresponda y les recorte. (Corte requerirá la ayuda de un adulto). Cortar el plato de papel o la tapa del recipiente de helado por la mitad para hacer un semicírculo. Esto debe hacerse por un adulto. Pegue las ocho tiras de papel crepe/tejido/construcción a lo largo de la recta del medio círculo (estos son los tentáculos). Dibujar los ojos y la boca.</p>	<h3>Pintar un Pez Gigante</h3> <p><b>Que Necesita:</b></p> <ul style="list-style-type: none"> <li>• Una plantilla de pescado o un dibujo de un pez</li> <li>• Pinturas de dedo</li> <li>• No tóxicos toallitas o toallas de papel</li> <li>• Gris cartulina</li> <li>• Pegamento.</li> </ul> <p><b>Que se Hace:</b></p> <p>Pídale a hijo/a que ponga pegamento en la parte posterior de la plantilla del pez y sienta la textura del pegamento, después de pegar el pez en el papel, Pídale a su hijo/a que pinte con sus dedos sienta la sensación de textura con las pinturas. Déle ánimo para que el termine su actividad.</p>
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## CANCIONES

<h3>Elena La Ballena</h3> <p>Elena, Elena, Elena la ballena  Vivía, vivía, vivía allá en el mar,  En el agua azul, le gustaba nadar,  En el agua azul, le gustaba jugar,  ¡Qué hondo! ¡Qué hondo!  ¡Qué hondo es el mar!  ¡Qué hondo! ¡Qué hondo!  ¡Qué hondo es el mar!  ¡Ay, mamá! (<i>Clap, Clap, Clap</i>)  ¡Mamacita! (<i>Clap, Clap, Clap</i>)  ¡Ay, mamá! (<i>Clap, Clap, Clap</i>)  ¡Mamacita! (<i>Clap, Clap, Clap</i>)</p>	<h3>Había Una Vez Un Barco Chiquito</h3> <p>Había una vez un barco chiquito  Había una vez un chiquito barco  Había una vez un chiquito barco  Tan chiquito, tan chiquito que no podía navegar. Pasaron una dos tres cuatro cinco seis siete semanas .Pasaron una dos tres cuatro cinco seis siete semanas Pasaron una dos tres cuatro cinco seis siete semanas. Y los líderes y los líderes empezaron a escasear  Y si la historia no les parece larga  Y si la larga no les parece historia  Y si la historia no les parece larga  Volveremos, volveremos a empezar.</p>
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# Ocean: Hands on My Crab

## Barney & Friends

### OVERVIEW

In this activity children will learn about the ocean by listening to a story about some of the animals that live in the ocean, and creating a crab art craft piece.

### SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #14 LLD1 – Language Comprehension • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Who lives in the Sea? By: Gladys Rosa-Mendoza
- Spanish Book: ¿Quien vive en el mar? Por: Gladys Rosa- Mendoza
- English Barney Clip: If I Live Under the Sea
- Spanish Barney Clip: SI Vivo Debajo del Mar
- Paper plates
- Hole punchers
- Straws
- Pipe cleaners
- Tempura paint
- Sponge rollers

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Have video clip ready and gather all materials

### INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Tell children that today they will learn about the ocean, and some of the creatures that live in the ocean.
- Show the children some stuffed animals of ocean life: crab, starfish, etc. Describe to them what each of these critters is and emphasize that they live in the ocean the way that we live in our homes.
- Explain the activities that children will be doing during class;
  - Book Reading (show the actual book)
  - Sing a Song (name the title of the song to be sung/music to be played)
  - Hands-on activity (describe the activity we will be completing today)
  - Book Cuddling (explain to children and parents that lesson themed books will be made available to them to share while all children finish their hands-on activity)
  - Circle time (explain that we will conclude our class on the carpet in circle time)

### ACTIVITY #1

#### Book Reading:

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

### ACTIVITY #2

#### Sing Song/Watch Barney Clip:

- Tell children that we will now be singing a song. Give each parent a copy of the parent tip sheet where the song can be found and invite them to join in the fun.
  - English – Ocean, Ocean
  - Spanish – ¡Vaya! ¡Vaya! Voy A La Playa
- **Show Barney & Friends clip:** If I Live Under the Sea / SI Vivo Debajo del Mar

### 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 crab.
- Ask parents to assist children in stapling two paper plates together.
- Ask parents to assist children in hole punching the plate 8 times around.
- Ask children to pick out the pipe cleaners they want to use to make their crab legs. Ask parents to emphasize the colors of the legs as children choose.
- Instruct children to lace the pipe cleaners into the holes, and have parents twist the pipe cleaner so that it stays secure onto the plate.
- Children can finish their project by sponge role painting the top of their crab. Tell children that they should not use a lot of paint, because we want the project to dry.
- When children are done, ask them to clean up their area. Tell them that when they are done cleaning up their area, they can go to pick out a book to share with their parents.



### ACTIVITY #4

#### Book Cuddling:

Invite parents to find a comfortable spot around the classroom to sit with their child and enjoy a book related to the Ocean

- Encourage parents to ask their children questions about circumstances that arise in the book to help deepen their child's understanding about the Ocean and the living creatures in it.

### TALK ABOUT IT

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

- Ask children if they can recall what the book said about who lives in the ocean?
- Remind children that the ocean is the home to a lot of creatures, and when we visit it, we need to treat it well by keeping it clean and being safe.
- [Show closing Barney & Friends clip](#)

### PARENT TIP SHEET

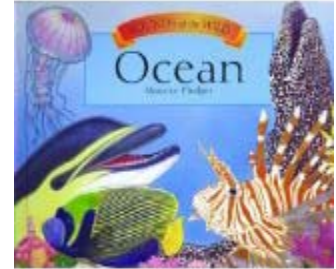
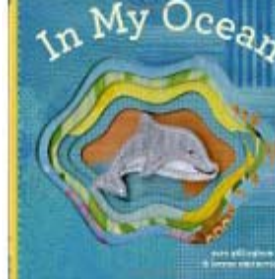
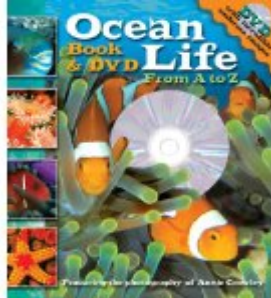
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the ocean by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Ocean

# Barney & Friends

## BOOKS



## ACTIVITIES

### My Fish Tank

#### What You Need:

- Plastic water bowl or water table
- Plastic toy fish
- Magnet Fishing pool
- Water

#### What You Do:

Give your child an opportunity to play with water on a water table by adding some plastic fish and play pretend going fishing with a fishing pool. As your child is playing talk about the strategies of catching the fish and count how fish are in the water table and how many fish were taken out from the water.

### Beach Play

#### What You Need:

- A Beach Ball
- Ample space

#### What You Do:

Action is an important part of a child's life. Play a game with a beach ball where you give directions and your child does the actions, such "Roll the ball." Kick, throw, push, bounce, and catch are other good actions. Take turns giving the directions.

## SONGS

### Five Little Fishes

Five little fishies swimming at the store, one was bought and then there were four!  
 Four little fishies swimming by me, one was bought and then there were three!  
 Three little fishies swimming by you, one was bought and there were two!  
 Two little fishies swimming' for fun, one was bought and then there was one!

One little fishy swimming' all alone, I bought him and took him home!

### Ocean, Ocean

Ocean, Ocean  
 Big and blue  
 Ocean, Ocean  
 How do you do?  
 Ocean, ocean  
 What do you see?  
 Ocean, ocean

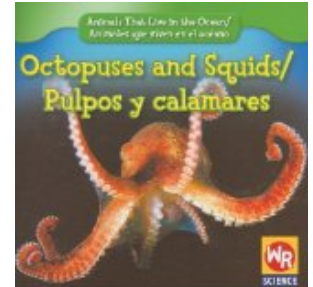
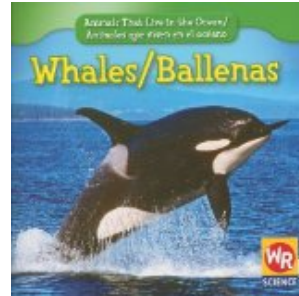
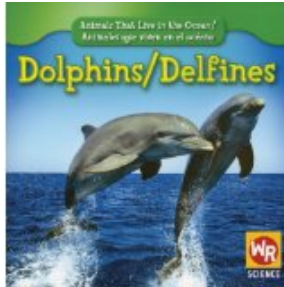
You're looking at me!



# Consejos Para Padres: Océano

# Barney Y Amigos

## LIBROS



## ACTIVIDADES

### Mi Meza de De Agua con Pescados

#### Que Necesita:

- Meza para jugar con agua o un sartén de plástico
- Pescaditos de plástico
- Cana de pescar con magneto
- Agua

#### Que se Hace:

Déle a su hijo una oportunidad de jugar con agua sobre una meza de agua añadiendo algunos peces de plástico y pretender de ir de pesca con una cana de pesca. Mientras que su hijo/hija se divierte hable acerca de las estrategias de la captura de los peces y cuenten los peces que están en la meza de agua y cuántos peces han sido capturados.

### El Jugar en un Parque o Playa Publica

#### Que Necesita:

- Pelota de Playa
- Pelota de Football Soccer

#### Que se Hace:

La acción es una parte importante de la vida del niño/a. El Jugar con una pelota de playa donde se indican direcciones ayuda a su hijo/a a hacer las acciones, tal "rodar la pelota". Patear, tirar, empujar, rebotar y capturar son otras acciones buenas. Al estar jugando se recomienda tomar turnos para dar las instrucciones.

## CANCIONES

### ¡Vaya! ¡Vaya! Voy A La Playa

Hace sol. No llueve  
Y nos gusta el mar  
Vamos a la playa  
Vamos a nadar  
Coro:  
¡Vaya! ¡Vaya! Voy a la playa  
Y vas conmigo  
¡Vaya! ¡Vaya! Voy a la playa  
¡Qué día bonito!  
El sol brilla mucho  
¡Qué bien!, mi amor  
Ya es el verano  
¡Viva el calor!  
Coro:  
Un buen restaurante  
En la playa está  
Hay buena comida  
¿Quieres ir allá?

### Vámonos, vámonos, vámonos,

Vámonos con la pelota con la pelota  
Yo juego, yo juego en la arena, en la arena  
Yo corro, yo corro las conchas, las conchas  
Colecciono, Colecciono con la pala, con la pala  
Yo cavo, yo cavo, yo cavo.  
Vamos a la playa, vamos a la playa  
vamos a la playa, lo que hago en la playa  
Vamos a la playa, vamos a la playa, vamos a la playa, lo que hago en la playa con la cubeta con la cubeta construyo, construyo castillo, castillo de arena De arena.  
En el océano, en el océano  
Yo nado, yo nado con los niños y las niñas  
Y las niñas.  
Vamos a la playa, vamos a la playa  
Vamos a la playa lo que hago en la playa  
Vamos a la playa, vamos a la playa  
vamos a la playa, ¡vamos a la playa!  
Vámonos, vámonos, vámonos, vámonos.





# Letter Awareness: Learning My Letters: R, S, T

# 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

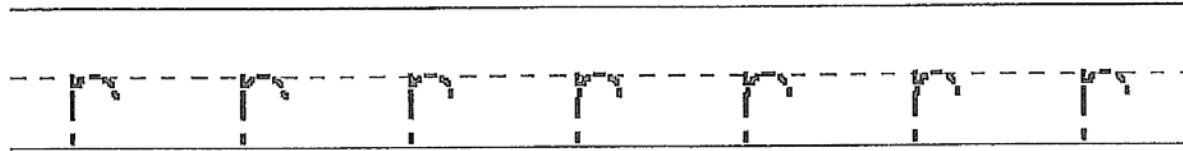
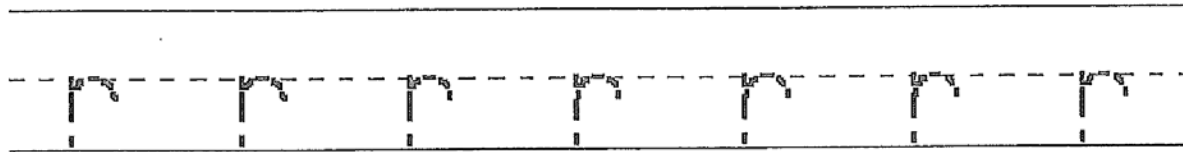
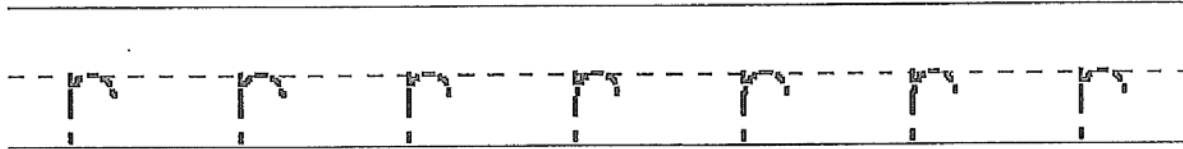
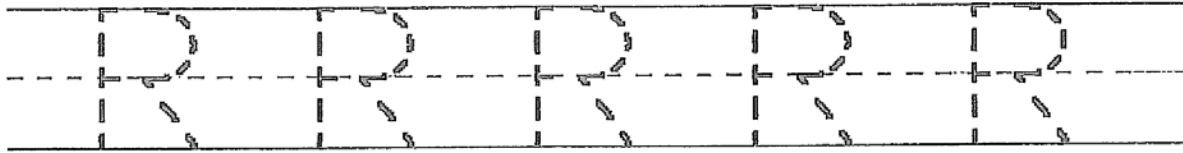
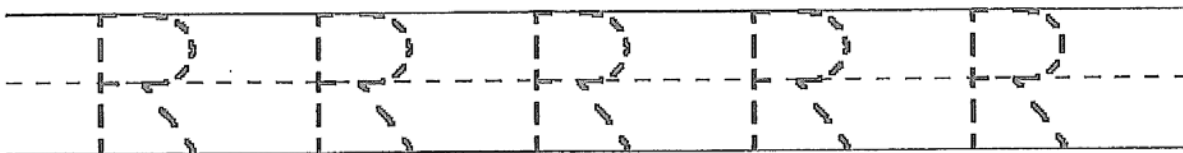
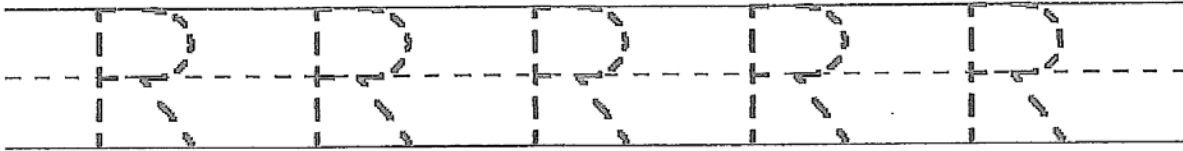
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters R,S,T

### HOMEWORK

Hand out the pre-writing worksheets and tell the children they are to complete their worksheets at home and bring them back the next time they come to the center. To get a prize from the treasure box!

\*\*If you notice a child struggling to trace with finger on IPAD/Kindle Fire/Nook Notebooks and/or on the worksheet, hand the child a tracing worksheet for beginning writers.

Name \_\_\_\_\_



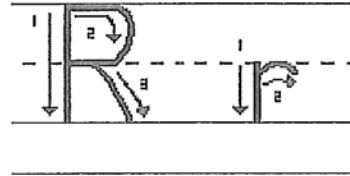
Instructions: trace and then copy letters or words

Tracing practice for the letter 'R'. The row contains five dashed uppercase 'R's, each with a small arrow and a number '1' indicating the starting point and direction of the stroke. Below the row are two empty lines for copying.

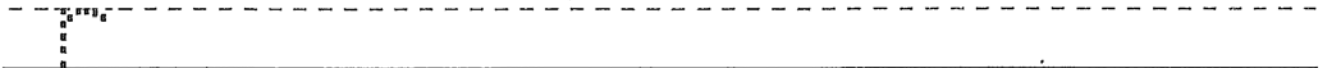
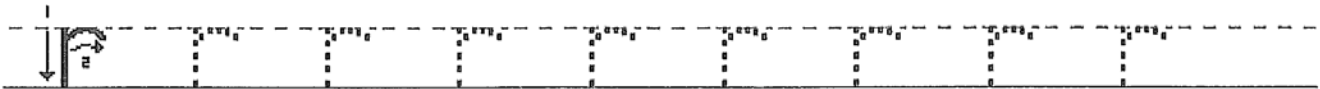
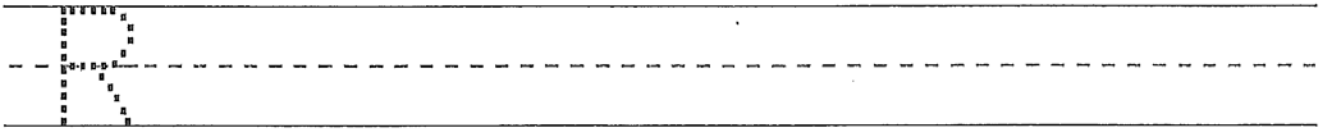
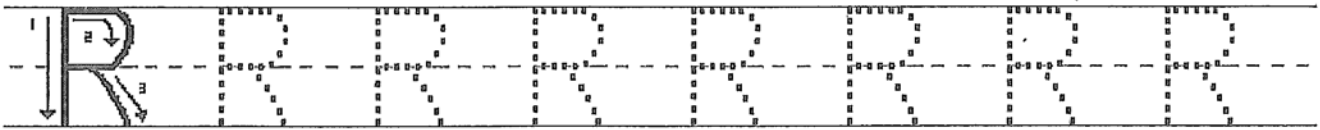
Tracing practice for the letter 'S'. The row contains five dashed uppercase 'S's, each with a small arrow and a number '1' indicating the starting point and direction of the stroke. Below the row are two empty lines for copying.

Tracing practice for the words 'SORRY' and 'PARTS OF ROBES'. The words are written in dashed letters on a set of three horizontal lines. The word 'SORRY' is on the top line, and 'PARTS OF ROBES' is on the middle line. Below the row are two empty lines for copying.

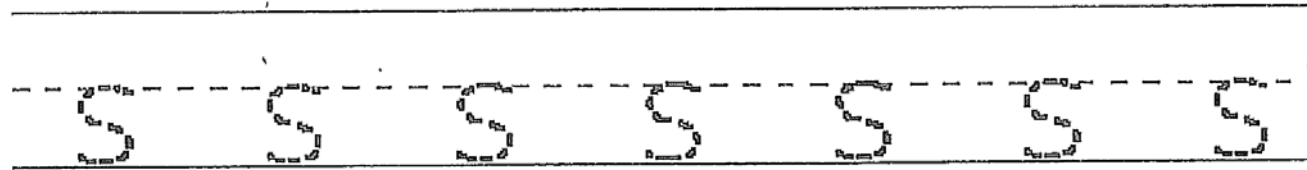
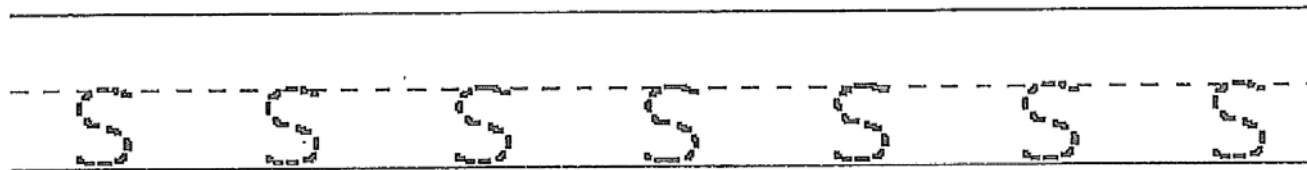
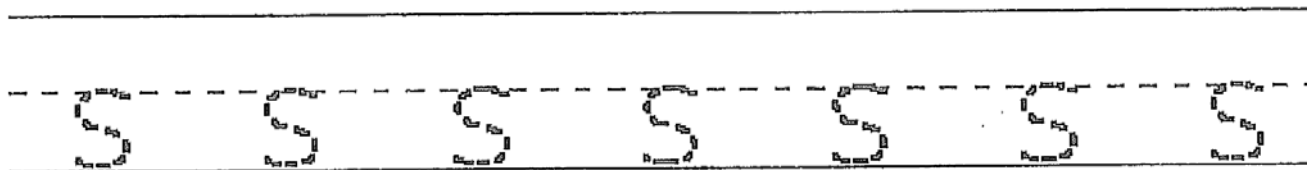
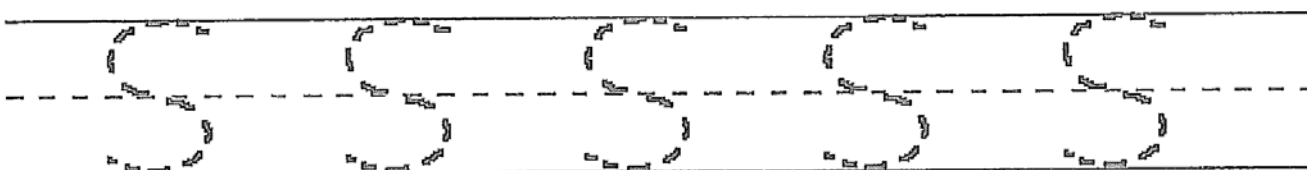
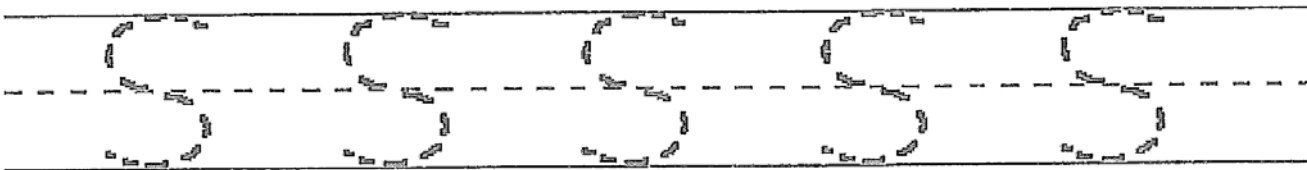
Me llamo: \_\_\_\_\_



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



Name \_\_\_\_\_



Instructions: trace and then copy letters or words


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S S S S S S S S

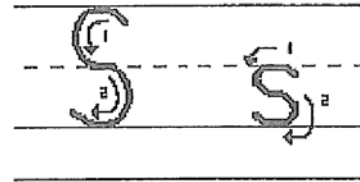
Sister is so stoney!

Blank handwriting lines for copying practice.

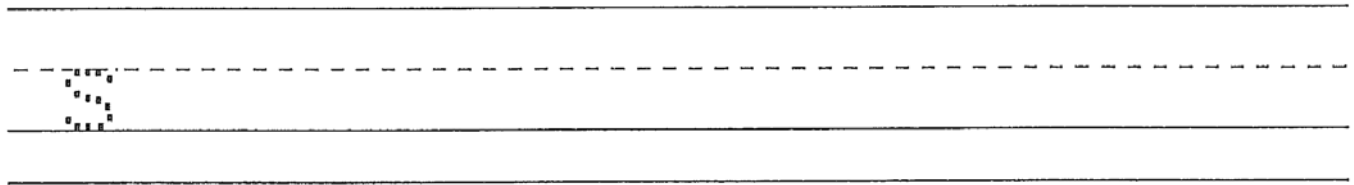
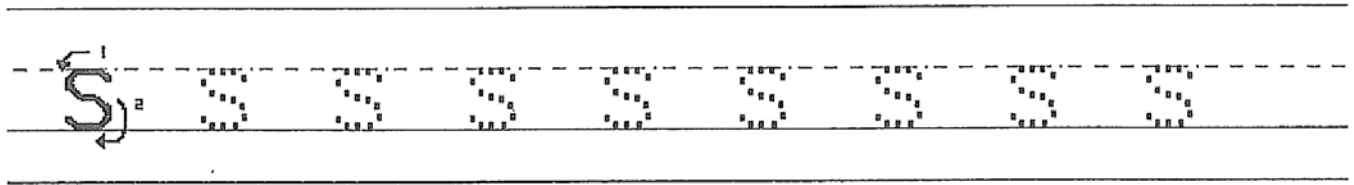
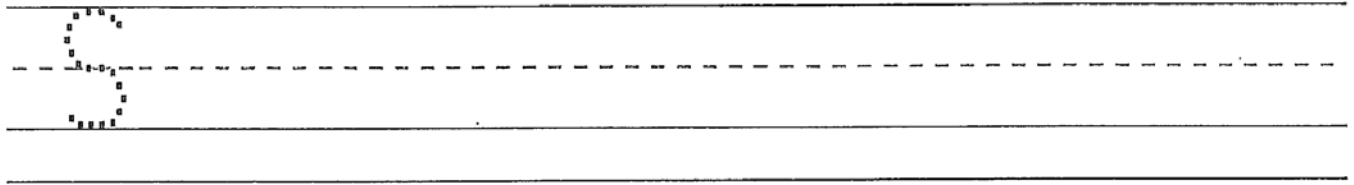
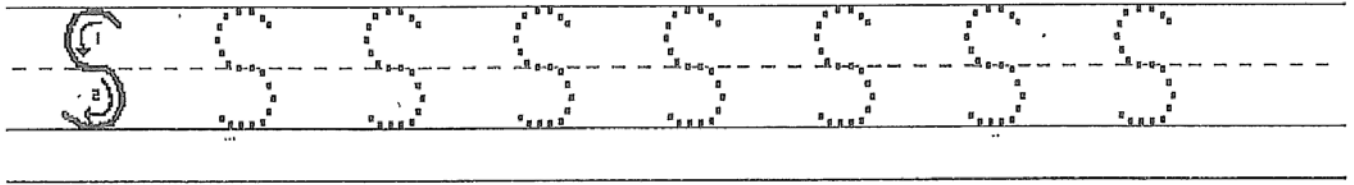
Me llamo: \_\_\_\_\_



**S**  
es para  
**SIETE**

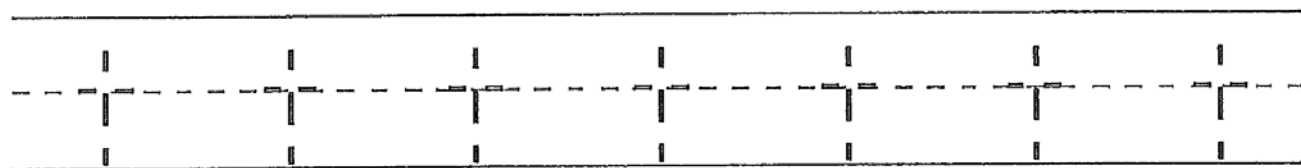
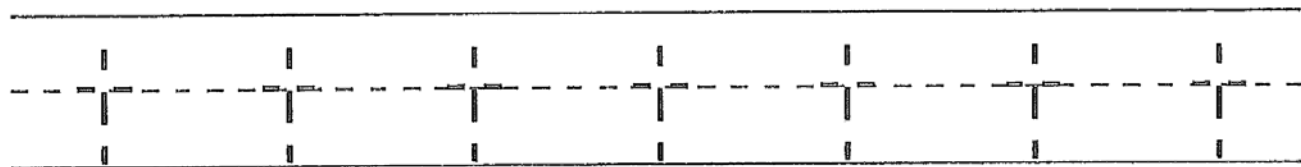
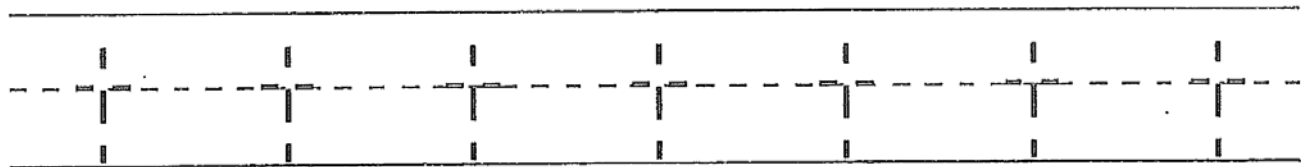


*Para ver la animación,  
mueva su ratón sobre  
una letra.*





Name \_\_\_\_\_



Instructions: trace and then copy letters or words

Tracing practice for the letter 'r'. The first row shows a dashed 'r' with numbered arrows indicating stroke order: 1 for the vertical stem and 2 for the curved part. The second row contains several dashed 'r's for tracing. The third row contains several solid 'r's for copying.

Tracing practice for the letter 's'. The first row shows a dashed 's' with numbered arrows indicating stroke order: 1 for the top curve, 2 for the middle curve, and 3 for the bottom curve. The second row contains several dashed 's's for tracing. The third row contains several solid 's's for copying.

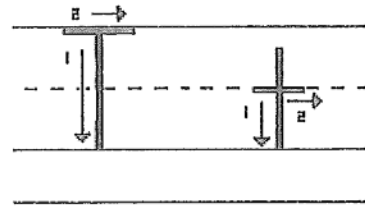
Tracing practice for the word 'computer'. The first row shows the word in dashed letters with numbered arrows indicating stroke order for each letter. The second row contains several dashed 'computer' words for tracing. The third row contains several solid 'computer' words for copying.

Blank handwriting lines for independent practice. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

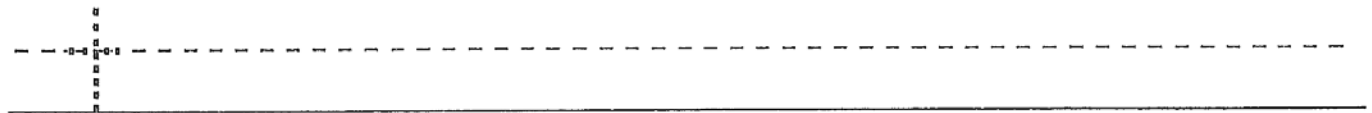
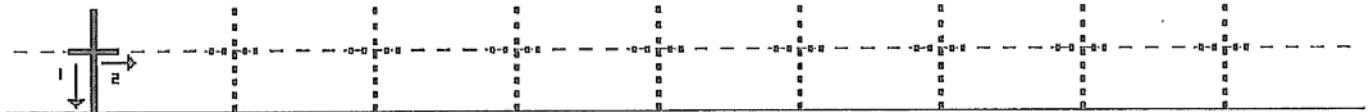
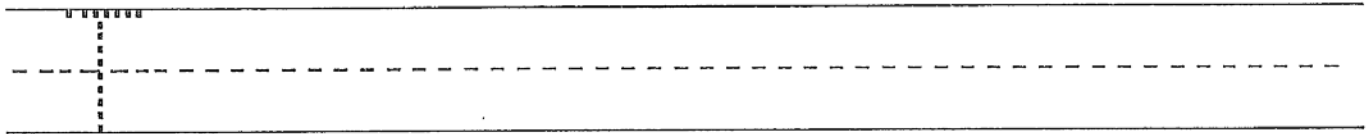
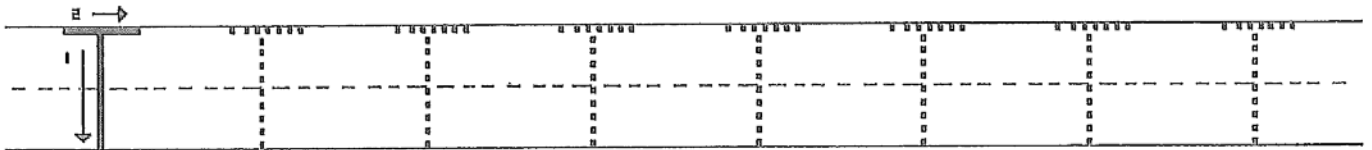
Me llamo: \_\_\_\_\_



T  
es para  
TELARAÑA  
(F)



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





# Introduction

## Cuddle Crew

### INTRODUCTION

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

### INFORMATION

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

### AREAS OF DEVELOPMENT

The areas of development we review are:

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

### WRAP-UP

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



# Introducción

## Grupo de Bebes

### INTRODUCCIÓN

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

### INFORMACIÓN

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

### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

### AL-FINAL

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



# Communication

## Responding to Voices and Music

Cuddle Crew 1  
0-6 months

### GOAL

For baby to respond to voices and to music.

### EXPERIENCE

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

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

### MATERIALS

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



# Comunicación

## Responder a Voces y Música

Grupo de Bebes 1  
0-6 meses

### META

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

### EXPERIENCIA

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

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

### MATERIALES

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



## Communication

### Sharing First Conversations

Cuddle Crew 1  
0-6 months

#### GOAL

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

#### EXPERIENCE

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

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

#### MATERIALS

Audiotape recorder, audiotapes





# Comunicación

## Compartir Primeras Conversaciones

Grupo de Bebes 1  
0-6 meses

### META

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

### EXPERIENCIA

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

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

### MATERIALES

La cinta de grabadora de audio, las cintas de audio



## Communication Dancing

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to experience rhythms and dance.

### EXPERIENCE

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

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

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

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

### MATERIALS

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



## Comunicación Bailar

Grupo de Bebes 1  
0-6 meses

### META

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

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

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

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

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

### MATERIALES

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



## Communication

### Talking to Get Attention

Cuddle Crew 1  
0-6 months

#### GOAL

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

#### EXPERIENCE

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

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

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

#### MATERIALS

None



# Comunicación

Hablando para Conseguir Atención

Grupo de Bebes 1  
0-6 meses

## META

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

## EXPERIENCIA

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

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

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

## MATERIALES

Ninguno



## Communication

### Turning to Hear

Cuddle Crew 1  
0-6 months

#### GOAL

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

#### EXPERIENCE

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

#### MATERIALS

Small bell or chime



## Comunicación

### Voltear para Escuchar

Grupo de Bebes 1  
0-6 meses

#### META

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

#### EXPERIENCIA

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

#### MATERIALES

Pequeña campana o campaneo



# Communication

## Understanding Words

Cuddle Crew 1  
0-6 months

### GOAL

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

### EXPERIENCE

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

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

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

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

### MATERIALS

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





## Comunicación Entender Palabras

Grupo de Bebes 1  
0-6 meses

### META

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

### EXPERIENCIA

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

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

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

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

### MATERIALES

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



## Communication Chanting

Cuddle Crew 1  
0-6 months

### GOAL

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

### EXPERIENCE

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

### MATERIALS

None



## Comunicación Canto

Grupo de Bebes 1  
0-6 meses

### META

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

### EXPERIENCIA

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

### MATERIALES

Ninguno



## Communication Sharing First Books

Cuddle Crew 1  
0-6 months

### GOAL

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

### EXPERIENCE

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

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

### MATERIALS

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



# Comunicación

## Compartir los Primeros Libros

Grupo de Bebes 1  
0-6 meses

### META

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

### EXPERIENCIA

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

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

### MATERIALES

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



# Introduction

## Cuddle Crew

### INTRODUCTION

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

### INFORMATION

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

### AREAS OF DEVELOPMENT

The areas of development we review are:

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

### WRAP-UP

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



# Introducción

## Grupo de Bebes

### INTRODUCCIÓN

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

### INFORMACIÓN

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

### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

### AL-FINAL

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



## Communication

### Imitating Verbal Cues

Cuddle Crew 2  
6-12 months

#### GOAL

For the baby to better discriminate between and mimic sounds.

#### EXPERIENCE

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

#### MATERIALS

None





## Comunicación

### Imitando Señas Verbales

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé pueda distinguir entre e imitar sonidos.

#### EXPERIENCIA

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

#### MATERIALES

Ninguno



## Communication Repeating Events

Cuddle Crew 2  
6-12 months

### Objective

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

### EXPERIENCE

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

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

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

### MATERIALS

Baby's favorite action toys



# Comunicación

## Repitiendo Eventos

Grupo de Bebes 2  
6-12 meses

### META

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

### EXPERIENCIA

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

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

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

### MATERIALES

Un juguete favorito del bebé



## Communication

### Playing with Animals & Puppets

Cuddle Crew 2  
6-12 months

#### GOAL

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

#### EXPERIENCE

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

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

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

#### MATERIALS

Bright, colorful puppets with distinct faces; stuffed animals



## Comunicación

### Jugando con Animales y Títeres

Grupo de Bebes 2  
6-12 meses

#### Meta

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

#### EXPERIENCIA

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

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

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

#### MATERIALES

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



# Communication

## Recognizing Names

Cuddle Crew 2  
6-12 months

### GOAL

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

### EXPERIENCE

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

### MATERIALS

Family member, photographs of people familiar to Baby



## Comunicación

### Reconociendo Nombres

Grupo de Bebes 2  
6-12 meses

#### META

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

#### EXPERIENCIA

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

#### MATERIALES

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



# Communication

## Experiencing Joint Attention

Cuddle Crew 2  
6-12 months

### GOAL

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

### EXPERIENCE

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

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

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

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

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

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

### MATERIALS

Whatever is of interest to the baby in your environment





## Comunicación

### Experimentar Atención Juntos

Grupo de Bebes 2  
6-12 meses

#### META

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

#### EXPERIENCIA

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

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

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

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

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

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

#### MATERIALES

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



# Communication

## Listening to Words

Cuddle Crew 2  
6-12 months

### GOAL

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

### EXPERIENCE

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

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

### MATERIALS

None



# Comunicación

## Escuchando Palabras

Grupo de Bebes 2  
6-12 meses

### META

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

### EXPERIENCIA

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

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

### MATERIALES

Ninguno



# Communication

## Listening to Music

Cuddle Crew 2  
6-12 months

### META

For the baby to use music for fun and relaxation.

### EXPERIENCIA

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

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

Sing songs with infants individually and in groups.

Children this age love songs such as the following:

"Itsy Bitsy Spider"

"Rock a Bye Baby"

"Twinkle, Twinkle, Little Star"

"Baby Bumblebee"

"Open, Shut Them"

### MATERIALES

CDs or audiotapes and CD or audiotape player



# Comunicación

## Escuchando Música

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé use música para divertirse y relajación.

### EXPERIENCIA

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

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

Cante canciones con los infantes individualmente y en grupos.

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

“La Araña Pequeñita”

“Arroró Mi Niño”

“Estrellita”

“Buenos Días”

“Los Pollitos”

### MATERIALES

CDs o las cintas de audio



# Communication Reading Books

Cuddle Crew 2  
6-12 months

## GOAL

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

## EXPERIENCE

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

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

## MATERIALS

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



## Comunicación Leer Libros

Grupo de Bebes 2  
6-12 meses

### META

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

### EXPERIENCIA

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

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

### MATERIALES

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



# Ocean: Otter Fun!

## Family Storytime

### OVERVIEW

In this class children will learn about the animals that live in the ocean. 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 ocean learning theme.

### INFANT & TODDLER SKILLS

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

### PRESCHOOL AGED SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: A Lot of Otters By: Barbara Helen Berger
- Spanish Book: Muchas Nutrias de Mar (Translated)
- Paper lunch bags
- Otter body template printed on white paper
- Brown/black pipe cleaners
- Scissors
- Glue
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place ocean 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 the ocean and ocean creatures to the families.
- Lead the class into a discussion about sea animals and their characteristics.
  - Fish
  - Crabs
  - Sand dollars
  - Whales
  - Seagulls
- Ask children if they have been to the ocean and if so what animals they've seen.



### ACTIVITY #1

#### Book Reading:

- Introduce the book by saying its title.
- Explain to the children who the author and illustrator are and what their role is.
- Discuss the parts of the book. (front cover, back cover, spine)
- Based on the cover children should be able to predict that the book is about sea otters and a boy.
- 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 #1

#### Hands-on Art Activity:

- Let families know they will be making their own sea otter paper bag puppet.
- Each child will receive a paper lunch bag and an otter body template.
- First children will color the otter body parts on the template provided.
- Next, ask parents to help their children cut out the otter body parts from the colored template.
- Instruct children to glue the otter head to the bottom of the lunch bag.
- Ask parents to help their children glue all other otter body parts onto the lunch bag.
- Children can use the pipe cleaners provided to give their otter whiskers.
- When children are finished, encourage them to use their puppet to make up a story about their newest friend!



### ACTIVITY #2

#### Family Book Sharing:

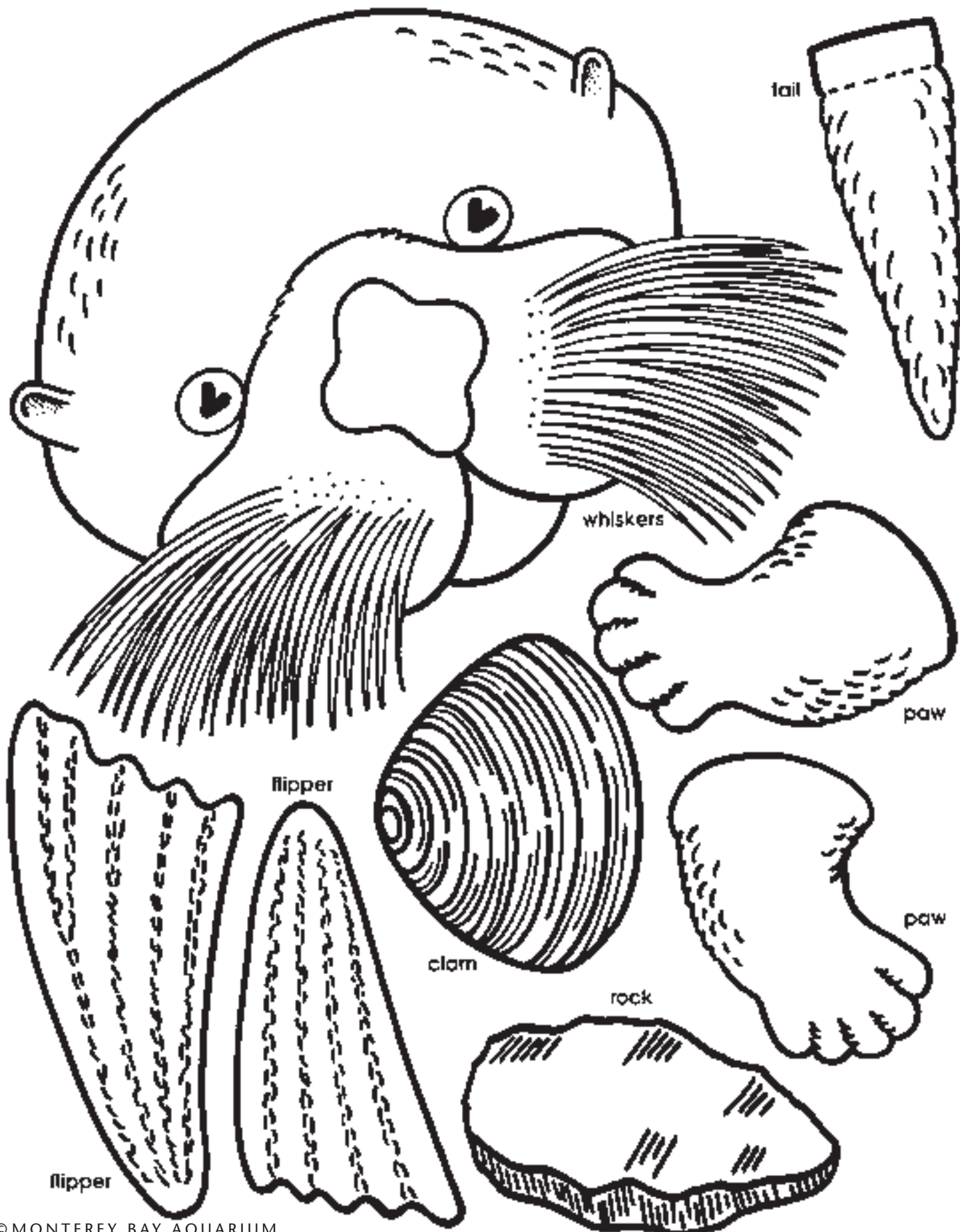
- Encourage children to choose a book from the bookshelf and to share it as a family. Each family can find a quiet place in the center to share books that address the topic of the ocean.

### TALK ABOUT IT

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

- Ask children what they learned today about the ocean and the creatures that live in it?
- Ask children to demonstrate with their face what a fish looks like. Ask them to demonstrate with their hands how fish swim. Ask children to demonstrate how fish smell.
- 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.

# Puppet Pieces/Las piezas del títere nutria



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English: [http://www.montereybayaquarium.org/lc/activities/otter\\_puppet.asp](http://www.montereybayaquarium.org/lc/activities/otter_puppet.asp)

Español: [http://www.montereybayaquarium.org/lc/activities/otter\\_puppet\\_es.asp](http://www.montereybayaquarium.org/lc/activities/otter_puppet_es.asp)



# Ocean: Going Fishing

## Motor Movements

### OVERVIEW

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

### SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Hula hoops
- Shoe boxes
- Tables
- Step stools
- Exercise tunnel
- Magnetic fishing poles/fish

#### 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 – I'm a Little Fishy
  - Spanish – Diez Pececitos

**ACTIVITY #3**

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

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

**ACTIVITY #4**

*This activity can be done if time permits.*

**Gross Motor Activity**

- **Sharks and Fish**
  - Organize the children into pairs.
  - Identify in each pair, one shark and one fish.
  - Let the children know that if they are a shark, it is their job to "swim" around the class making whatever movements they please.
  - Let the children know that if they are a fish, it is their job to follow their shark and to copy everything the shark does.
  - Tell children that they can begin when the music begins. Tell them that when the music stops, they are to "freeze" and wait for the next set of instructions.
  - Make sure that every child gets to play both the role of the shark and the fish.
  - The teacher can shout out ideas such as 'swim' backwards, move slowly, rest on the floor etc. as the music is playing.

**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.

- **Catching Fish**
  - Lay out magnetic fish around the room.
  - Distribute to each child a magnetic fishing pole.
  - Tell the children that they are going to be catching fish.
  - Demonstrate how the fishing pole magnet catches the fish.
  - Tell children that they can begin when the music begins. Tell them that when the music stops, they are to "freeze" and wait for the next set of instructions.

**ACTIVITY #6****Cool Down:**

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

## TALK ABOUT IT

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

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



## Ocean: Music & Movement Songs

## Motor Movements

### ENGLISH

#### I'm A Little Fishy

(Sung to the tune: I'm A Little Tea Pot)

I'm a little fishy  
watch me swim  
Here is my tail  
Here is my fin  
When I want to have fun with my friends  
I wiggle my tail an dive right in.

### SPANISH

#### Diez Pececitos

Un pececito nadando en el mar  
Saltando y salpicando bailando a mi compás. Aquí viene otro pez whoops dile "hola"  
Dos pececitos nadando veo yo...Tres pececitos nadando veo yo...  
Cuatro pececitos nadando veo yo...Cinco pececitos nadando veo yo...Seis pececitos  
nadando veo yo...  
Siete pececitos nadando veo yo...  
Ocho pececitos nadando veo yo...  
Nueve pececitos nadando veo yo...  
Diez pececitos nadando veo yo...



# Ocean: Sea Turtle

## My 5 Senses

### OVERVIEW

In this activity children will learn about the ocean and sea animals 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 - #23 COG4 – Memory
- DRDP I&T - #29 COG10 – Classification and Matching

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Turtle Splash by: Cathryn Falwell
- Spanish Book: 1, 2, 3...iMar! por: Julie Fletcher
- Ipad with sea animal sounds
- Sea animal pictures
- Sea animal book
- Sea animal puzzle
- Discovery Lab Container ½ filled with water
- Sea animals (plastic or real)
- Goldfish cheddar crackers
- Fish and turtle food
- Search and Find worksheet

#### PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
  - **Hearing:** I-pad application with sea animal sounds
  - **Sight:** Sea animal pictures, sea animal book and puzzle
  - **Touch:** Discovery Lab Container or a plastic container ½ filled with water and sea animals
  - **Taste:** Goldfish cheddar crackers
  - **Smell:** Fish food and turtle food

### 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: Ocean
- Tell the children that today they will learn about the ocean and all that lives in it through their five senses.
- Show children some pictures of sea animals. Ask them to help you name them. Ask what color they are?
- Ask them if they have seen a sea turtle? Tell them that sea turtles also live in the ocean.
- Tell them the book you will read is about sea turtles.

### 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><b>ACTIVITY #2</b></p> <p>5 Minutes</p>	<p><b>Sing and Dance:</b>  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"> <li>• English – Fish Story</li> <li>• Spanish – Soy la Reina de los Mares</li> </ul>
<p><b>ACTIVITY #3</b></p> <p>15 Minutes</p>	<p><b>Sensory Stations:</b>  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"> <li>○ <b>Hearing station:</b> Children will listen to ocean and sea animal sounds from I-pad application.</li> <li>○ <b>Sight station:</b> Children will look at pictures of different sea animals and put together a simple ocean themed puzzle.</li> <li>○ <b>Touch station:</b> Children can gently place their hands in the Discovery Lab Container to feel animals.</li> <li>○ <b>Taste station:</b> Children will get to eat goldfish crackers.</li> <li>○ <b>Smell station:</b> Children will smell the food that turtles and fish eat.</li> </ul>
<p><b>ACTIVITY #4</b></p> <p>5 Minutes</p>	<p><b>Search and Find:</b></p> <ul style="list-style-type: none"> <li>• Invite children to complete the Eye Spy worksheet that can be found on classroom tables while their classmates finish exploring the sensory stations.</li> <li>• 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.</li> </ul>
<p><b>TALK ABOUT IT</b></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"> <li>• Ask children if they can remember the 5 senses that they used today.</li> <li>• Ask children to name an animal/amphibian that lives in the ocean?</li> </ul>
<p><b>PARENT TIP SHEET</b></p>	<p>Pass out parent sheet and explain to parents that they can reinforce their child's knowledge about the ocean by reading, singing, and completing some of the suggested activities.</p>





## Eye Spy

# My 5 Senses



## Eye Spy

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

- A Row Boat
- A Sea Shell
- A Golden Sword
- A Boat Anchor
- A Starfish
- A Shovel
- A Hammer
- A Key
- A Bottle



# Mis 5 Sentidos



## Ojo Espía

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

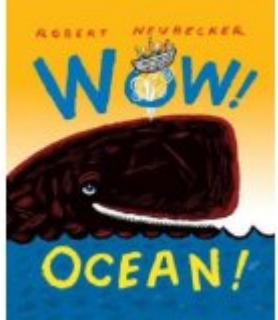
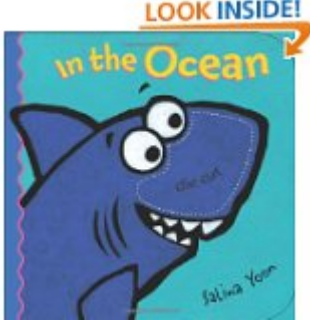
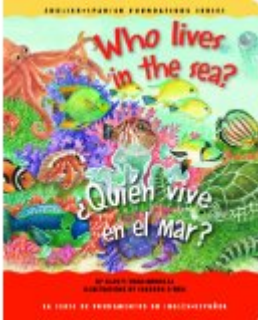
- Fila Barco
- Concha de Mar
- Espada de Oro
- Ancla de Barco
- Estrella de Mar
- Pala
- Martillo
- Llave
- Botella



# Parent Tip Sheet: Ocean

# My 5 Senses

## BOOKS



## ACTIVITIES

### Ocean Waves

- What You Need:**
- White Construction Paper
  - Blue Finger Paint
  - Pictures of Sea Animals
  - Glue

**What You Do:**

Give child large sheets of white construction paper. Place a dollop of blue finger paint on their papers. Show child how to spread the finger paint all over their papers with their fingers. Show child how to make waves across their papers with their fingers or the side of their hands. Sea animal pictures can be glued to these ocean backgrounds if desired.

### Water Table Fun

- What You Need:**
- Water
  - Ocean Theme Float and Sink Objects
  - Large Plastic Container

**What You Do:**

Enjoy this activity outdoors. Have child help fill up the large plastic container half ways and add the sink and float object. Allow child to explore the water table and ask child to pick out the object that float then all the objects that sink. Children will enjoy playing with water and exploring the object in the water.

## SONGS

### Let's Go Diving Down

Sung to the Tune: "Row, Row, Row Your Boat"

Let's go diving down  
In the ocean blue.  
See us swimming with a fish  
And with an oyster, too.

### Fish Story

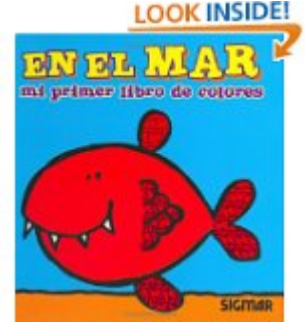
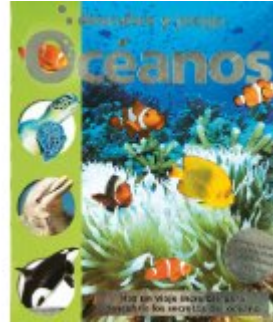
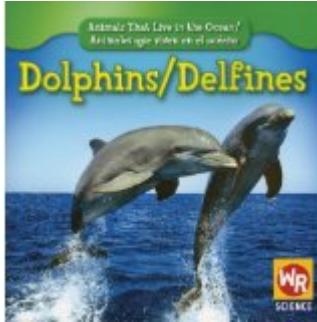
One, two three, four, five (hold fingers while counting) Once I caught a fish alive, Six, seven, eight, nine, ten (hold up additional fingers) Then I let it go again. Why did I let it go? Because it bit my finger so. Which finger did it bite? The little finger on the right (hold up pinky on the right hand)



# Consejos Para Padres: Océano

## Mis 5 Sentidos

### LIBROS



### ACTIVIDADES

#### Olas de el Océano

##### Que Necesita:

- Papel Blanco
- Pintura Azul
- Fotos de Animales del Mar
- Resistol

##### Que se Hace:

Déle al niño papel blanco. En el papel agregue un poco de pintura azul. Haga una muestra de una ola para el niño usando los dedos. Deje que el niño cree olas sobre todo el papel blanco. Use fotos de animales del mar y pegue en las olas.

#### Diversión con Mesa de Agua

##### Que Necesita:

- Agua
- Objetos que se Hundan y Flotan
- Contenedor Grande para la Agua

##### Que se Hace:

Disfrute esta actividad al aire libre Con la ayuda del niño. Llene el contenedor grande a la mitad de agua y agregue los objetos al agua. Permita que su niño explore la mesa de agua. Pregunte al niño que saque todos los objetos que flotan y luego los que se hundan. El niño disfrutara el juego de agua.

### CANCIONES

#### Soy la Reina de los Mares

Soy la Reina de los mares  
Y ustedes lo van a ver  
Tiro mi pañuelo al suelo  
Y lo vuelvo a recoger  
Pañuelito, pañuelito  
Quién te pudiera tener  
Guardadito en el bolsillo  
Como un pliego de papel.  
Una, dos y tres,  
Salte niña que vas a perder

#### Diez Pecesitos

Un pecesito nadando en el mar  
Saltando y salpicando bailando a mi compás.  
Aquí viene otro pez whoops dile "hola"  
Dos pececitos nadando veo yo...  
Tres pececitos nadando veo yo...  
Cuatro pececitos nadando veo yo...  
Cinco pececitos nadando veo yo...  
Seis pececitos nadando veo yo...  
Siete pececitos nadando veo yo...  
Ocho pececitos nadando veo yo...  
Nueve pececitos nadando veo yo...  
Diez pececitos nadando veo yo...



# Ocean: Ocean Animals

## Playing to Learn

### OVERVIEW

Children will learn about sea animals as they play a matching and memory game, sing a song and go on a pretend sea dive.

### SKILLS

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

### MATERIALS & PREPARATION

#### Materials:

- Game/Game Pieces: 24 Sea Animal Picture Cards
- Sea Animal Pictures
- Ziploc Bags
- Parachute
- Plastic sea creatures

#### Preparation:

- Prepare take home activity set for each participant: ocean memory.
  - Make copies of game pieces, cut, and place each game set in Ziploc bag.
- Make a set of sea animal pictures and laminate.

### INTRODUCTION

- Introduce topic to students: Tell children today they will be learning about the ocean.
- Ask children if they have gone to the beach, ocean or sea?
- Ask them what kind of sea animals have they seen?
- Show children pictures of sea animals and have them name them with you.

### ACTIVITY #1

#### Deep Sea Dive:

- Let children know they will first get to dive under the ocean.
- Put several plastic ocean creatures under a parachute. Call out a child's name and say "(Child's Name) dive under the ocean" then have that child go under the parachute and retrieve an ocean creature. When they have their creature have them tell the class what it is (or if they're too young you can tell them).
- When all the children have had a turn finding an ocean creature have them stand up and take a seat on a chair by the table to play the next game with their parents.

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

- Their child's ability to be patient and take turns.
- Their child's ability to verbalize about an object.
- Their child's ability to crawl and move in nontraditional ways.

### ACTIVITY #2

#### Ocean Memory:

- Tell children they will now get to play a memory and matching game with their parents.
- Pass out a Ziploc bag with game cards.
- Instruct children to place all cards facedown on the table.
- The youngest player goes first.
- Let them know that on each turn, a player turns over two cards (one at a time) and keeps them if they match pictures. If they successfully match a pair of pictures, that player gets to take another turn.
- When a player turns over two cards that do not match pictures, those cards are turned face down again and it becomes the next player's turn.
- Tell the children that when they are done finding all the pairs they can count them.
- The winner of the game is the person who collected the most pairs of cards.

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

- Their child's ability to recognize and classify objects.
- Their child's ability to take turns.
- Their child's ability to compare and contract two objects.

### ACTIVITY #3

#### Sing a Song:

##### Slippery Fish

<http://www.youtube.com/watch?v=q67pk7gXJLo>

Slippery fish, slippery fish, sliding through the water,

Slippery fish, slippery fish, Gulp, Gulp, Gulp!

Oh, no! It's been eaten by a...

Octopus, octopus, squiggling in the water

Octopus, octopus, Gulp, Gulp, Gulp!

Oh, no! It's been eaten by a...

Tuna fish, tuna fish, flashing in the water,

Tuna fish, tuna fish, Gulp, Gulp, Gulp!

Oh, no! It's been eaten by a...

Great white shark, great white shark, lurking in the water,

Great white shark, great white shark, Gulp, Gulp, Gulp!

Oh, no! It's been eaten by a...

Humongous whale, humongous whale, spouting in the water,

Humongous whale, humongous whale,

Gulp! ... Gulp! ... Gulp! ... BURP!

Pardon me!

##### Elena la Ballena

Elena, Elena, Elena la ballena

Vivía, vivía, vivía allá en el mar,

En el agua azul, le gustaba nadar,

En el agua azul, le gustaba jugar,

¡Qué hondo! ¡Qué hondo!

¡Qué hondo es el mar!

¡Qué hondo! ¡Qué hondo!

¡Qué hondo es el mar!

¡Ay, mamá! (*Clap, Clap, Clap*) ¡Mamacita! (*Clap, Clap, Clap*)

¡Ay, mamá! (*Clap, Clap, Clap*) ¡Mamacita! (*Clap, Clap, Clap*)

¡Ay, mamá! (*Clap, Clap, Clap*) ¡Mamacita! (*Clap, Clap, Clap*)

¡Ay, mamá! (*Clap, Clap, Clap*) ¡Mamacita! (*Clap, Clap, Clap*)

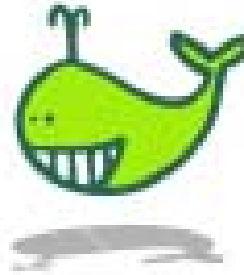
¡Qué hondo es el mar!

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

- Their child's ability to understand size.
- Their child's ability to sing and follow hand gestures.
- Their child's ability to participate in a group activity.

### TALK ABOUT IT

- Ask children what's their favorite sea animal?
- Tell children to take their game home to play it with more family members.
- 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.





# Ocean: Ocean Octopus

Sesame Street  
Fun!

## OVERVIEW

Children will learn about the Ocean as they listen to a story and do an Ocean collage.

## SKILLS

- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #30 COG4 – Curiosity and Initiative

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: Good Night Ocean by: Mark Jasper
- Spanish Book: Océano por: Cassie Mayor
- English Video/Sesame Street: Ocean Emotion
- Spanish Video/Plaza Sésamo: Emoción en el Océano
- English Song: A Sailor Went to Sea
- Spanish Song: El Marinero que se Fue al Mar
- Small flowering pot
- Acrylic paint(s): Blue, Pink, Green, Yellow
- Black Sharpie
- Pipe Cleaners: Blue, Pink, Green
- Wiggle Eyes
- Glue
- Paint Brushes

### PREPARATION:

- Prepare a sample project for demonstration purposes.

## INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children that today they will be learning about the ocean.
- Ask children if they have been to the Ocean. Ask them what things can we see there?

## 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 – A Sailor Went to Sea
  - Spanish – El Marinero que se Fue al Mar
- [Show Sesame Street Clip:](#) Ocean Emotion / Emoción en el Océano



### ACTIVITY #3

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

- Tell children they will get to make an octopus.
- First instruct children to choose the color they would like to paint their octopus.
- Place a small amount of paint on a paper plate for each child.
- Tell children they will paint their octopuses with the paint on the table.
- Next, let the paint dry and ask children to pick out the corresponding color of pipe cleaners for their octopus tentacles.
- Once the flower pot is dry, instruct children to glue the pipe cleaners onto the bottom of the pot. Tell children they can twist their pipe cleaners so that they look like the tentacles of the octopus.
- Last, children can paste the wiggle eyes onto the flower pot.
- The teacher can go around and draw the mouth onto the children's project with a black sharpie.
- When children are done, ask them to clean up their area.



### TALK ABOUT IT

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

- Ask children what they like best about the ocean?
- Ask children to share their ocean scene with the rest of the class.

### PARENT TIP SHEET

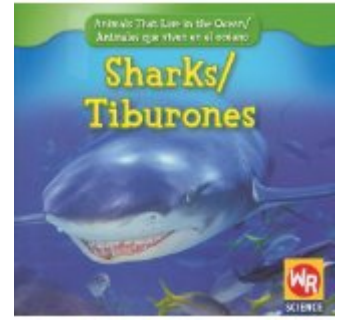
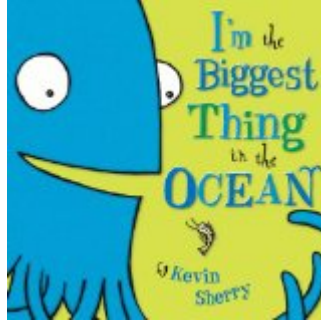
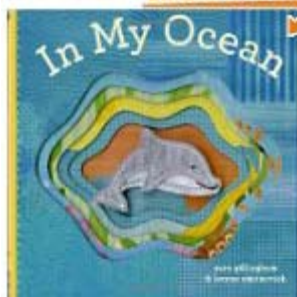
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the Ocean by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Ocean

## Sesame Street Fun!

### BOOKS



### ACTIVITIES

#### Ocean in a Bottle

##### What You Need:

- Small Plastic Water Bottle
- Baby Oil
- Food Coloring
- Small Collage Material
- Glue

##### What You Do:

Help child remove all labels from the water bottle. Fill  $\frac{3}{4}$  of the bottle with water. Add the child's food color of choice to water. Have child add collage material into the water bottle. Then help child fill the rest of the water bottle with baby oil. Glue the lid and tighten. Allow child to shake and see the beautiful ocean they have created.

#### Cup O' Fish

##### What You Need:

- Blue Jello Mix
- Mixing Bowl
- Gummy Fish
- Cups for Jello

##### What You Do:

Make blue jello according to the directions on the box. Pour into clear plastic cups. Let them cool in the refrigerator until partially set-about an hour. When they're partially set, place a few gummy fish in each cup. Put them in the refrigerator until they're completely set. Eat and enjoy!

### SONGS

#### A Sailor Went To Sea

A Sailor went to sea, sea, sea.  
To see what he could see, see, see.  
But all that he could see, see, see.  
Was the bottom of the deep blue sea, sea, sea  
Note: Have your children repeat this getting faster and faster.

#### I'm A Little Fishy

(Sung to the tune: I'm A Little Tea Pot)

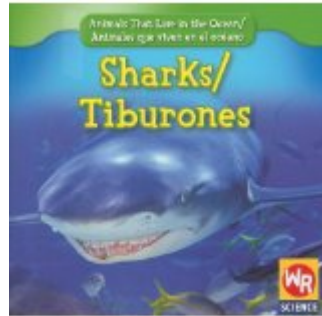
I'm a little fishy  
watch me swim  
Here is my tail  
Here is my fin  
When I want to have fun with my friends  
I wiggle my tail an dive right in.



# Consejos Para Padres: Océano



## LIBROS



## ACTIVIDADES

### Océano

#### Que Necesita:

- Botella de Agua de Plástico
- Aceite de Bebe
- Colorante de Comida
- Pequeños Materiales de Collage
- Resistol

#### Que se Hace:

Ayude a su niño remover las etiquetas de la botella de plástico. Llene ¾ de la botella con agua. Agregue el colorante de comida que el niño le guste. Deje que el niño agregue el material de collage a la botella y agregué el aceite de bebe hasta que la botella este llena. Use el resistol para pegar la tapadera a la botella. Deje que el niño sacuda la botella y mire el océano que ha creado.

### Taza O' de Gelatina

#### Que Necesita:

- Gelatina Azul
- Un Recipiente para Mezclar
- Pescaditos de Dulce
- Tazas para la Gelatina

#### Que se Hace:

Haga la gelatina azul con las instrucciones de la caja. Sirva en una taza y coloque en el refrigerador por una hora. Después de la hora coloque los pescaditos de dulce en la gelatina azul. Coloque la gelatina en el refrigerador hasta que la gelatina este completamente lista. Coma y disfrute.

## CANCIONES

### El Marinero Fue al Mar

El marinero fue al mar, mar, mar  
A ver que podía ver, ver, ver  
Pero lo único que pudo ver, ver, ver  
Fue el fondo del profundo mar, mar, mar

El marinero fue a aplaudir, dir, dir  
A ver que podía aplaudir, dir, dir  
Pero lo único que pudo aplaudir, dir, dir  
Fue el fondo del profundo dir, dir, dir

El marinero se arrodillo, llo, llo  
A ver que podía llo, llo, llo  
Pero lo único que pudo llo, llo, llo  
Fue el fondo del profundo llo, llo, llo

El mostro su de, do, do  
A ver que podía de do, do  
Pero lo único que pudo de do, do  
Fue el fondo del profundo de do, do

El marinero fue a timbuctu  
A ver que podía timbuctu  
Pero lo único que pudo timbuctu  
Fue el fondo del profundo timbuctu

El marinero fue al mar, mar, mar  
A ver que podía ver, ver, ver  
Pero lo único que pudo ver, ver, ver  
Fue el fondo del profundo mar, mar, mar



# Ocean: A Handy Fish

## Sing & Play

### OVERVIEW

In this activity children will learn about some sea animals that live in the ocean thru listening to a story, sing along, dancing, free playing with manipulative toys, and coloring a paper plate art craft fish design.

### 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 - #33 MPD3 – Fine Motor

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: I'm the Biggest Thing in the Ocean by: Kevin Sherry
- Spanish Book: Océanos Animados por: Kevin Sherry
- Paper plates
- Hole puncher
- Yarn
- Crayons
- Wiggly eyes
- Glue
- Scissors
- Manipulative-Table top toys for activity centers: play dough, rollers and cutters.

#### PREPARATION:

- Prepare a sample project for demonstration purposes.

### INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Talk to children and their parents about the Ocean. Ask Children what they might know about the ocean animal called an Octopus.
  - An octopus has eight arms attached to its head around the mouth. These "arms" have rows of suckers along their length. This means they are used to both grab and "taste" things.
  - The male can live to approximately 4 years and the female can live to about 3.5 years.
  - The octopus blood is light blue and they have absolutely no bones.
- 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.
  - English – I’m a Little Fishy
  - Spanish – Dos Pescaditos

(Songs are available on Parent Tip Sheets)

### ACTIVITY #3

#### Hands-on Activity:

- Let children and parents know that they will be making a fish craft that they can take home and hang on the wall.
- Show a sample of the completed craft project.
- Pass out materials: paper plate, construction paper.
- Instruct children to color the back of the paper plate with crayons.
- Ask parents to assist their child in decorating their fish face and gluing wiggly eyes onto the plate.
- Ask parents to assist their children by cutting the fish mouth out of the left side of the plate, explaining that this will be used as a tail for the fish.
- Instruct children to glue this piece onto the right side of the plate.
- Instruct the children to use the brown construction paper strips as scales. Children can draw spotted squares and glue the scales onto their fish.
- Ask parents to assist their child in punching a hole onto the top of the fish and lacing yard through it so that the fish can be hung on the wall when the children go home.
- 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 the story book.
- Encourage them to talk about their favorite Ocean animal from the story.
- Ask children to describe their octopus art craft product?

### PARENT TIP SHEET

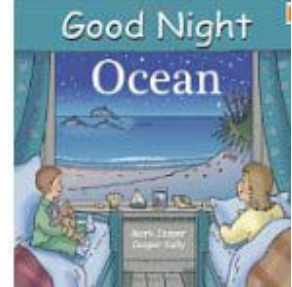
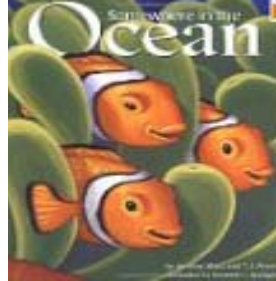
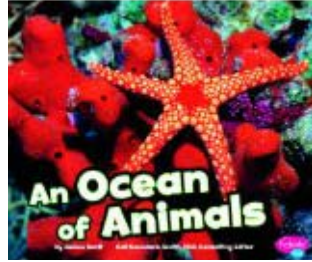
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about the ocean by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Ocean

## Sing & Play

### BOOKS



### ACTIVITIES

#### Sand Box Play

**What You Need:**

- Sand
- Beach toys
- Water
- Sand box table

**What You Do:**

If you are unable to visit a beach and play with sand go to a park or get sand to play with your child in a sand box play, try wetting some of the sand. Show your child how to pack the container or beach toy with the wet sand to turn it over to make sand structures or cakes.

#### Drawing Ocean Animals

**What You Need:**

- A book or pictures about the ocean
- Coloring paper
- Crayons

**What You Do:**

After reading a story to your child take time to draw with your child about the pictures of the book read. Draw large shapes and let your child color them in. Take turns.

### SONGS

#### The Lighthouse Song

Sung to: "Twinkle, twinkle, little star."

Twinkle, twinkle little light,  
Flashing brightly through the night,  
When it's stormy you must show,  
All the sailors where to go,  
Twinkle, twinkle little light,  
Flashing brightly through the night.

#### I'm a Little Fishy

Sung to: " I'm a little tea pot"

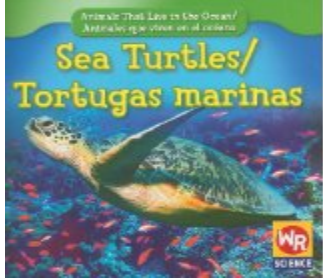
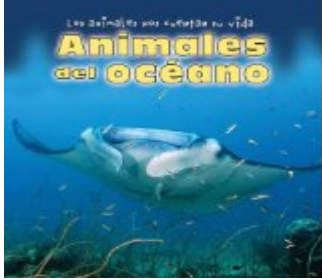
I'm a little fishy  
watch me swim  
Here is my tail  
Here is my fin  
When I want to have fun with my friends  
I wiggle my tail an dive right in



# Consejos Para Padres: Océano

## Canta y Juega

### LIBROS



### ACTIVIDADES

**Caja de Arena**

**Que Necesita:**

- Arena
- Juguetes de playa
- Agua
- Caja o meza de arena

**Que se Hace:**

Si no puede visitar una playa para jugar con al arena vaya a un parque o consiga arena para jugar con su hijo/a en una meza arena o área de juego intente mojar algunas áreas de la arena. Muéstrele a su niño/a cómo rellenar el juguete o contenedor playa con la arena mojada volteando el juguete para hacer estructuras de arenas o pasteles.

**A Dibujar Animales del Océano**

**Que Necesita:**

- Un libro o una foto del mar
- Papel para colorear
- Crayolas/colores

**Que se Hace:**

Después de leer una historia del libro relacionada al océano póngale la muestra a su hijo/a de dibujar acerca de las ilustraciones del libro leído. Dibuje formas grandes y deje que su niño le ayude con a colorear con crayones. Tomen turnos. Y motive a su hijo que también haga sus propios dibujos de los animales del océano.

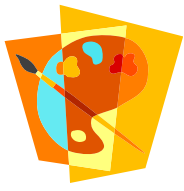
### CANCIONES

**Lindo Pescadito**

En el agua clara que brota la fuente, un lindo pescado sale de repente.  
Lindo pescadito no quiere salir a jugar conmigo?  
Vamos al jardín.  
Yo vivo en el agua: no puedo salir.  
Porque si me salgo, me puedo morir.  
Lindo pescadito no quieres salir a jugar conmigo?  
Vamos al jardín.  
Mi mama me dijo ino salgas de aquí porque si tu sales te vas a morir.  
Lindo pescadito, yo te debo amar porque a tu mamita sabes respetar.

**Dos Pescaditos**

Dos Pescaditos se fueron a nadar, el mas pequeñito se fue al fondo del mar, un tiburón le dijo ven para acá.  
No, no, no, no, no, porque me regaña mi mama.



# Ocean: Sand Dollar Souvenir

Smart  
Art

## OVERVIEW

In this activity children will learn about the ocean by participating in a read-aloud, singing and painting a ceramic piece that is related to the ocean 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 - #30 COG4 - Curiosity and Initiative

## MATERIALS & PREPARATION

### MATERIALS:

- English book: Over in the Ocean
- Spanish Book: Over in the Ocean
- Bisque piece: Sand Dollar
- Bisque paints: bright straw yellow, nautical blue, and light brown
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

By: Susan Middleton  
(Translation Attached)

### PREPARATION:

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

## INTRODUCTION

- Introduce topic to students.
- Ask children the following questions:
  - What do you know about the ocean?
  - What kinds of animals exist in the ocean?

## ACTIVITY #1

### Sing a Song:

**English Song:** She Sells Seashells

Sally sells seashells by the seashore.  
 She sells seashells on the seashell shore.  
 The seashells she sells are seashore shells,  
 Of that I'm sure.  
 She sells seashells by the seashore.  
 She hopes she will sell all her seashells soon.  
 If neither he sells seashells  
 Nor she sells seashells,  
 Who shall sell seashells?  
 Shall seashells be sold?



**Spanish Song:** Bajo el Mar

Tú piensas que en otros lagos las algas más verdes son  
y sueñas con ir arriba, ¡qué gran equivocación!  
¿No ves que tu propio mundo no tiene comparación?  
¿Qué puede haber allá fuera que cause tal emoción?  
Bajo el mar, bajo el mar  
Vive serena, siendo sirena eres feliz  
ellos trabajan sin parar y bajo el sol para variar  
Mientras nosotros siempre flotamos bajo el mar

**ACTIVITY #2**

**Read Book**

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

**ACTIVITY #3**

**Paint Ceramic Piece**

- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint brush and how they can use the baby wipes to take the paint off the brush if they choose to change the color of the paint that they are using.
- Place a small portion of the paint colors being made available on each child's paper plate.
- Encourage children to paint the entire ceramic piece, except the labeling area which is usually on the bottom.
- While children are painting the instructor can go around the class to label each child's ceramic piece on the bottom using the special ceramic pencil.
- When children are done painting, provide instructions on how they can help cleaning up, asking children to throw away the dirty paper plates and wipes in the trash can. Tell children that the paint brushes needs to be put away, instructing them where to place them. Tell children to leave their ceramic pieces on the tables to be air dried.

**ACTIVITY #4**

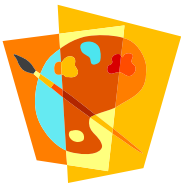
**Free Play (Share, Play and Socialize):**

- Invite children to play at the activity centers that are found on the carpet area of the classroom while their classmates finish their ceramic piece. Encourage children to play together and share the toys that are being made available.
- Clean Up Transition: When time is up encourage children to put toys away. Sing song; "I will put toys away" "Es la Hora de Limpiar"

**TALK ABOUT IT**

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

- Ask questions about the story book and what they learned during class.
- Have children bring their parents in to the classroom to show how they painted their ceramic piece.
- Explain that the ceramic pieces will stay for a few weeks to be processed and once they are done they will be able to pick them up at the center.



## Book Translation: En el Océano

Smart  
Art

### Página # 1

sobre el océano lejos del el sol vivía una madre pulpo y su hijo el pulpito . "A desechar", dijo la madre. "a desechar," dijo el hijo. Por lo tanto desecharon sus pinturas en el arrecife más lejos del sol.

### Página # 2

Sobre el océano donde los pastos marinos crecieron vivió una madre pez loro de y sus dos pez loros. "muerdan", dijo la madre. "mordemos," dijeron los dos peces loro Así que ellos masticaron el coral donde crecen los pastos marinos.

### Página # 3

En el océano en la anémona vivió una madre pez payaso y sus tres hijos peces payasos. "A Lanzarse", dijo la madre, "Nos Lanzamos", dijeron los tres, así que ellos merodearon en toda la anémona del mar.

### Página # 4

En el océano sobre un suelo arenoso del mar vivían una madre pastinaca y sus pequeñas cuatro pastinacas. "a batirnos", dijo la madre, "Nos batimos, " Dijeron a la madre de las cuatro, por lo que agitan con sus aletas sobre un suelo arenoso del mar.

### Página # 5

En el océano donde los buceadores bucean vivían una madre globo y sus cinco peces globo. "a Inflarse", dijo a la madre, "nos inflamamos", dijeron los cinco peces globo. Así que se inflan y desinflan donde los buceadores bucean.

### Página # 6

En el océano haciendo malabares y trucos vivió una madre delfín y sus seis delfines. "salten", dijo la madre, "saltamos", dijeron los seis delfines, así que saltaron y jugaron haciendo trucos de salto.

### Página # 7

En el océano abanico de mar cielo vivió una madre pez ángel y sus siete angelitos. "a pastar", dijo la madre, "pastamos," dijeron los siete, así que pastaron en su mar cielo abanico.

### Página # 8

En el océano muy sencillo y recto vivió una madre róbalo y sus ocho róbalos. "rápido", dijo a la madre. "Si rápido," dijeron los ocho, por lo que se movieron rápidamente a través del agua muy sencilla y recta.

### Página # 9

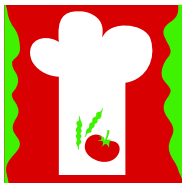
En el océano a la deriva en una línea amarilla vivía una madre pez gruña y sus nueve legionarios. "gruñen", dijo la madre, "a gruñir", dijeron los nueve, así que se besaron y gruñeron a la deriva en una línea amarilla.

### Página # 10

En el océano de hierba de tortuga vivía un padre caballito y sus diez caballitos de mar. "Aleteen ", dijo el padre. "Aleteamos", dijeron los diez, por todo alrededor de su guarida de hierba de tortuga.

### Página # 11

En el océano donde las criaturas del mar juegan mientras sus padres están descansando, inadan lejos! "Encuétranos" dijeron los pequeñines, "del uno al diez!" cuando encuentres todas las criaturas, entonces realiza esta rima. (Se cuenta del uno al diez).



## Ocean: Pearly Bites

## Snack Attack

### OVERVIEW

Children will learn about things we can find and sea in the ocean. They will do this as they listen to a story and create and edible snack.

### SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH1 – Personal Care Routines

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Little Oyster
  - Spanish Book: La Pequeña Ostra
  - Per Child:
    - 2 small, round wafer cookies
    - 1 yogurt raisin
    - Pink and white frosting
    - Black food coloring
    - Toothpick
    - Paper plate
    - Napkin
- by: Emily Fary  
(Translated)

#### PREPARATION:

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

### INTRODUCTION

- Introduce topic to students: Tell children they will learn about the ocean and the creatures that live in the ocean today.
- Ask children if they know what sea creatures we can find in the ocean? (Sharks, crabs, sea turtles, dolphins, jelly fish, lobsters, whales, oysters, etc).
- Show them a picture of an oyster. Ask them if they know what we can find inside an oyster? (pearl) Ask them if they have ever seen a real oyster? Tell children that oysters are edible.
- 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.

### Shells on the Sea Shore

Tune: "Down By The Station"

Down at the seashore,  
Early in the morning.  
See the little shells  
All along the shore.  
See the great big waves  
Splashing on the shore.  
When they pull back,  
They leave some more

### Elena la Ballena

Elena, Elena, Elena la ballena  
Vivía, vivía, vivía allá en el mar,  
En el agua azul, le gustaba nadar,  
En el agua azul, le gustaba jugar,  
¡Qué hondo! ¡Qué hondo!  
¡Qué hondo es el mar!  
¡Qué hondo! ¡Qué hondo!  
¡Qué hondo es el mar!  
¡Ay, mamá! (*Clap, Clap, Clap*)  
¡Mamacita! (*Clap, Clap, Clap*)  
¡Ay, mamá! (*Clap, Clap, Clap*)  
¡Mamacita! (*Clap, Clap, Clap*)  
¡Ay, mamá! (*Clap, Clap, Clap*)  
¡Mamacita! (*Clap, Clap, Clap*)  
¡Ay, mamá! (*Clap, Clap, Clap*)  
¡Mamacita! (*Clap, Clap, Clap*)  
¡Qué hondo es el mar!

### 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

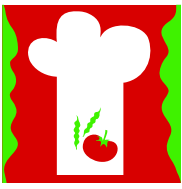
**Snack:** Instruct children how to put together their snack:

- To make each oyster, spread a layer of pink frosting on the bottom of a small, round wafer cookie then gently press a yogurt-covered raisin on top.
- Next, position another wafer cookie on top, anchoring one edge in the frosting.
- Then have the children dab on white frosting eyes, then use a toothpick dipped in black food coloring to add pupils.  
\*\* If time permits have children make two oysters\*\*
- When they are done with their snack call parents for they can see the snack their child created. If it's ok with them the children can eat their snack.



### TALK ABOUT IT

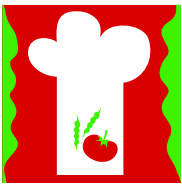
- Ask children what they learned today in class?
- Ask them what will they do if they ever found an oyster?
- Ask them if they liked their oyster snack?



Ocean:  
Pictures of an Oyster

Snack Attack

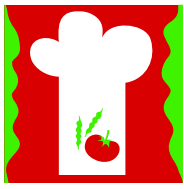




Ocean:  
Pictures of an Oyster

Snack Attack

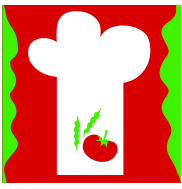




Ocean:  
Pictures of an Oyster

Snack Attack





## Book Translation: La Pequeña Ostra

## Snack Attack

Era una vez, una pequeña ostra que vivía en el océano. Descubriendo que sería ella y asegurándose que podría ser.

Sus papas siempre la decía tu vas a crecer grande y fuerte, y antes de que te lo imagines ese día vendrá.

La pequeña ostra fue a la escuela, un lugar donde tienes que hacer todo el esfuerzo por sobresalir y ella descubrió que es muy difícil sobrevivir.

La pequeños pescaditos eran malos, los comentarios y actos que hacían eran groseros, tanto que le molestaba a la pequeña ostra y la ponían de malas.

Ahora, la pequeña ostra era dura, y fuerte, ya no le lastimaban sus sentimientos y todo el día los escondía.

Cuando la pequeña ostra llegaba a su casa sacaba todos sus sentimientos, por que tenia que ser una ostra que ella no quiera ser.

¿Qué pasa?, ¿Por qué mi bebe esta Trieste?, Su mama pregunto; la pequeña otra limpio sus lagrimas y le dijo a mama que tubo un día malo en la escuela.

La pequeña ostra se soltó a llorar, "no llores, tu concha la tienes para protegerte" dijo su mama y tu eres muy especial.

"Yo se que mi concha es dura y adentro de mi es suave" la pequeña ostra le contesto.

"Pero la pequeña ostra recordó, que un pedazo de arena comienza como una irritación y termina como algo grande.

Una sonrisa apareció, en la pequeña cara de la ostra, como ella aprendía la perla crecía, y su corazón se llenaba de felicidad.

Talvez sus palabras entraron en el fondo se su caparazón, Oh que duro es, pero al final tu brillaras como tus palabras y tus escalas.

La pequeña ostra abrazo a su mama y le agradeció por sus consejos.

Desde ahora ella se preocupara por ella misma y no por el comportamiento de los otros peces.

Colorín colorado este cuento se a acabado.





# Ocean: Seashore Collage

## Story Time

### OVERVIEW

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

### SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Seashells by the Seashore By: Marianne Berkes
- Spanish Book: Conchas Marinas por la Costa del Mar (Translated)
- English Song: She Sells Seashells
- Spanish Song: Lindo Pescadito
- Brown construction paper
- Blue construction paper
- Shells patterns
- Crayons
- Glue stick
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Pre cut water waves from blue construction paper.
- Make copies of shells template.

### INTRODUCTION

- Introduce topic to students.
- Lead the children in a conversation about things related to the ocean. What do we see when we go to the ocean? What type of things live in the ocean? What does it smell like at the ocean?
- Tell children that one thing we can do in the ocean is look for shells. Ask children who likes to collect sea shells?

### ACTIVITY #1

#### Book Reading:

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

### ACTIVITY #2

#### Sing & Dance:

- Let children know that we will be singing a song about the ocean. Instruct children to follow along and to copy your movements as we sing the song together.
  - English – She Sells Seashells
  - Spanish – Lindo Pescadito

**ACTIVITY #3****My Ocean Collage:**

- Tell children they will get to do their own seashore collage.
- Give each child a brown construction paper and a blue wave strip.
- Tell children they will glue the blue strip on the bottom portion of the brown construction paper to represent the water.
- Give each child a template with shells. Tell them to color the shells and cut them out.
- Have children glue the shell on the top portion of the brown construction paper.
- Tell them they have now created their own seashore collage, and have found sea shells just like the girl in the story.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.

**TALK ABOUT IT**

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

- Ask children questions about the story?
- Ask children what they like best about the ocean?

**PARENT TIP SHEET**

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



## Book Translation: Conchas Marines por la Costa del Mar

Story Time

Sue camina por la orilla del mar tomando el sol, ella recoge conchas del mar una por una.

Aquí hay una hermoso bígaro, Vamos a encontrar mas conchas; como una estrella.

Las conchas salen del mar azul. Estoy buscando una pequeña patita de pato para que Sue pueda tener dos.

Una criatura vive aquí en esta concha. Aquí hay una frágil concha de hormiguero, ahora tengo tres.

Cuando los animales mueren, lavamos las conchas para guardarlas. Aquí tengo una concha de oliva vacía, eso nos lleva a tener cuatro.

Ya teniendo muchas conchas, no es tiempo de nadar. Un festón es de forma curiosa - eso hace cinco.

Muchas conchas que podemos revolver. Si encontrara una concha de caracol fueran seis.

¡Como una concha de mar reluce con el brillo del sol! Aquí hay una concha de ostra, eso hacen siete.

La marea esta rodando y se esta haciendo tarde. Esta concha parece una zapatilla, ahora son ocho.

Estamos corriendo através de la playa y encontramos muchas conchas. Queremos encontrar una concha de luna que nos hagan nueve.

"Tenemos increíbles conchas" y el hermano de Sue encontró una concha pluma. Ahora tienen diez. ¿Crees que le gusten a la abuela?

"La Abuela camina por esta playa, como tu y yo Ben"

A ella le encanta encontrar diferentes conchas y este tesoro que tenemos va ha se una sorpresa para ella.

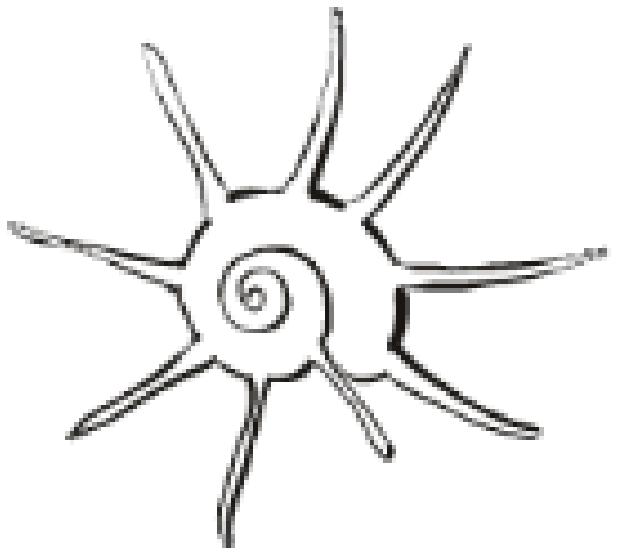
"Yo tengo una" dijo el amigo de Ben, Evan. El agrego una concha arca muy pesada, ahora son once.

Ellos lavan las esculturas de conchas para ponerlos en los anaqueles de la Abuela. Encontramos una concha de berberecho y tendremos doce.

Tenemos doce conchas del Mar, ¡pero esperen!, ¿que es esto? Un caracol de mar que esta vivo. Necesitamos ponerlo de nuevo en el mar, para que este su casa.

Evan lo tomo y lo puso abajo en la orilla del mar. El vive adentro de la concha y puede gatear una vez más.

¡Feliz Cumpleaños Abuela! Y mucho más. Tenemos un regalo especial para ti – conchas de mar de la orilla del mar.



## She Sells Seashells

Sally sells seashells by the seashore.  
She sells seashells on the seashell shore.  
The seashells she sells are seashore shells,  
Of that I'm sure.  
She sells seashells by the seashore.  
She hopes she will sell all her seashells soon.  
If neither he sells seashells  
Nor she sells seashells,  
Who shall sell seashells?  
Shall seashells be sold?

## Lindo Pescadito

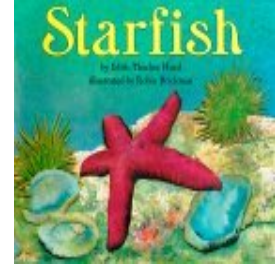
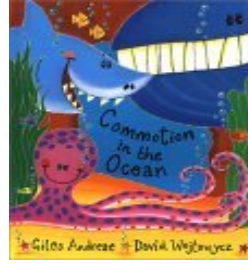
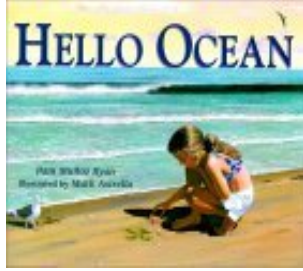
En el agua clara que brota la fuente, un lindo pescado sale de repente.  
Lindo pescadito no quiere salir a jugar conmigo? Vamos al jardín.  
Yo vivo en el agua: no puedo salir.  
Porque si me salgo, me puedo morir.  
Lindo pescadito no quieres salir a jugar conmigo? Vamos al jardín.  
Mi mama me dijo ino salgas de aquí porque si tu sales te vas a morir.  
Lindo pescadito, yo te debo amar porque a tu mamita sabes respetar.



# Parent Tip Sheet: Ocean

# Storytime

## BOOKS



## ACTIVITIES

### Ocean in a Bottle

#### What You Need:

- Bottles (peanut butter jars, baby food jars, etc.)
- Sand
- Sea Creatures
- Rocks /Water

#### What You Do:

Let your children put sand and small rocks in a bottle. Then have them add small plastic sea creatures and grass (seaweed) Finally have them add water and salt. This makes a cute and fun "Ocean In A Bottle." Note: Super glue the lids shut so your children can not open them

### Wax Paper Sea

#### What You Need:

- Wax Paper
- Construction Paper
- Paint

#### What You Do:

Have your children paint their wax paper like the sea (blue and green paint). Then have them cut out different sea creature's shapes from the paper and stick them on the wax paper (the creatures will stick to the paint as it dries).

## SONGS

### A Sailor went to Sea

A Sailor went to sea, sea, sea.  
To see what he could see, see, see.  
But all that he could see, see, see.  
Was the bottom of the deep blue sea, sea, sea  
Note: Have your children repeat this getting faster and faster.

### Sticky Sticky Starfish

Sung to the Tune: "Twinkle, Twinkle Little Star"

Sticky, sticky little starfish,  
How I wonder what you are,  
Beneath the sea so cool and blue  
Can you see me as I see you?  
Sticky, sticky little starfish  
Beneath the sea so cool and blue!



# Consejos Para Padres: Océano

Hora de  
Cuentos

## LIBROS



## ACTIVIDADES

### Océano En Una Botella

#### Que Necesita:

- Botellas Chicas (comida de bebe o de crema de cacahuete)
- Arena
- Animales del Océano
- Agua/Rocas

#### Que se Hace:

Permita que su hijo/a le ponga arena y rocas en la botella. Después que le ponga las creaturas del mar y el alga marina. Por ultimo que agreguen igual y sal. Pegué la tapa con pegamento caliente para que el agua no se tire.

### Mar En Papel De Será

#### Que Necesita:

- Papel de Será
- Papel Constructivo
- Pintura

#### Que se Hace:

Los niños pintaran el papel de será azul. Permita que ellos corten diferentes figuras de criaturas del mar. Antes de que se seque la pintura deje que su hijo/a pegue las figuras en la pintura mojada. De esta forma no necesitara pegamento.

## CANCIONES

### Pececitos

Riquirrin  
Y Riquirran  
Son dos pececitos,  
Viven en el mar.....

Son tan parecidos,  
Que no se decir  
Cual es Riquirrin  
Y cual Riquirran.

### Tres Pescaditos

Tres pececitos se fueron a nadar,  
el mas pequeño se fue al fondo del mar,  
y un tiburón le dijo: ven acá...  
Ven, ven, ven, ven para acá  
No, no, no, no  
Ay no, no, no  
Porque se enoja mi mama.