



Fall: Creating My Own Pumpkin



OVERVIEW

In this activity children will learn about the fall season and practice their fine motor skills by; feeling the different textures of materials, brush painting, and creating their own Pumpkin.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Busy Little Squirrel by: Nancy Tafuri
- Spanish Book: La Ardilla Muy Ocupada (Translated)
- Chubby paint brushes
- Lunch size paper bags (1 bag for each pumpkin)
- Newspaper
- String or green ribbon
- Paint: orange, green, and black
- CD Music of Classical Music
- Baby wipes
- Small paper plates

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to children.
- Tell a child that during the fall season leaves change color and fall off the trees.
- Ask children what color leaves do we usually see? Show children pictures of different colored leaves (green, red, yellow and brown).
- Tell students that they will be learning about the Fall Season 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 – Autumn Leaves are Falling Down
- Spanish – Colores del Otoño

ACTIVITY #3

Instruct the children that they will now be tracing numbers making a “Paper Bag Pumpkin”.

- Pass out materials.
- Instruct children to stuff newspaper into each paper bag.
- Set out paints, paint brushes, paper bags and plates so children can paint their bags.
- Ask parents to assist their children by tying the paper bag closed with string or green ribbon.
- After children are done, have them clean up and put things away and sing the clean up song.
- When children are done with their project, ask them to clean up their area while you sing the “Clean Up” Song.

TALK ABOUT IT

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

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

PARENT TIP SHEET

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



Parent Tip Sheet: Fall Season



BOOKS



ACTIVITIES

Leaf Stick

What You Need:

- Googly Eyes
- Crayons or paints
- White craft glue
- Silk fall leaves or collect real leaves
- Popsicle stick

What You Do:

During the fall you will find real leaves nearby trees collect some leaves and use them for your activity by coloring or painting a popsicle stick, then glue the leaf to the stick, (If you use real leaves coat them with glue and let them dry before gluing to the stick) Add eyes to leaf by applying to small dots of glue and allow to dry completely. When done play with your child and sing songs about the fall season.

Leaf Photo Framed

What You Need:

- Popsicle sticks, glue
- Real leaves
- Favorite pictures
- Hole puncher and yarn

What You Do:

Collect small real leaves and gather all materials needed. Have your child paste his favorite picture on construction paper, paste popsicle sticks on every edge of the picture to make a frame. Have your child choose the fall leaves he wants to paste on the popsicle sticks. When done and glue is dry hole punch the top center and knit yarn thru to be hang on your child's favorite spot.

SONGS

Autumn Leaves

Autumn leaves are falling down, falling down,
falling down.
Autumn leaves are falling down, down, down on
the ground.
Rake them up and make a pile, make a pile,
make a pile.
Rake them up and make a pile, guaranteed to
make you smile.
Jump into the pile of leaves, pile of leaves, pile of
leaves.
Jump into the pile of leaves, taking turns if you
please.
Put a leaf in a book, in a book, in a book
Put a leaf in a book, in a few months take a look.

If You Know Fall Season

If you really love the Autumn slap your knees
If you really love the Autumn slap your knees
When it's beginning to get cold
And the leaves turn red and gold
Then it's back to school you go

Slap your knees
Slap your knees
Slap your knees.



Consejos Para Padres: El otoño



LIBROS



ACTIVIDADES

El Tronco y las Hojas

Que Necesita:

- Ojos Movibles
- Crayones o pinturas
- Pegamento textil
- Hojas de temporada o de ceda
- Palillos de paleta

Que se Hace:

Durante el otoño es fácil encontrar muchas hojas caídas de los árboles para coleccionar. Colecte lo necesario para esta actividad. Pídale a su hijo que pegue una hoja en el palillo con goma de pegar y déjela secar. Después de que este seco el proyecto, agregue dos gotas de goma de pegar para pegar los ojos. Cuando terminen juegue y cante canciones de verano con su hijo.

Cuadro para Fotos

Que Necesita:

- Palillos de nieve y goma de pegar
- Hojas de árbol de temporada
- Fotos de la familia
- Perforador y hilo de estambre

Que se Hace:

Usted y su hijo coleccionen hojas de árbol pequeñas y pídale a su hijo que primero empaste la su foto favorita en el papel de dibujo, después que ponga encima los palillos en cada orilla de la foto formando un marco. Pídale a su hijo que elija las hojas de árbol más pequeñas para decorar el marco. Al terminar la decoración hágale un agujeró en la parte en medio de la parte posterior añada hilo para que se pueda colgar en el lugar favorito de su hijo.

CANCIONES

Colores del Otoño

La piel del otoño es melocotón
 Sus mejillas huevo
 Sus ojos melón
 El otoño lleva
 Heno en los bolsillos
 Y unas zapatillas de color membrillo.
 La la la.
 El otoño pinta todo con café
 Naranjas tomates y gotas de miel.

El Otoño Llego

otoño llegó, marrón y amarillo
 otoño llegó y hojas secas nos dejó
 el viento de otoño
 sopla soplará
 y con hojas secas
 nos deja jugar
 otoño llegó, marrón y amarillo
 otoño llegó y hojas secas nos dejó



Fall: Geometric Tree

Barney & Friends

OVERVIEW

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

SKILLS

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

MATERIALS & PREPARATION

- MATERIALS:**
- English Book: Fall by: Barron’s
 - Spanish Book: El Otoño por: Barron’s
 - English Barney Clip: Autumn
 - Spanish Barney Clip: El Otoño
 - Tree template (printed on white cardstock)
 - Yellow paper (rectangles)
 - Red paper (circles)
 - Green paper (squares)
 - Orange paper (triangles)
 - Glue

- PREPARATION:**
- Prepare a sample project for demonstration purposes.
 - Cut yellow rectangles, red circles, green squares and orange triangles

INTRODUCTION

- **Show opening Barney & Friends clip**
- Introduce topic to students: Explain to children that fall is one of 4 seasons we have throughout the year.
- Ask children to describe how the weather changes during fall? What type of clothes do you have to wear?
- Is there anything that they notice about the trees during fall?
- 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 – Signs of Autumn
 - Spanish – Signos de Otoño
 - **Show Barney & Friends clip:** Autumn / El Otoño

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 fall tree made of different shapes like circles, squares, triangles, and rectangles.
- Instruct children to glue the shapes onto the cardstock tree template
- Ask parents to emphasize the shapes as children glue them onto the tree.
- Instruct children to say the color out loud of the shapes as they use them.
- Children can finish their project by naming all the shapes and colors of their fall tree!
- 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 fall season

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

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 Fall Season.
- Ask them to tell you what colors they used on their fall tree.
- [Show closing Barney & Friends clip](#)

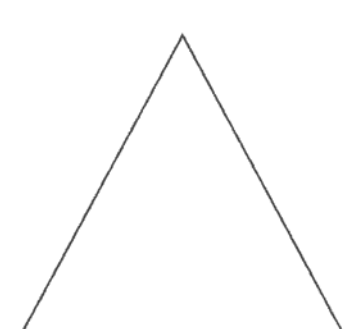
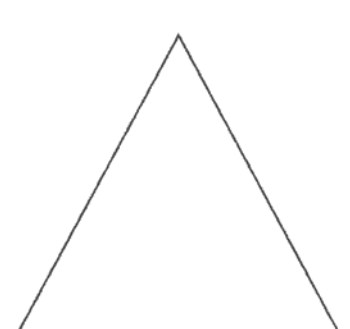
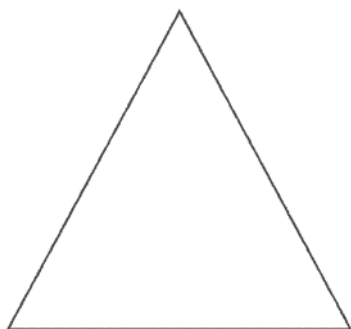
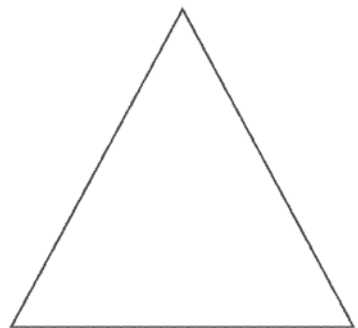
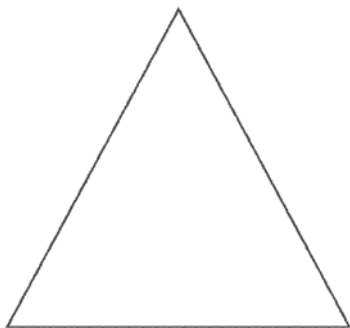
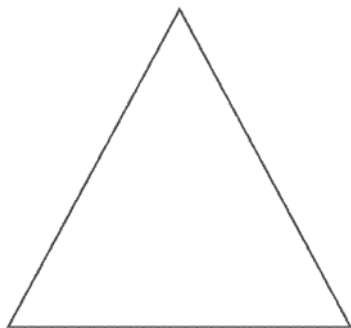
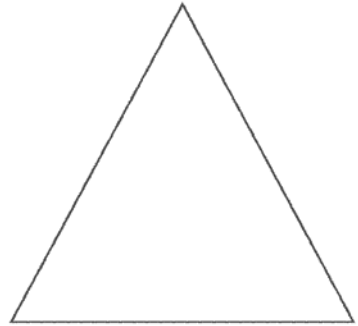
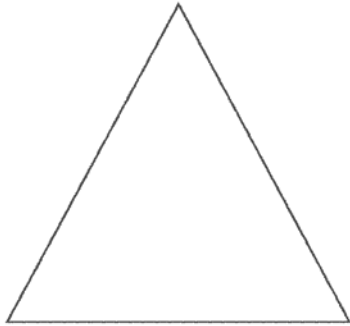
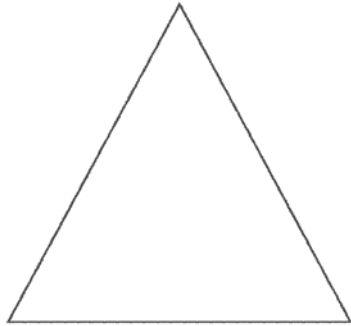
PARENT TIP SHEET

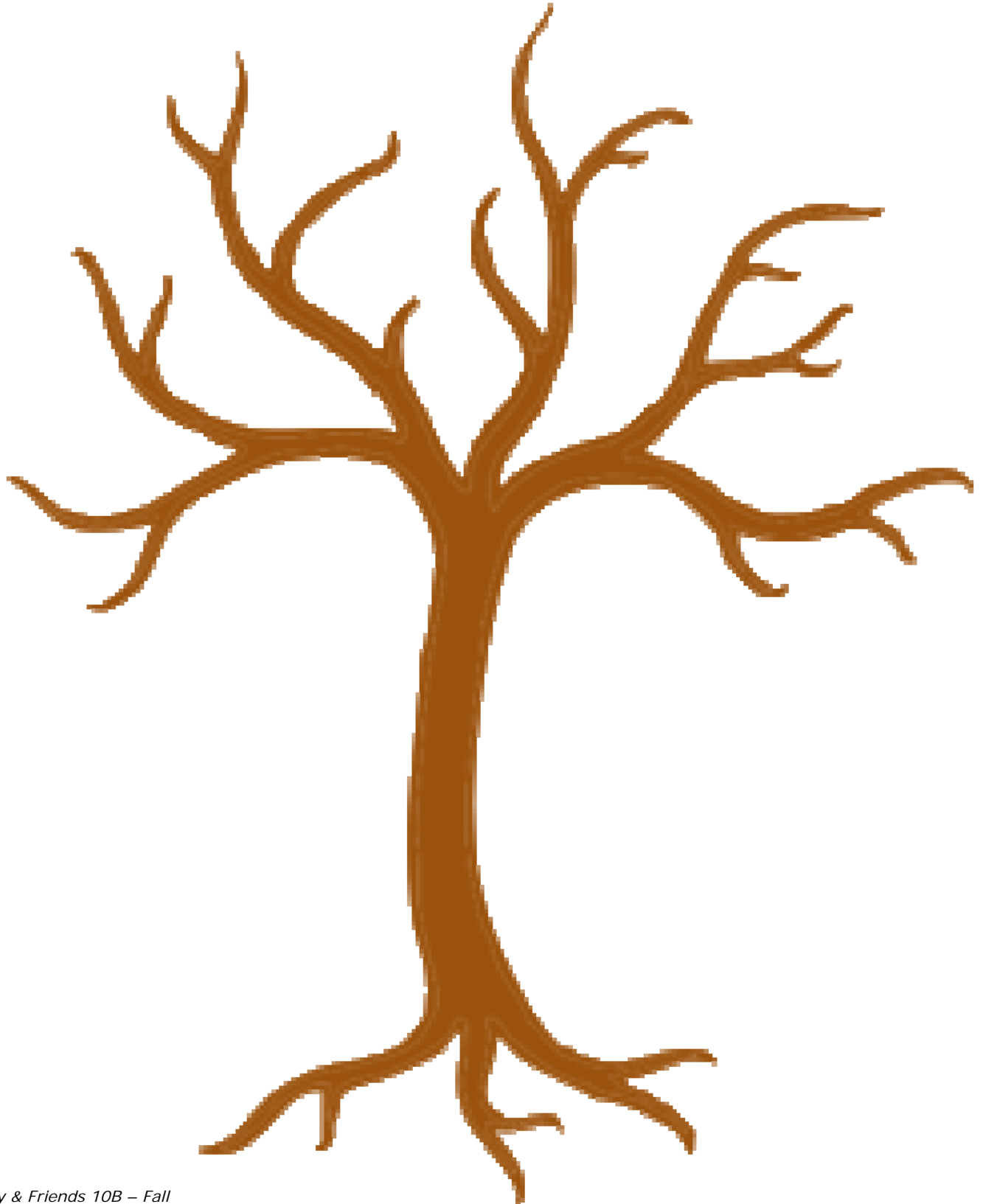
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about the fall season by reading, singing, and completing some of the suggested activities.









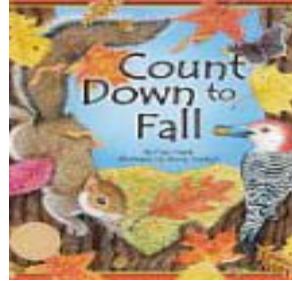
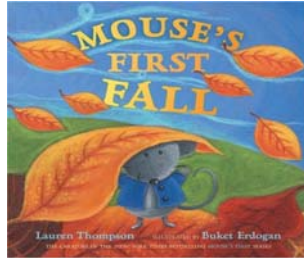




Parent Tip Sheet: Fall

Barney & Friends

BOOKS



ACTIVITIES

Fall Crown

What You Need:

- Scissors, glue, hole puncher
- Brown construction paper
- Tree branch sticks, tree leaves, dried flowers
- Yarn

What You Do:

Take a nature walks nearby trees and enjoy viewing the different colors of tree leafs and collect some sticks, dried flowers, and tree leafs. Cut out a wide strip lines piece of construction paper in to make your child's crown. Have your child paste the collected items and when he is done decorating make a hole on both endings tide it with yarn and put it on his head so he can wear a nice crown of natural items from the fall season.

Leaves Pasting

What You Need:

- Glue
- White construction paper
- Different types of texture tree leaves

What You Do:

Take a nature walk and collect leafs of different shapes, colors, patterns, and sizes. Have your sort and pasted leafs from the biggest to the smallest and talk to him about the texture of each one. Also make comparison of the difference of colors, and sizes.

SONGS

Falling Leaves of Autumn

Autumn leaves are a-falling;
 Red and yellow and brown;
 Autumn leaves are a-falling,
 See them fluttering down.
 Tra, la, la, la, la, la, la,
 Tra, la, la, la, la, la,
 Autumn leaves are a-falling,
 See them fluttering down. Autumn leaves from
 the treetops
 Flutter down to the ground,
 When the wind blows his trumpet,
 See them whirling around.
 Tra, la, la, la, la, la, la,
 Tra, la, la, la, la, la,
 When the wind blows his trumpet,
 See them whirling around.

Signs of Autumn

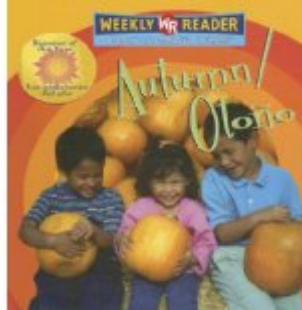
Signs of autumn are all around
 Apples, scarecrows, leaves on the ground.
 Cozy sweaters and pumpkin pie,
 It feels like autumn, my, oh, my.



Consejos Para Padres: El otoño

Barney Y Amigos

LIBROS



ACTIVIDADES

Corona Otoñal

Que Necesita:

- Tijeras
- Papel de construcción café
- Goma de pegar
- Palitos de ramas de árbol
- Hojas de árbol
- Flores secas
- Perforador de papel
- Hilo de estambre

Que se Hace:

Salga con su hijo a dar un paseo a un lugar cercano donde se encuentren árboles que estén soltando hojas. Recoja hojas pequeñas, palitos de ramas, y flores secas. Corte el papel con suficiente espacio para su hijo pueda empastar lo colectado. Cuando termine de decorar su corona, hágale un agujero, pónganle hilo, y amárreselo. Ya terminando la corona de objetos de temporada del otoño su hijo podrá ponérsela y lucirla.

Empastar Hojas

Que Necesita:

- Goma de pegar
- Papel de construcción
- Hojas de árbol de diferentes texturas en tamaños y colores

Que se Hace:

Salga a caminar con su hijo y colecte hojas de diferentes texturas como en tamaño y color. Seleccione las hojas de las más grandes a las más pequeñas. Pídale a su hijo que las empaste y Hagan comparaciones hablando sobre las texturas y colores de cada hoja.

CANCIONES

Otoño

Están llenas las calles de hojas amarillas, verdes y rojas.
Es la estación de la lluvia, que acaricia con dulzura.
Es el tiempo de castañas, manzanas y calabazas.
Es la estación de los bosques cuando cambian sus colores.
Es el tiempo de decir adiós al verano con mucho entusiasmo.
Es la estación de viento, que acaricia mi rostro a la entrada del colegio.

Signos de Otoño

Signos de otoño son alrededor de las manzanas, Espantapájaros, deja sobre el terreno.
Suéteres acogedoras y pastel de calabaza, se siente como otoño, oh, que rico!



Letter Recognition: Learning My Letters: U, V, W

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

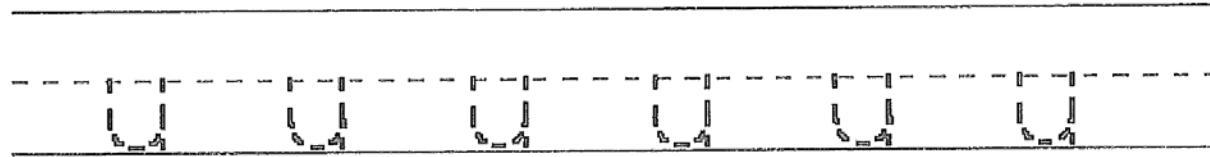
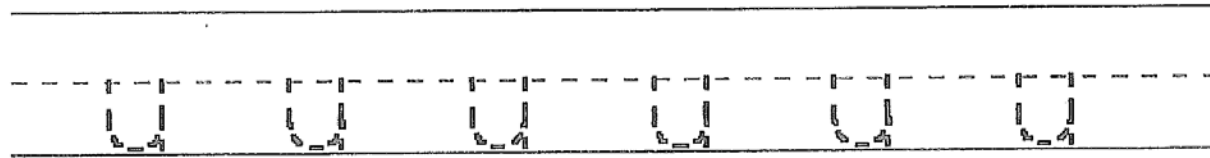
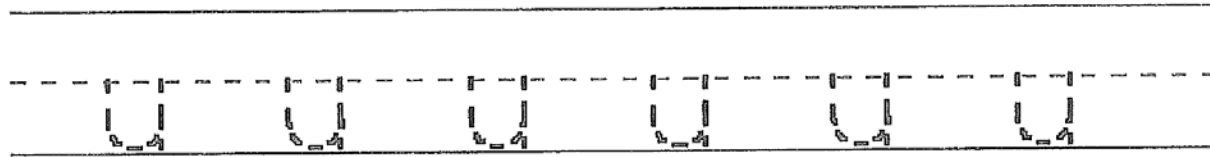
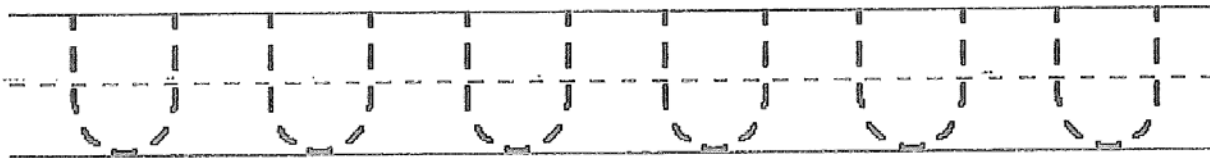
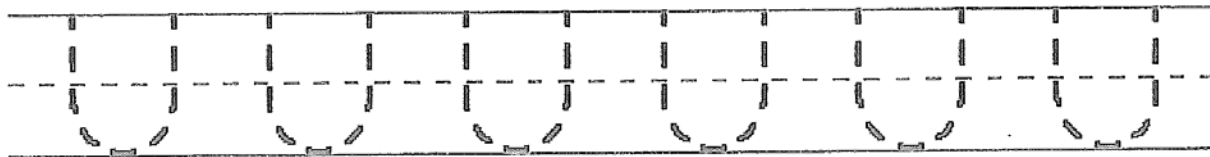
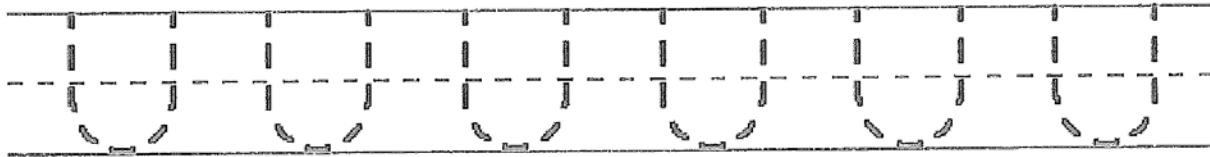
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters U,V,W

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

u u u u u u u u u u u u u u u u

u u u u u u u u u u u u u u u u

Blank handwriting lines (dashed middle line, solid top and bottom lines)

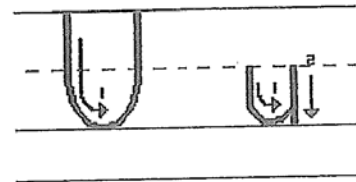
u u u u u u u u u u u u u u u u

Blank handwriting lines (dashed middle line, solid top and bottom lines)

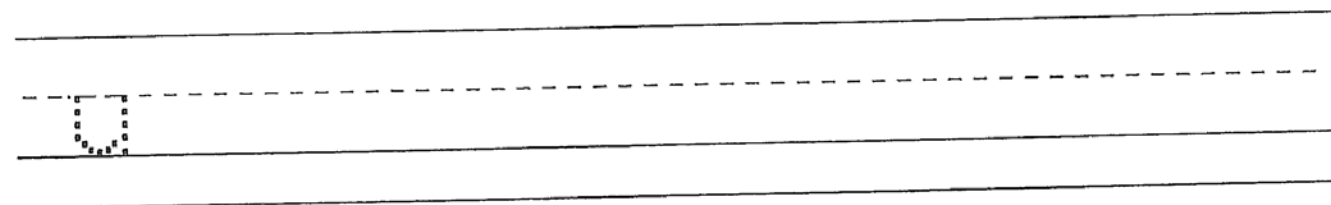
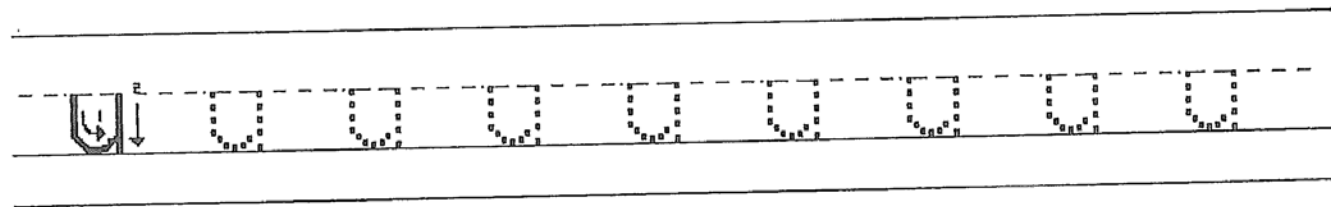
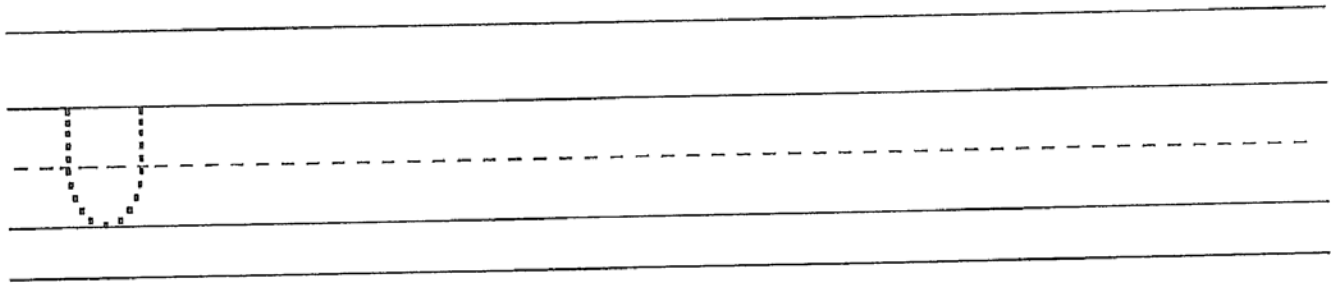
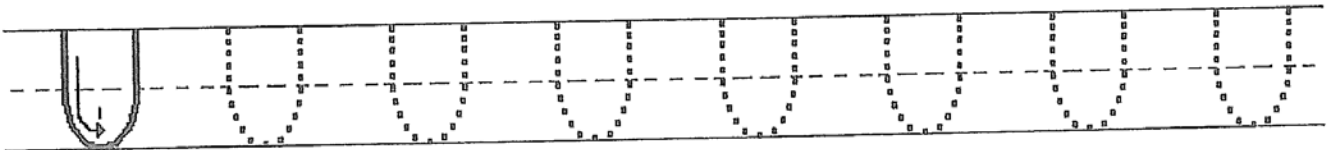
Me llamo: _____



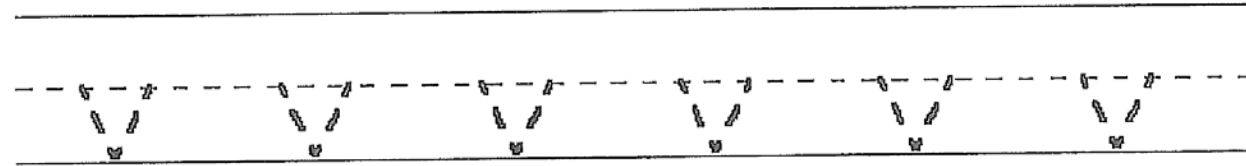
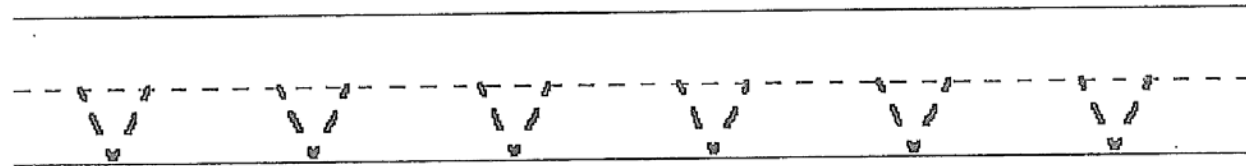
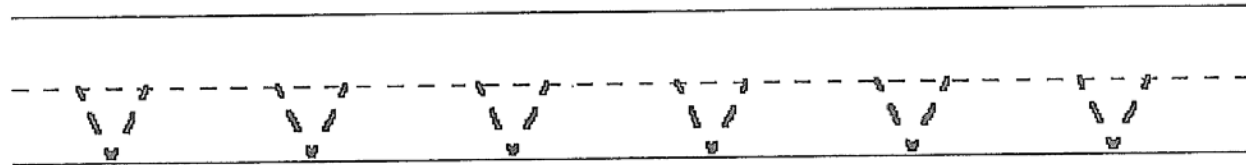
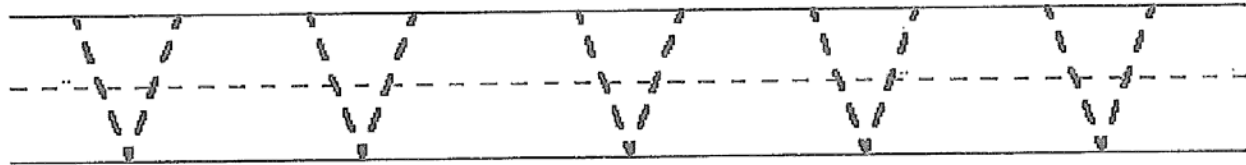
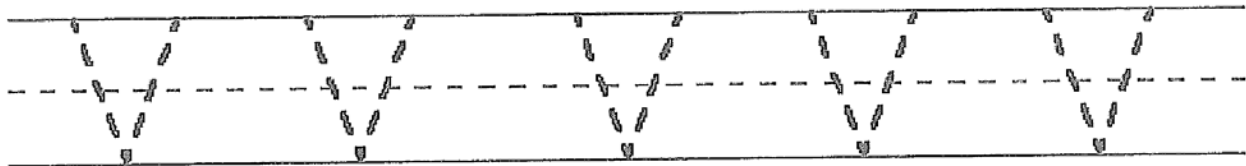
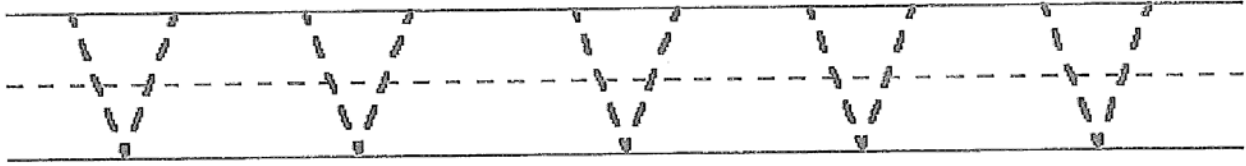
U
es para
UNICORNIO
(M)



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



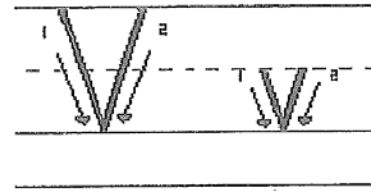
Name _____



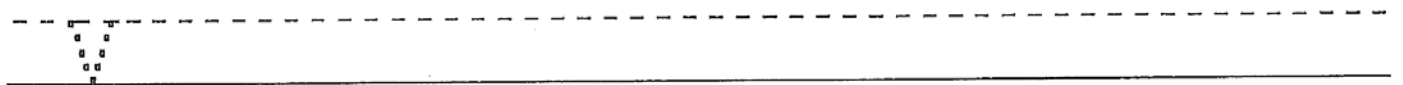
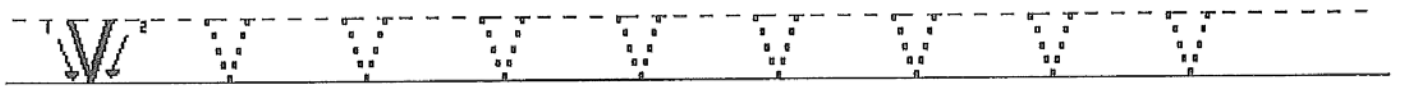
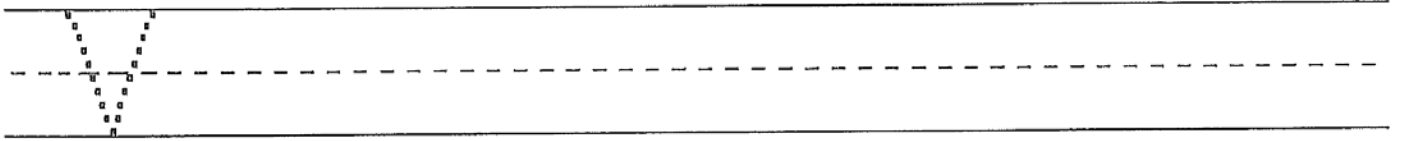
Me llamo: _____



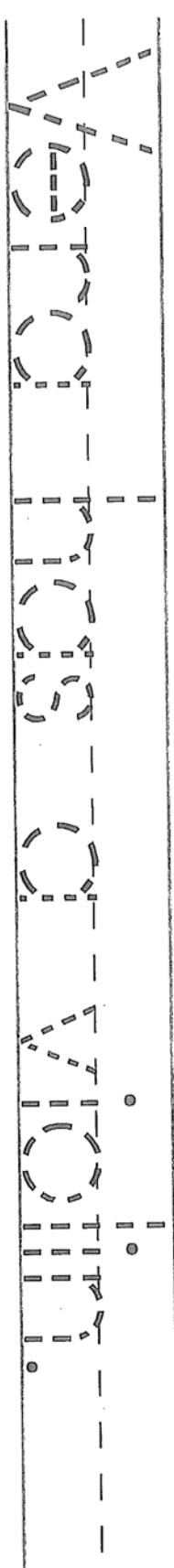
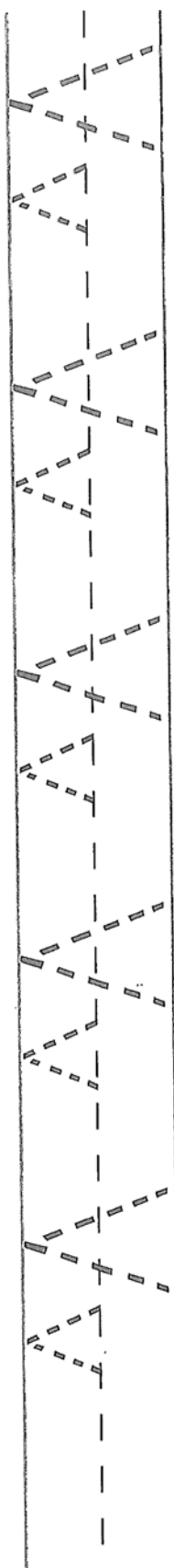
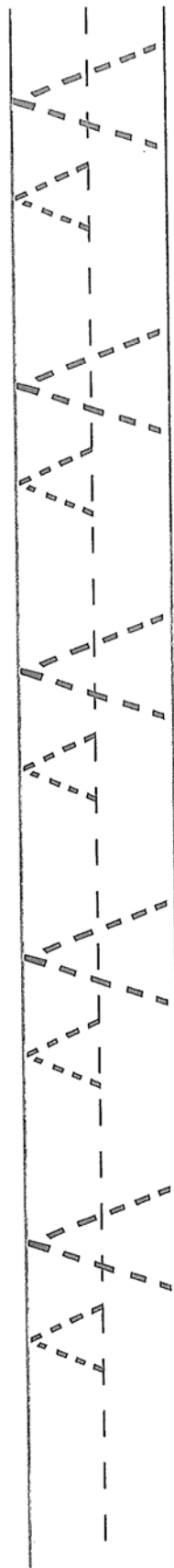
V
es para
VERDE
(ADJ)



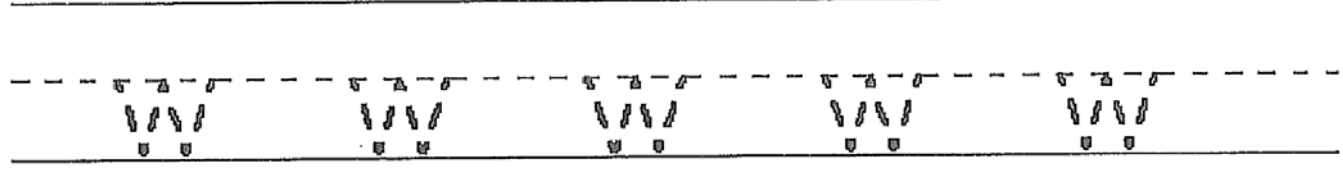
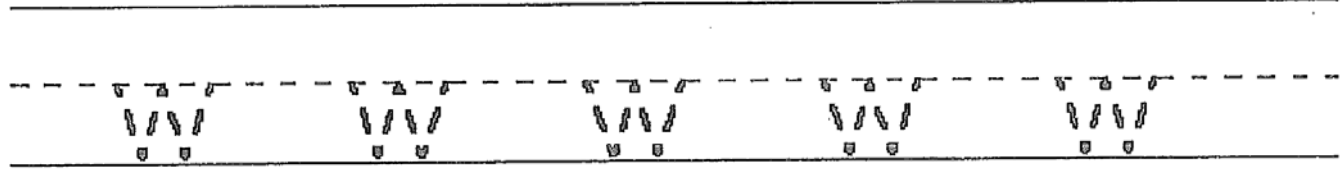
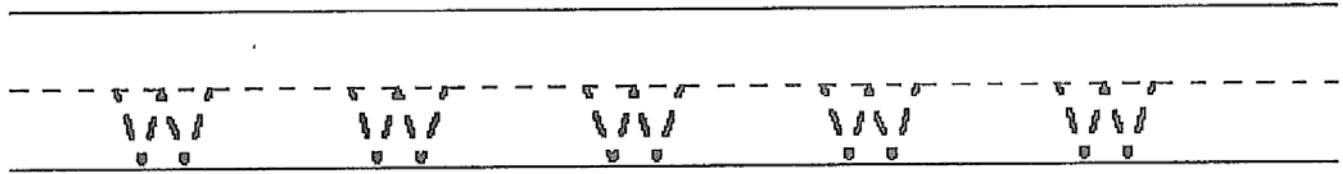
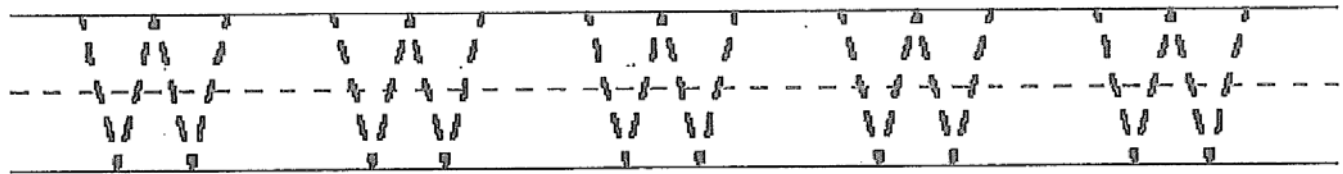
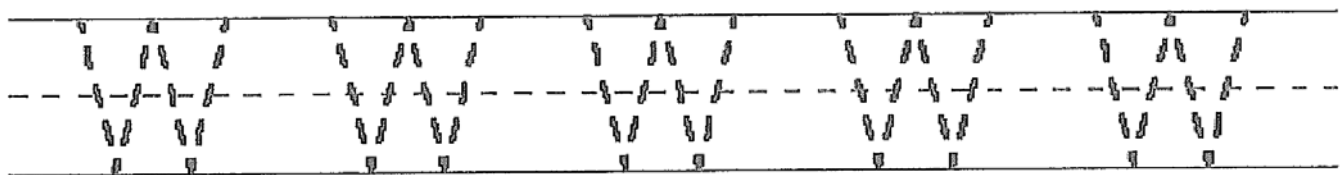
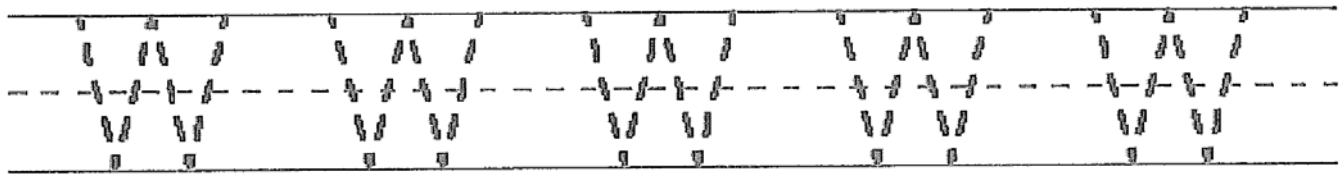
*Para ver la animación,
mueva su ratón sobre
una letra.*



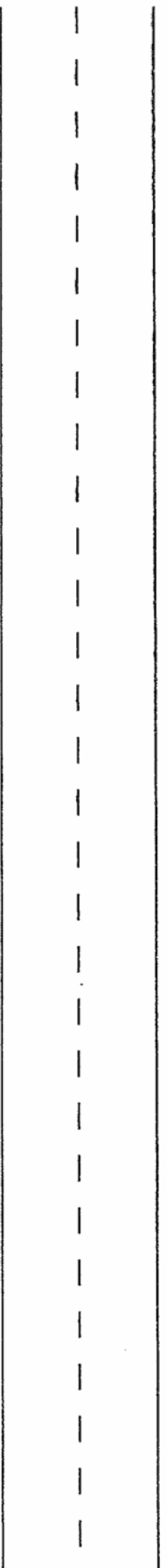
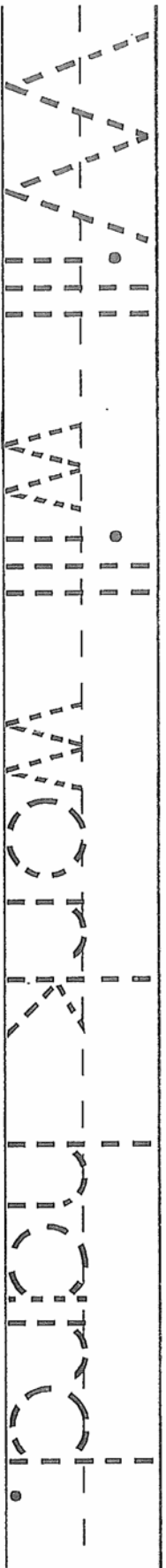
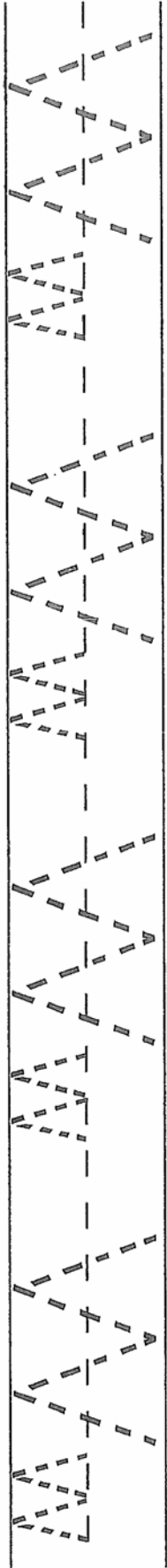
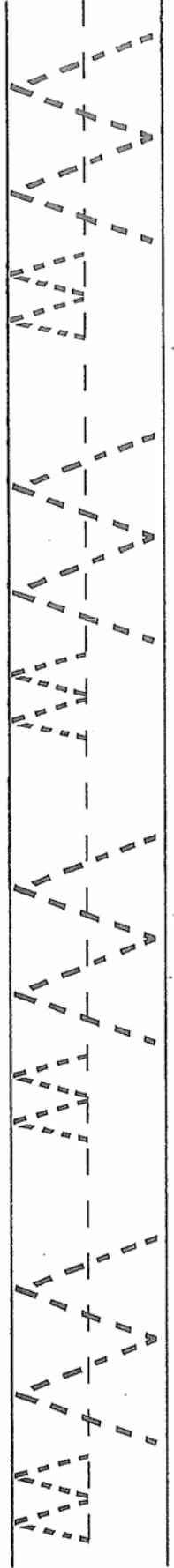
Instructions: trace and then copy letters or words




Name _____



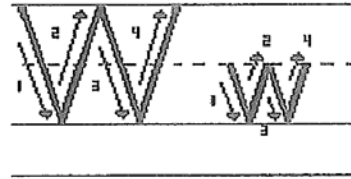
Instructions: trace and then copy letters or words



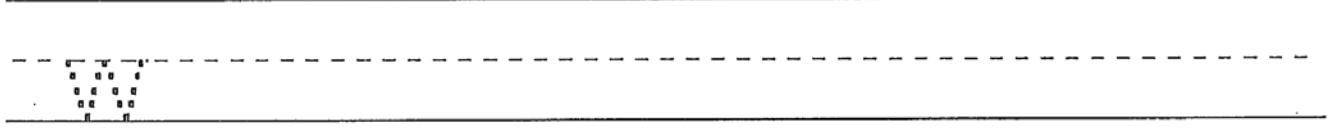
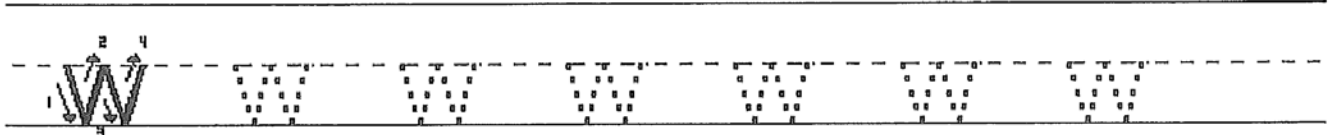
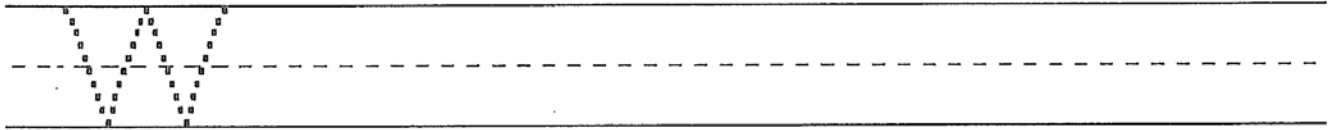
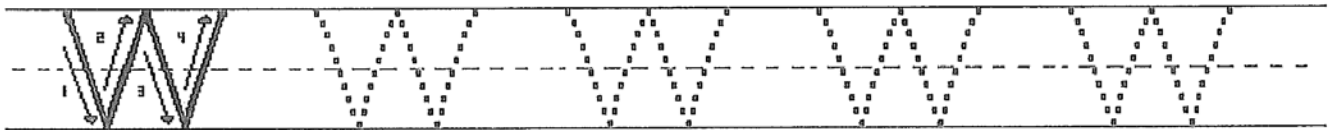
Me llamo: _____



W
es para
W (ASL)



*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, 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.



Discovery

Using all the Senses

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

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

MATERIALS

Discovery 1a, Sensory Assessment Worksheet



Descubrimiento

Usando todos los Sentidos

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

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

MATERIALES

Descubrimiento 1a, La Hoja de Evaluación Sensorial

Discovery

Sensory Assessment Worksheet

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

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

Taste

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

The Infants strongest senses seem to be:

The infants weaker senses seem to be:

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

Descubrimiento

Hoja de Evaluación Sensorial

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

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

Sabor

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

Los sentidos mas fuertes del bebé parecen ser:

Los sentidos mas débiles del bebé parecen ser:

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



Discovery Massaging

Cuddle Crew 1
0-6 months

GOAL

For the baby to respond to touch from loving hands.

EXPERIENCE

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

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

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

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

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

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

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

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

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

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

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

MATERIALS

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



Descubrimiento Masajes

Grupo de Bebes 1
0-6 meses

META

Para que el bebé responda al tacto de manos amorosas.

EXPERIENCIA

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

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

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

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

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

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

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

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

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

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

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

MATERIALES

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



Discovery Feeling Textures

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

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



Descubrimiento

Sensación de Texturas

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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



Discovery

Blowing through a Straw

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

Drinking straw



Descubrimiento

Soplando a través de un Popote

Grupo de Bebes 1
0-6 meses

META

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

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

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

MATERIALES

Popote de beber



Discovery

Smelling Different Scents

Cuddle Crew 1
0-6 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

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

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



Descubrimiento

Oler Olores Diferentes

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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

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



Discovery

Riding on a Blanket

Cuddle Crew 1
0-6 months

GOAL

For the baby to orient to different types of movement.

EXPERIENCE

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

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

MATERIALS

Large blanket, 2 adults



Descubrimiento

Montar en una Cobija

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

MATERIALES

Cobija grande, 2 adultos



Discovery

Playing with Water

Cuddle Crew 1
0-6 months

GOAL

For the baby to experience further sensation through water.

EXPERIENCE

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

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

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

MATERIALS

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



Descubrimiento Jugar con Agua

Grupo de Bebes 1
0-6 meses

META

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

EXPERIENCIA

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

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

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

MATERIALES

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



Discovery

Playing with Textured Containers

Cuddle Crew 1
0-6 months

GOAL

For the baby to refine his sense of touch.

EXPERIENCE

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

MATERIALS

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



Descubrimiento

Jugar con Contenedores de Texturas

Grupo de Bebes 1
0-6 meses

META

Para que el bebé refine su sentido del tacto.

EXPERIENCIA

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

MATERIALES

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



Introduction

Cuddle Crew

INTRODUCTION

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

INFORMATION

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

AREAS OF DEVELOPMENT

The areas of development we review are:

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

WRAP-UP

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



Introducción

Grupo de Bebes

INTRODUCCIÓN

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

INFORMACIÓN

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

ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

AL-FINAL

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



Discovery

Listening to Sounds

Cuddle Crew 2
6-12 months

GOAL

For the baby to enjoy listening.

EXPERIENCE

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

MATERIALS

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



Descubrimiento

Escuchar Sonidos

Grupo de Bebes 2
6-12 meses

META

Para que el bebé disfrute escuchando.

EXPERIENCIA

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

MATERIALES

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



Discovery

Crumpling and Uncrumpling

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

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

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

MATERIALS

Tape, butcher paper, construction paper, magazines



Descubrimiento

Arrugar y Desarrugar

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

MATERIALES

Cinta, papel de estraza, papel de construcción, revistas



Discovery

Exploring a Texture Box

Cuddle Crew 2
6-12 months

GOAL

For the baby to explore and discover many fabric textures.

EXPERIENCE

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

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

MATERIALS

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



Discovery

Explorar una Caja de Textura

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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



Discovery Blowing Bubbles

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

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

MATERIALS

Bubbles and bubble blower



Descubrimiento Soplando Burbujas

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

MATERIALES

Burbujas y Soplador de Burbujas



Discovery

Throwing a Tasting Party

Cuddle Crew 2
6-12 months

GOAL

For the baby to experiment with taste.

EXPERIENCE

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

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

Take note of which kinds of foods the baby likes.

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

MATERIALS

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



Descubrimiento

Hacer una Fiesta de Sabores

Grupo de Bebes 2
6-12 meses

META

Para que el bebé experimente con sabor.

EXPERIENCIA

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

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

Tome nota de cuales comidas le gustan al bebé.

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

MATERIALES

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



Discovery

Discovering Animals & Flowers

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

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

Invite him to touch and smell flowers.

MATERIALS

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



Descubrimiento

Descubriendo Animales y Flores

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

Invite al bebé a tocar y oler las flores.

MATERIALES

Animales amables; flores que crecen, o flores cortadas



Discovery

Experiencing Water Play

Cuddle Crew 2
6-12 months

GOAL

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

EXPERIENCE

Water play is soothing to babies of all ages.

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

Note: Always supervise children carefully when working with water.

MATERIALS

Small swimming pool or dishpan



Descubrimiento

Experimentar Jugar con Agua

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

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

MATERIALES

Piscina pequeña o la pila de lavar la vajilla



Discovery

Finger Painting with Pudding

Cuddle Crew 2
6-12 months

GOAL

For the baby to experience the freedom to smear.

EXPERIENCE

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

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

MATERIALS

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



Descubrimiento

Pintar con los dedos con Pudín

Grupo de Bebes 2
6-12 meses

META

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

EXPERIENCIA

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

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

MATERIALES

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



Fall: My Button Branch

Family Storytime

OVERVIEW

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

INFANT & TODDLER SKILLS

• DRDP I&T - #9 SSD9 – Interactions with Adults • DRDP I&T - #10 SSD10 – Relationships with Adults • DRDP I&T - #11 SSD11 – Interactions with Peers • DRDP I&T - #12 SSD12 – Relationship with Familiar Peers • DRDP I&T - #13 SSD13 – Social Understanding • DRDP I&T - #17 LLD4 – Reciprocal Communication • DRDP I&T - #18 LLD5 – Interest in Literacy • DRDP I&T - #20 COG1 – Cause and Effect • 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: Let it Fall By: Naryann Cicca-Leffler
- Spanish Book: El Otoño Por: Sian Smith
- White card stock paper
- Tree branch (1 per child)
- Buttons (in Fall Colors)
- Glue
- Give-away books

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Place fall 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 fall to the families.
- Explain to the children that there are four seasons: spring, summer, fall and winter. Ask them to tell you what they know about the fall season as this is a good way to engage conversation and promote learning.
- Talk about the weather we have during fall. Explain that the weather changes because the Earth is tilted and revolves around the Sun. Keep it simple when explaining this to young children.
- Discuss how the seasonal weather changes affect activities, clothing and the appearance of the outdoors. Ask the child to describe how the weather starts to change during the fall and what they notice about the outdoors (trees) during the season. Do they have to start wearing different kinds of clothing?
- Ask children what holiday they look forward to during the fall season (Halloween, Thanksgiving).

ACTIVITY #1

Book Reading:

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

ACTIVITY #2

Hands-on Art Activity:

- Tell children they will be making a fall button branch.
- Each child will receive a piece of white construction paper. Children will choose a branch and the buttons of their choice to create their craft.
- Instruct children to glue their branch onto their cardstock canvas.
- Once the branch is glued and dried, instruct children to begin gluing their beautiful buttons on the smaller branches to look like leaves on a tree. Allow to dry.
- Encourage parents to talk to their children about fall, the colors of fall, and the weather change while they complete their activity.



ACTIVITY #3

Family Book Sharing:

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

TALK ABOUT IT

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

- What did you learn about fall today?
- Which color of fall leaf is your favorite? Why?
- How is fall different from summer?
- 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.



Fall: Falling Leaves

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 - #27 COG1 – Cause and Effect
- DRDP - #38 PD1 – Gross Motor Movement
- DRDP - #39 PD2 - Balance
- DRDP - #42 HLTH2 – Healthy Lifestyle
- DRDP - #43 HLTH3 – Personal Safety

MATERIALS & PREPARATION

MATERIALS:

- CD Player/Music
- Assorted colorful scarves
- Mat
- Assorted colorlLeaves
- Wood blocks

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 – Fall Colors
 - Spanish – El Otoño Llegó

ACTIVITY #3

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

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

ACTIVITY #4

Gross Motor Activity

- **Balancing on Wooden Blocks**
 - Set up wooden blocks on the carpet in a straight line.
 - Tell children that they will be practicing their balancing skills by walking along the blocks on the carpet.
 - Have children get in a single file line, and tell them they can begin when the music starts.
 - Tell children that they can walk on the blocks in a variety of ways to help work different muscles in their body. Different ways to balance on the blocks can include:
 - Walking with their arms at their sides (as opposed to stretched out)
 - Walking sideways
 - Walking backwards

*This activity
can be done
if time
permits.*

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.

- **Falling Leaves**
 - Instruct children to stand in a circle. Ask one child to be your helper.
 - Let children know that in this activity they will be trying to catch leaves as they are thrown in the air. Tell them to listen carefully, as the only leaves they are to try to catch are those that are the color that you name prior to release.
 - Announce the color leaves that children are to catch. Ask your helper to throw the leaves in the air as high as they can.
 - Repeat this process until you have named all of the colors of the leaves you have available.

ACTIVITY #6**Cool Down:**

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

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

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



Fall: Music & Movement Songs

Motor Movements

ENGLISH

Fall Colors

Red and yellow, green and brown.

(count off colors on fingers)

Leaves are falling to the ground.

(simulate falling leaves with hands)

We pile them up OH SO HIGH:

('pile' leaves with hands)

Then we JUMP in!

(pretend to jump in)

My dog and I!

SPANISH

El Otoño Llegó

El otoño ya esta aquí

El otoño ya llego.

Sopla, sopla el viento y se aleja el sol

Las nubes se mueven la lluvia volvió.

El otoño ya esta aquí

El otoño ya llego.

Nueces y piñones vamos a coger

Uvas y castañas vamos a traer.

El otoño ya esta aquí

El otoño ya llego.



Fall: Fall Leaves

My 5 Senses

OVERVIEW

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

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Autumn by: JoAnn Early Macken
- Spanish Book: El Otoño por: Nuria Roca
- Leaves, walnut, acorn, pine cones, pumpkin, apples, apple and pumpkin scents
- 2 ½ sheets of orange construction paper
- 4 white sheets of copy paper
- Fall Stickers
- Crayons: red, yellow, green and brown
- Poem template
- Markers
- Stapler
- Search and Find worksheet

PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
 - **Hearing:** Tube with many leaves
 - **Sight:** walnut, acorn, pine cones and pumpkin
 - **Touch:** Opened pumpkin
 - **Taste:** Apples
 - **Smell:** Fall scents such as apple and pumpkin

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: Fall
- Tell the children that today they will learn about the fall season through their five senses.
- Tell children that during this season leaves change color and fall of the trees.
- Ask children what color leaves do we usually see? Show children pictures of different colored leaves (red, yellow, green and brown).

ACTIVITY #1

10 Minutes

Book Reading:

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

ACTIVITY #2

5 Minutes

Sing and Dance:

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

- English – Fall Colors
- Spanish - Frutos de Otoño

ACTIVITY #3

15 Minutes

Sensory Stations:

Now tell parents they will have the opportunity to take their children to each of the five stations so that they can deepen their understanding of the topic using their five senses.

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

- **Hearing station:** Let your child crunch up leaves in their hands to make confetti. Ask your child how they sound?
- **Sight station:** Place many fall items and have your child name them with you (walnut, acorn, pine cone and pumpkin). You can also talk about their color.
Touch station: Have your child feel the inside of a pumpkin. Ask your child how it feels?
- **Taste station:** Have your child taste apples. Ask your child how does it taste (sweet, sour, salty, etc)?
- **Smell station:** Have your child smell apple and pumpkin scents. Ask your child how it smells?

ACTIVITY #4

5 Minutes

Search and Find:

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

TALK ABOUT IT

5 Minutes

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

- Ask children if they can remember the 5 senses that they used today.
- Ask children to identify the color of leaves.
- Ask them to describe how the weather feels when it is fall.

PARENT TIP SHEET

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



Spot the Difference

My 5 Senses

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





Encuentra la Diferencia

Mis 5
Sentidos

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





Leaves

The leaves are falling down.
The leaves are falling down.
Red, yellow, green and brown.
The leaves are falling down.

Hojas

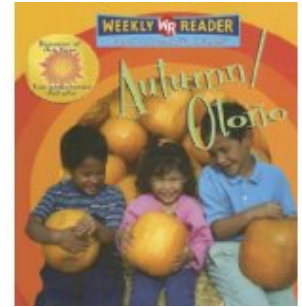
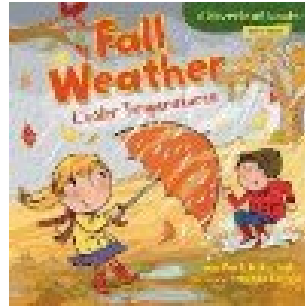
Las hojas se están cayendo.
Las hojas se están cayendo.
Rojas, amarillas, verdes y cafés.
Las hojas se están cayendo.



Parent Tip Sheet: Fall

My 5 Senses

BOOKS



ACTIVITIES

Fall Wreath

What You Need:

- Leaves, Acorns, and Pine Cones
- Brown Paint
- Paper Plate

What You Do:

Cut the center out of a paper plate and have your child paint the paper plate, brown. Next, go for a walk to find fall leaves, acorns and pine cones. When the plate is dry give your child glue and let him/her have fun. You can help your child make a bow to glue on the wreath.

You can use the hot glue gun to glue any loose pieces and the bow

Fall Sorting

What You Need:

- 4 Egg Cartons
- 12 Acorns, 12 Maple Seeds, 12 Pine Cones, 12 Leaves, or other fall objects

What You Do:

Place objects in small container or on the table. Encourage your child to sort the objects into the egg cartons. Talk about the item they are sorting.

SONGS

Fall Colors

Red and yellow, green and brown.
(count off colors on fingers)
Leaves are falling to the ground.
(simulate falling leaves with hands)
We pile them up OH SO HIGH:
(‘pile’ leaves with hands)
Then we JUMP in!
(pretend to jump in)
My dog and I!

Squirrel Song

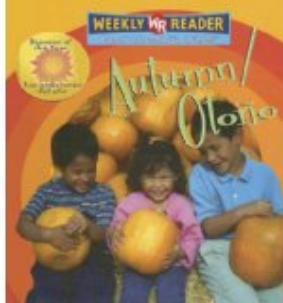
Gray Squirrel, Gray Squirrel
Shake your bushy tail
(pretend to shake tail)
Gray Squirrel, Gray Squirrel
Shake your bushy tail
(pretend to shake tail)
Wrinkle up your funny nose
(act out line)
Put a nut between your toes
(pretend to eat a nut)
Gray Squirrel Shake your bushy tail
(Pretend to shake a tail)



Consejos Para Padres: El Otoño

Mis 5 Sentidos

LIBROS



ACTIVIDADES

Corona de Otoño

Que Necesita:

- Hojas, Bellotas y Piñas de Pino
- Pintura Café
- Plato de Papel

Que se Hace:

Cortar el centro de un plato de papel y haga que su niño pinte el plato de papel, café. Después, vayan a caminar para encontrar hojas, bellotas y piñas de pino. Cuando el plato este seco déle a su niño pegamento y déjelo/la divertirse. Usted puede ayudar a su hijo a hacer un moño para pegarlo en la corona.

** Puede utilizar la pistola de pegamento caliente para pegar cualquier piezas sueltas y el moño **

Clasificar el Otoño

Que Necesita:

- 4 Cartones de Huevo
- 12 Bellotas, 12 Semillas de Arce, 12 Piñas de Pino, 12 hojas, o otros objetos de otoño

Que se Hace:

Ponga los objetos en un contenedor pequeño o en la mesa. Pídale a su niño que clasifique los objetos en los cartones de huevos. Hable sobre los objetos que están clasificando.

CANCIONES

Frutos de Otoño

Frutos del otoño vamos a coger,
Que después al colegio vamos a traer.
Las nueces y las castañas,
Piñones, uvas y miel,
Almendras y mandarinas
Mi cesta la llenare.
Frutos del otoño vamos a coger,
Que después al colegio vamos a traer.

El Otoño Llegó

El otoño ya esta aquí
El otoño ya lleigo.
Sopla, sopla el viento y se aleja el sol
Las nubes se mueven la lluvia volvió.
El otoño ya esta aquí
El otoño ya lleigo.
Nueces y piñones vamos a coger
Uvas y castañas vamos a traer.
El otoño ya esta aquí
El otoño ya lleigo.



Fall: Parachute Leaf Toss

Playing to
Learn

OVERVIEW

Children will learn about fall as they play games with their parents. Children will take home one of the games played today so that parents can duplicate the activities at home and extend the learning experience.

SKILLS

- DRDP – #5 SSD5 – Taking Turns
- DRDP – #7 SSD7 – Relationships with Adults
- DRDP – #29 COG3 – Memory and Knowledge
- DRDP – #29 COG3 – Memory and Knowledge
- DRDP – #32 MATH1 – Number Sense of Quantity and Counting
- DRDP – #38 PD1 – Gross Motor Movement
- DRDP – #40 PD3 – Fine Motor Skills

MATERIALS & PREPARATION

Materials:

- Ziploc bags
- Game prizes
- Stickers
- Dice
- Dice boards
- Ziploc bags (1 per child)
- Parachute
- Leaves (felt, silk, etc.)
- Buttons

Preparation:

- Prepare take home activity set for each participant: fall dice game.
 - Make copies of game board
 - Place dice, buttons and game board in a Ziploc bags.
- Prepare Parachute leaf toss by placing a variety of leaves into a wicker basket.

INTRODUCTION

- Introduce topic to students: Tell children that today they will learn about the season of fall.
- Ask children if they know what a season is?
- Explain to them that a season is when we experience a change in weather.
- Tell them that we are in the season of fall/autumn.
- Tell the children they will be playing a game today about leaves. The reason being that leaves fall from trees during the autumn season.

ACTIVITY #1

Parachute Leaf Toss:

- Tell children we will first play a game together called parachute leaf toss.
- Instruct children to gather in a circle. Take out the parachute and place it on the ground in the middle of the circle.
- Ask parents and children to gather the leaves found in the wicker basket and to place the leaves in the center of the parachute.
- Tell children that they will now take a handle (if the parachute has one) on the parachute.
- Let children know that they will be making the leaves float to the ground as they pick the parachute up and down. Explain that this is similar to what happens during fall because leaves fall to the ground from the trees.
- Direct children to drop the parachute as soon as the leaves begin to fall, and to try to catch them before they hit the ground.

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

- Their child's ability to participate in a cooperative activity.
- Their child's ability to listen and respond with the appropriate action.
- Their child's ability to develop hand eye coordination.

ACTIVITY #2

Fall Numbers Game:

- Tell children they will now play a fall dice game with their parents.
- Pass out a Ziploc bag to each family.
- Tell participants that each bag contains two game boards, game pieces and one dice.
- Have each players select a game board.
- Parent and child will take turns rolling the dice. As they roll a particular number, they will cover that number on their game board with a game piece.
- Play continues until one of the players has covered all the numbers on the game board.

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

- Their child's ability to recognize numbers.
- Their child's ability to count.
- Their child's ability to take turns.

ACTIVITY #3

Sing a Song:

All the Leaves are Falling Down

Tune: "London Bridges Falling Down"

All the leaves are falling down, falling down, falling down (Imitate leaves falling down)
All the leaves are falling down, it is fall.

Take the rake and rake them up, rake them up, rake them up (Imitate raking leaves)
Take the rake and rake them up, it is fall.

Make a pile and jump right in, jump right in, jump right in, (Children jump forward)
Make a pile and jump right in, it is fall.

El otoño ha llegado

El otoño ha llegado
Y las hojas se han secado
Sopla el viento
Y las hojas se caen en un momento.

Y como hace frío
La estufa se ha encendido,
El calor del fuego
Me hace sentir como nuevo.

Voy al huerto
Y de granadas lleno el cesto,
Voy al campo
Y un almendro planto.
Viene una ardilla
Y se sienta en la silla;
El zorro tan astuto
Se esconde tras el arbusto.

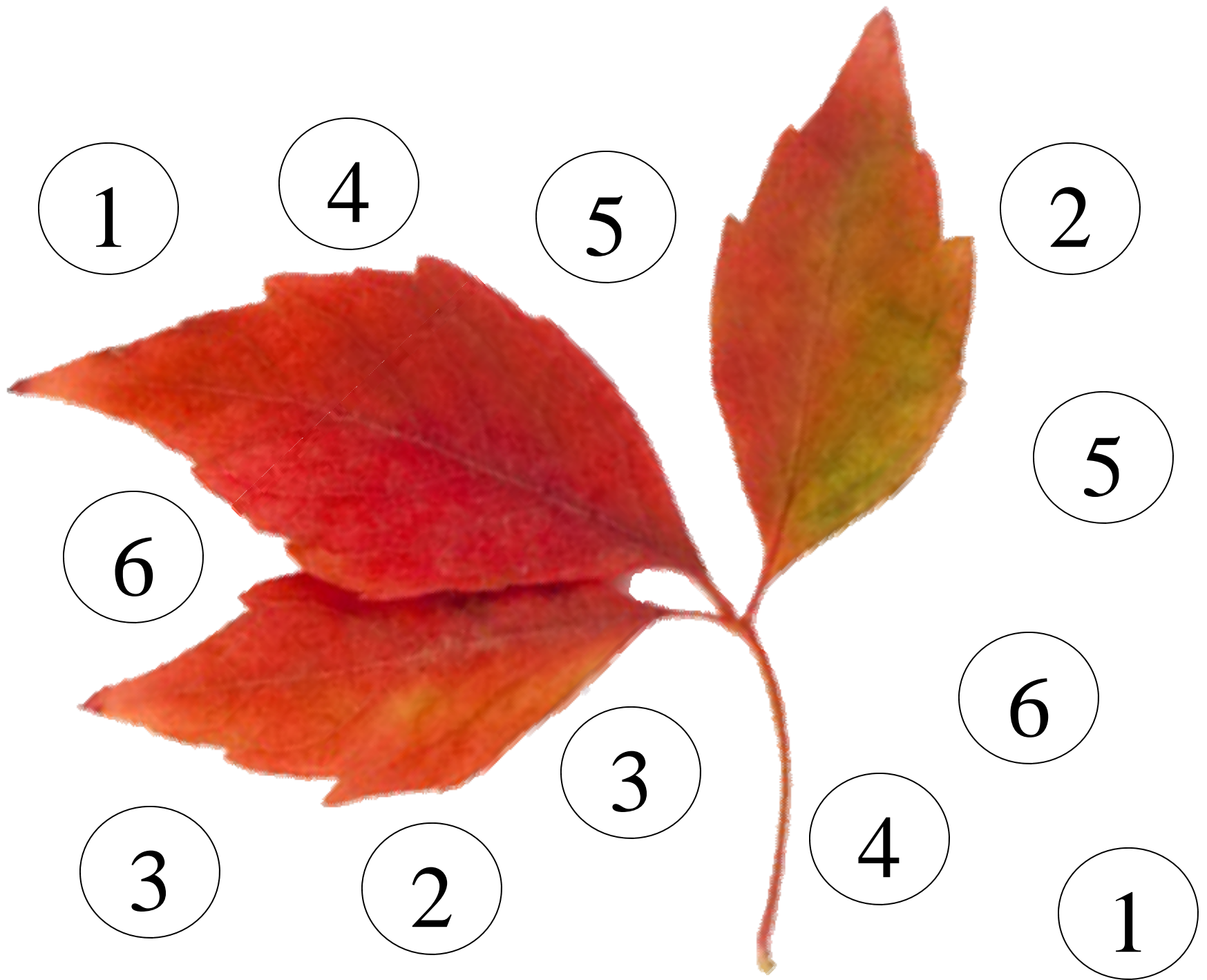
Qué más puedo decirte
Si el otoño es tan triste.

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

- Their child's ability to sing and follow rhythm.
- Their child's ability to participate in a group activity.

TALK ABOUT IT

- Remind children about the season of fall.
- Talk to the children about the games they played. Prompt them to discuss why leaves fall from the trees during the season of autumn.
- Encourage children to keep an eye out for trees that are losing their leaves. They can play a game in the car in which they identify falling leaves.
- Tell children to take their game home so that they can play it again with their parent, sibling or guests.
- Remind Parents that playing games is a good way to teach their children skills that will help them be successful when they go to Kindergarten.
- Give each child a sticker prior to leaving the classroom.



1

4

5

2

6

5

3

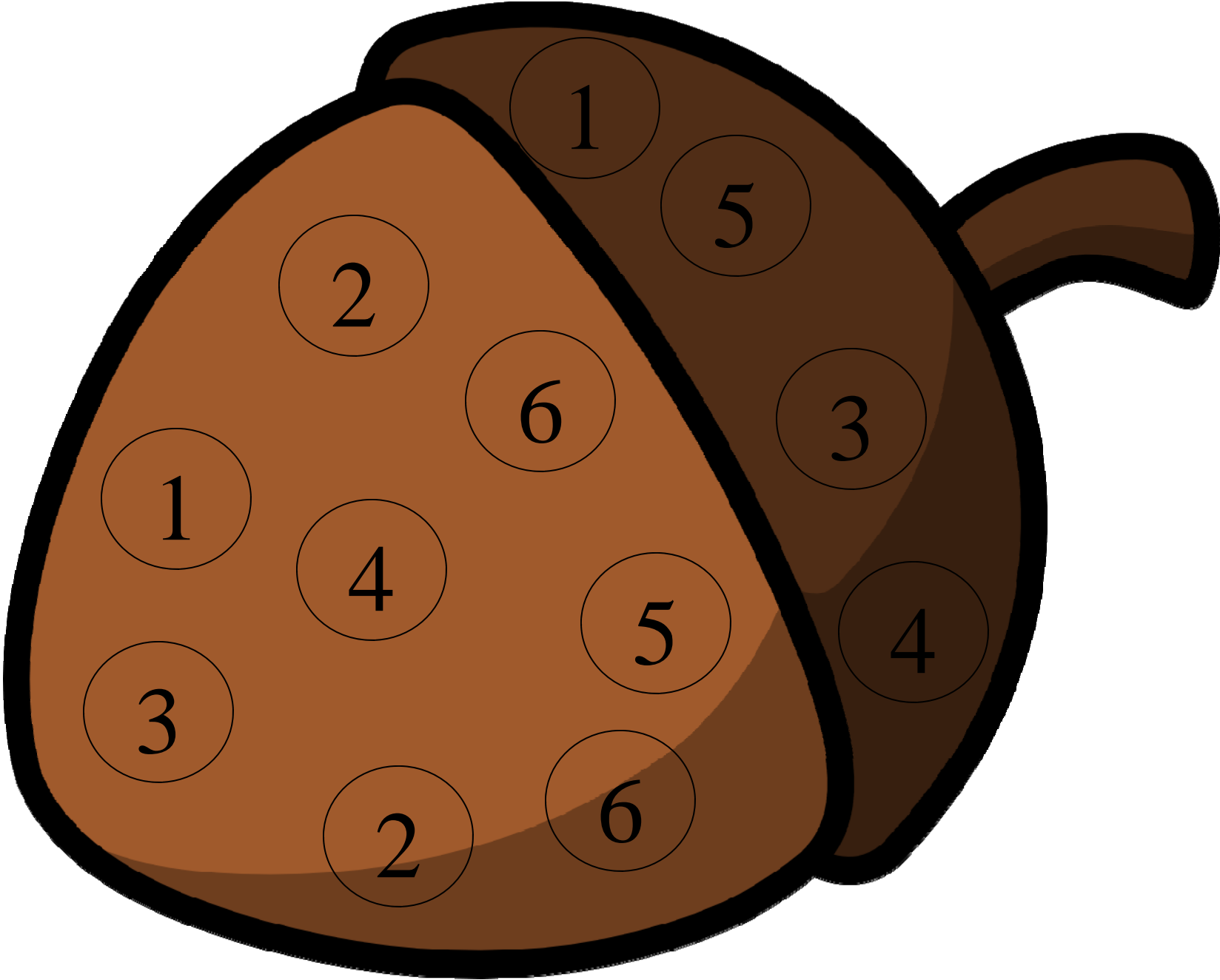
2

3

6

4

1





Fall: Fall Brings...

Sesame Street Fun!

OVERVIEW

In this activity children will learn about Fall and the things that occur during this season. Children will do their own book about fall.

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 - #27 COG1 - Cause and Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: How Do You Know it is Fall? By: Allan Fowler
- Spanish Book: ¿Como sabes que es otoño? Por: Allan Fowler
- English Video/Sesame Street: Seasons
- Spanish Video/Plaza Sésamo: Estaciones del Año
- "Fall Brings" Book Template
- Crayons
- Green Curling Ribbon
- Glue Stick
- White Glitter
- Stapler
- Ink Pads: Orange & Red

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of booklet cover and pages.
- Cut and curl green curling ribbon.

INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students: Tell children that today they will be learning about the season we call Fall.
- Ask children: What are some of the signs that nature provides to us to let us know that fall is coming (falling leaves, apples, fall holidays, weather).

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 - Leaves, Leaves, Leaves
 - Spanish - El Otoño Ya Comienza Otra Vez
- [Show Sesame Street Clip: Seasons / Estaciones del Año](#)

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 a book about fall.
- Read a copy of the sample "Fall Brings" booklet.
- Invite children to color pages 1-4.
 - Page 1: Pass out curling ribbon and instruct children to tacky glue the ribbon to the pumpkins they colored on page 1. Explain to the children that the ribbon represents the vines that pumpkins grow on.
 - Page 2: Tell the children that they are now going to add frost on the ground with some glitter. Instruct children to move their glue stick back and forth on the bottom of page 2. After the children have applied their glue, they can lightly sprinkle white glitter onto the bottom of page 2.
 - Page 3: instruct children to press their fingers onto the different ink pads to make leaves on the trees of page 3.
 - Page 4: Instruct children to trace in the long sleeves on the shirt. They can color the figure to resemble themselves.
- When the booklets are dried, staple each along the side and send books home with children.
- When children are done, ask them to clean up their area.

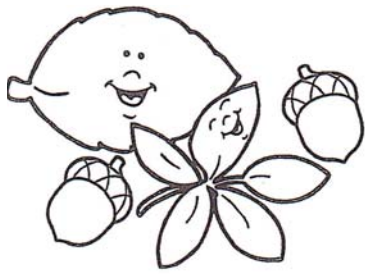
TALK ABOUT IT

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

- Discuss what the children learned today regarding Fall.
- Encourage them to read their very own book with different members of their family, sharing with them the different ways we experience fall.

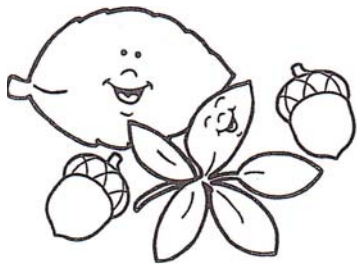
PARENT TIP SHEET

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



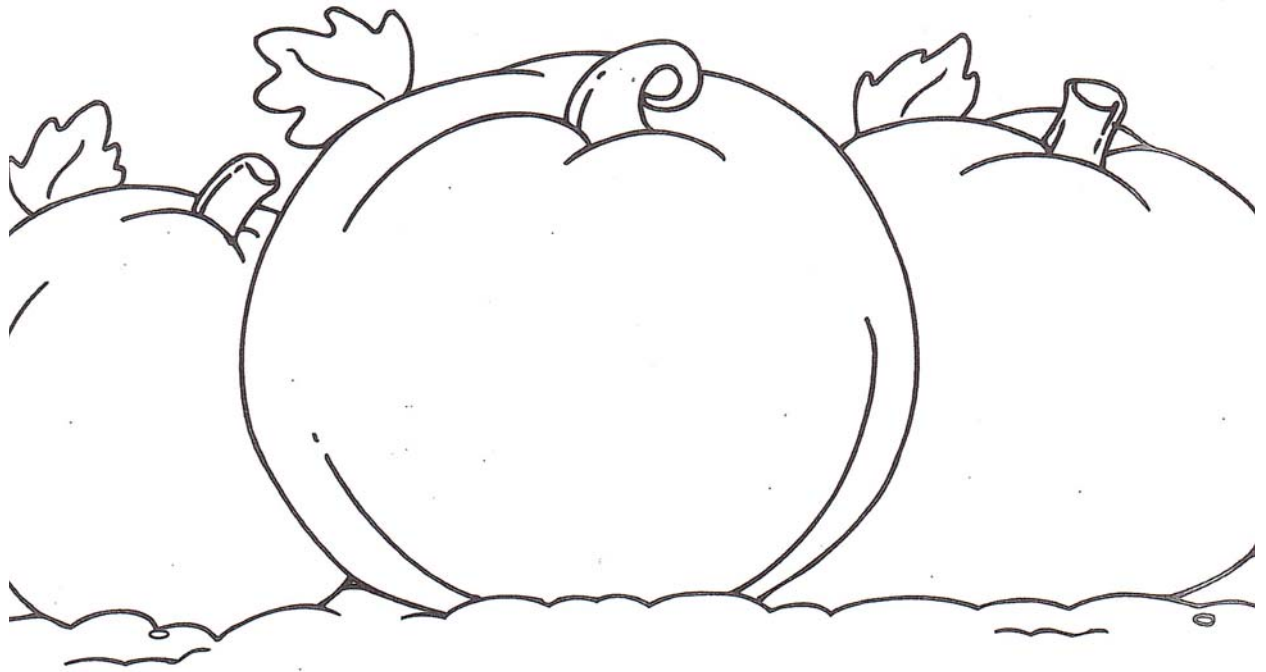
Fall Brings...

by _____



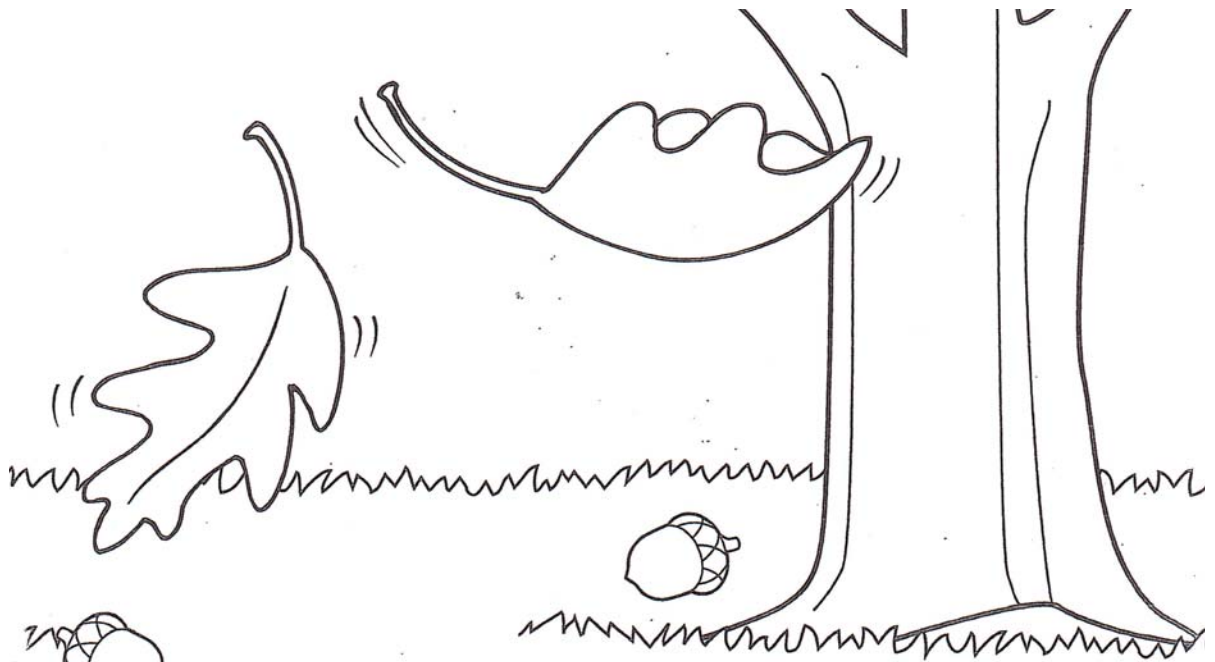
Fall Brings...

by _____



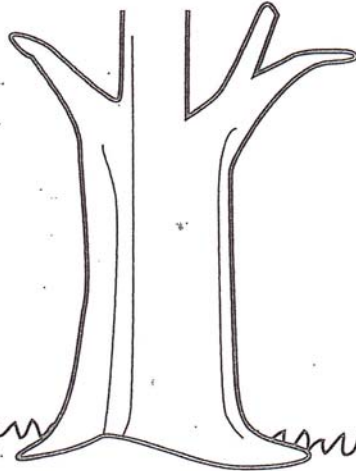
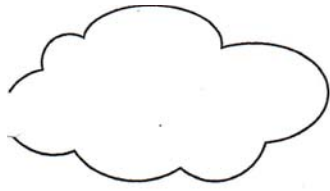
...pumpkins round,

1



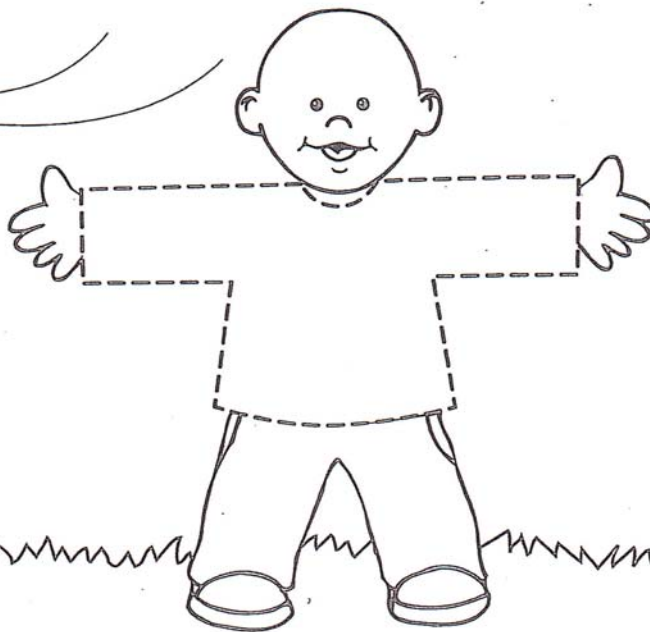
frost on the ground,

2



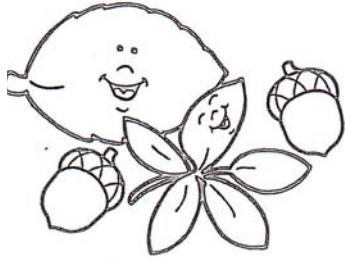
falling leaves,

3



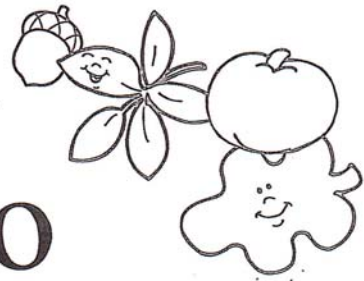
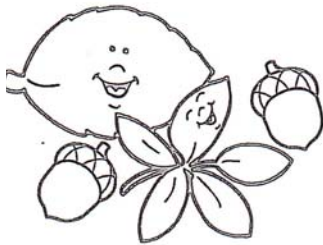
and longer sleeves.

4



El Otoño Trae ...

por _____



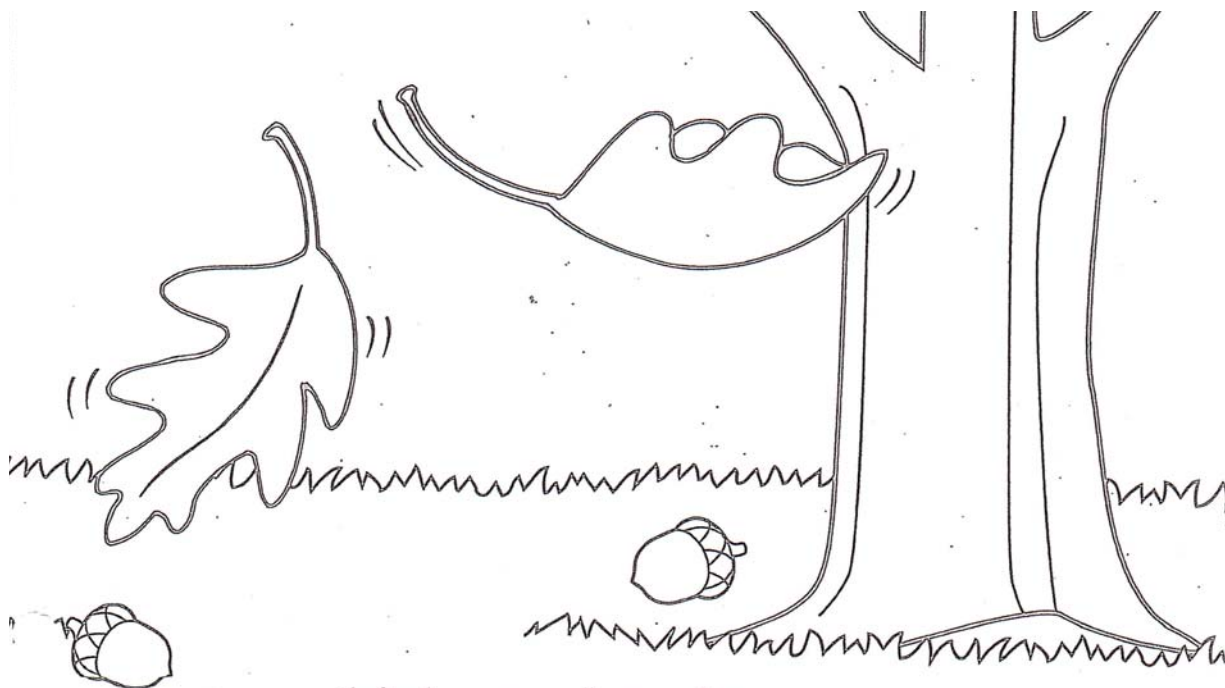
El Otoño Trae ...

por _____



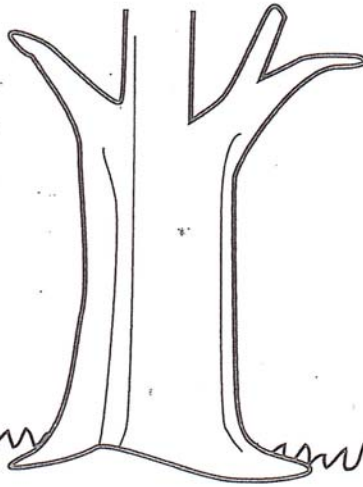
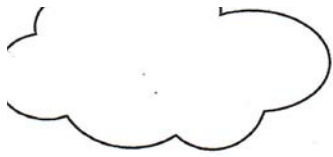
... calabazas redondas,

1



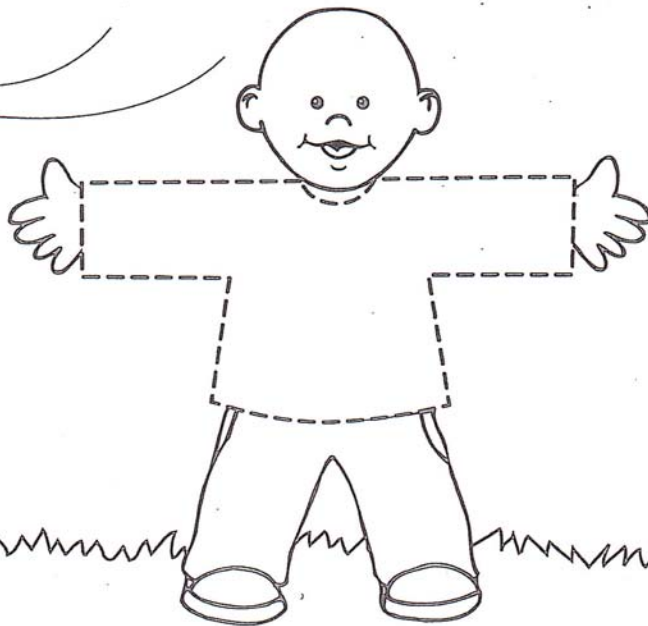
hielo en el suelo,

2



hojas que caen,

3



y mangas largas.

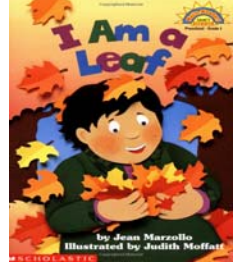
4



Parent Tip Sheet: Fall

Sesame Street Fun!

BOOKS



ACTIVITIES

Leaf Hop

What You Need:

- Colored Paper
- Scissors

What You Do:

Cut out large leaf shapes from colored paper. Place them on the floor and ask the children to hop from one leaf to another.

Eating Leaves

What You Need:

- Lettuce
- Cabbage
- Spinach

What You Do:

Discuss the foods that we eat that are leaves, like lettuce, or cabbage. Have the children try these food items.

SONGS

Leaves, Leaves, Leaves

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

Leaves, Leaves, Leaves, falling down,
Falling on the ground
Red and orange,
Yellow and brown
Falling on the ground.

Apples off My Tree

Sung to the Tune: "Skip to My Lou"

Pick some apples off my tree,
Pick some apples off my tree,
Pick some apples off my tree,
Pick them all for you and me.



Consejos Para Padres: El Otoño



LIBROS



ACTIVIDADES

Diferentes Colores

Que Necesita:

- Papel de Colores
- Tijeras

Que se Hace:

Corte figuras de hojas grandes de papel de color. Si es posible lamínelas y después córtelas. Póngalas en el piso y pregúntele a los que salten de una hoja a otra. Estos pueden también ser marcadores de lugar.

Mezclando Colores En Una Botella

Que Necesita:

- Lechuga
- Repollo
- Espinacas

Que se Hace:

Hablen sobre las comidas que son como hojas como la lechuga o el repollo. Haga que los niños prueben estas hojas

CANCIONES

La Canción De Otoño

Salgo de casa y aquí en la acera
las hojas crujen bajo mis pies,
el sol se esconde más tempranito
voy abrigado, hace frío otra vez.
Es el otoño me dice el viento
mientras levanta hojas del suelo
y lleva en alto mi gran cometa
hasta que es solo un punto en el cielo.
Los arbolitos se desvistieron,
gorro y bufanda para poder salir.
Los pajaritos se fueron lejos,
es que el verano llegó a su fin.

El Otoño Ya Comienza Otra Vez

¡Cómo me gusta saltar entre las hojas
que poco a poco comienzan a caer,
sentir al viento haciéndome cosquillas
en la cabeza, las manos y los pies!

Ya no me mojo, no juego más con agua
y un abrigo me tengo que poner,
porque termina el verano y el otoño
con su aire fresco ya comienza otra vez.



Fall: Leaves are Falling Down

Sing & Play

OVERVIEW

In this activity children will learn about fall and that during this season leaves will fall from the trees and change colors. Children will enjoy a live book reading, sing and dance, and socialize with other children thru play.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: Mouse’s First Fall by: Lauren Thompson
- Spanish Book: Llego el Otoño por: Ángel Nieto
- Colorful Plastic Leaves of the Fall
- Leaves of different colors
- Paper plates
- Glue
- String
- Hole puncher
- Manipulative Toys

PREPARATION:

- Prepare a sample project for demonstration purposes.
- Prepare tree and leaves with motion words.

INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Introduce the topic of fall to parents and children. Explain to the children that fall is the season that comes in between summer (when it is really hot outside) and winter (when it is really cold outside). Engage children by asking them the following questions:
 - What kind of weather do we experience in the fall?
 - What kind of clothes do we wear in the fall?
 - What are some of the ways we can tell it is fall? (Leaves are falling from trees, it starts to get darker outside, Halloween).
- Explain the activities that children will be doing during class;
 - Book reading (show the actual book)
 - Sing and dance (name the title of the song to be song/played)
 - Hands-on art activity (describe the activity we will be completing today for take-home)
 - Free play (explain to children and parents the activity centers that will be made available to them while all children finish their art project)
 - Circle time (explain that we will conclude our class on the carpet in circle time)

ACTIVITY #1

Read Book

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

ACTIVITY #2

Sing & Dance:

- Give each child a plastic leaf. Ask them to describe the color of their special leaf.
- Explain the directions of the activity to both parents & child. Tell them that they will be walking in a circle as a song is sung. Tell children that they will continue to walk around in the circle until they hear the color of their leaf. When they hear the color of their leaf, they will throw their leaf into the leaf pile (in the center of the circle).
- The game will be played until all leaves have been thrown into the leaf pile.

Song is sung to the tune of "Are you Sleeping"

We love fall leaves, we love fall leaves

Yes we do! Yes we do!

*Watch the pretty (INSERT COLOR) leaves, watch the pretty (INSERT COLOR) leaves,
Falling down to the ground, down to the ground.*

Nos gustan las hojas del otoño.

¡Si, si nos gusta! ¡Si, si nos gusta!

Mira que bonito color (?) de hoja que se cae del árbol al suelo, al suelo.

- After all leaves have been thrown into the leaf pile, invite children to jump into the leaf pile as they might when they are at home.

ACTIVITY #3

Hands-on Activity:

- Let children and parents know that they will be making a leaf wreath to take home and hang up.
- Show a sample of the completed craft project.
- Pass out materials: paper plate, leaves, glue.
- Ask parents to help cut out the center of the paper plate.
- Instruct children to pick out the leaves they would like to use to make their leaf wreath. Encourage parents to emphasize the colors of the leaves that their children are choosing.
- Instruct parents to help their children to glue the leaves around the perimeter of the plate so that none of the plate is showing.
- Ask parents to help their children by punching a hole into the top of the plate and lacing a piece of string through the hole for hanging purposes.
- 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:

- Remind children what they have learned about the season of fall.
- Tell them they can sing a simple song to remind them of what they have learned today.
- Complete the action poem below to the tune of London Bridges Falling Down:
 - Autumn Leaves are falling down, falling down, falling down
 - Autumn leaves are falling down, gently to the ground.

PARENT TIP SHEET

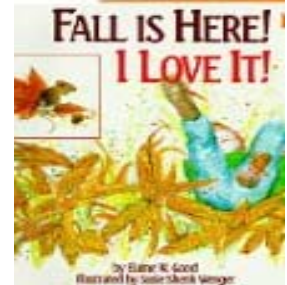
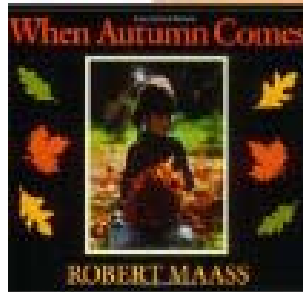
Pass out parent tip sheet and explain to parents that they can reinforce their child's knowledge about the fall by reading, singing, and completing some of the suggested activities.



Parent Tip Sheet: Fall

Sing & Play

BOOKS



ACTIVITIES

Leaf Collage

What You Need:

- Construction paper (fall colors)
- Glue
- Shape figure

What You Do:

Cut out different leaf shapes out of fall colors and have the children glue the shapes onto another piece of paper.

Leaf Hands

What You Need:

- Pencil
- Construction paper (fall colors)
- Scissors

What You Do:

Trace your child's hand onto a fall color of construction paper, and cut it out to make it look like a maple leaf.

SONGS

Fall is Here

Sung to "Where is Thumb kin?"

Fall is here
 Fall is here
 Yes it is
 Yes it is
 We can see the leaves change
 Then they fall on the ground
 Blow away
 Blow away

Falling Leaves

Sung to "Mary had a little lamb"

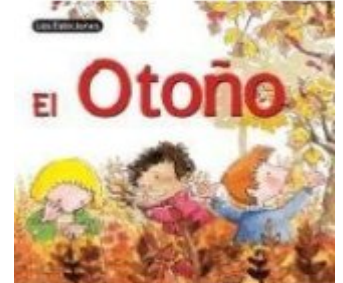
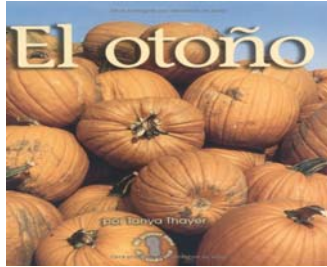
Leaves are falling on the ground
 On the ground
 On the ground
 Leaves are falling on the ground
 Red, yellow, green and brown.



Consejos Para Padres: El Otoño

Canta
Y Juega

LIBROS



ACTIVIDADES

Colaje de Hojas

Que Necesita:

- Papel de construcción
- Goma
- Figuras

Que se Hace:

Corta diferentes figuras de hojas de colores que representan el otoño y que lo niños peguen las figuras a otro papel.

Hojas de Manos Trazadas

Que Necesita:

- lápiz
- Papel de construcción (colores de otoño)
- Tijeras

Que se Hace:

Trace la mano de su niño a un papel de construcción de color que representa otoño y corte el papel para que parezca una hoja.

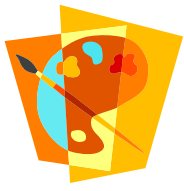
CANCIONES

El árbol quedó sin Hojas

El árbol quedó sin hojas,
las ramas no tienen nada,
y contra un cielo de otoño:
sólo las ramas peladas.

Las Hojitas

Las hojitas, las hojitas
De los árboles se caen,
Viene el viento y las levanta
Y se ponen a bailar
La la la la.



Fall: Seasonal Desert

Smart Art

OVERVIEW

In this activity children will learn about fall by participating in a read-aloud, singing and painting a ceramic piece that is related to the fall 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 - #27 COG1 - Cause and Effect

MATERIALS & PREPARATION

MATERIALS:

- English Book: Let's Look at Fall by: Sarah Shuette
- Spanish Book: Veamos el Otoño por: Sarah Shuette
- Bisque piece: Seasonal Bloom Dessert Plate
- Bisque paints: brown, green, red, orange, and yellow
- Paint brushes
- Paper plates
- Baby wipes
- Class list
- Under glaze decorating pencil
- Half sheet of construction paper
- Manipulative toys

PREPARATION:

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

INTRODUCTION

- Introduce topic to students
- Explain to children that fall is one of the four temperate seasons. The fall season marks the transition from summer into winter.
- Fall is also called "autumn" and represents the time of year during which most crops are harvested.
- We can also recognize the season because it is when days get shorter and cooler and the nights get longer.

ACTIVITY #1

Sing a Song:

English Song: Leaves

Leaves, Leaves, Leaves, falling down,
 Falling on the ground
 Red and orange,
 Yellow and brown
 Falling on the ground.

Spanish Song: El Otoño Llego El Otoño Llego

otoño llegó, marrón y amarillo
otoño llegó y hojas secas nos dejó
el viento de otoño
sopla soplará
y con hojas secas
nos deja jugar
otoño llegó, marrón y amarillo
otoño llegó y hojas secas nos dejó

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

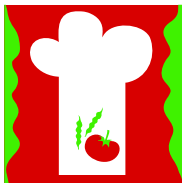
Free Play (Share, Play and Socialize):

- 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.



Fall: My Fall Snack

Snack Attack

OVERVIEW

Children will learn about fall as they listen to a story and create an edible snack.

SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #27 COG1 – Cause and Effect
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH1 – Personal Care Routines

MATERIALS & PREPARATION

- MATERIALS:**
- English Book: We are going on a Leaf Hunt by: Steve Metzger
 - Spanish Book: Vamos en Busca de Hojas (Translation Attached)
 - Per Child:
 - 19 Frosted Cinnamon Crunch pieces of cereal
 - 9 pretzel sticks
 - 50 M and M's in red, brown yellow and orange
 - Large paper plate
 - Napkin

INTRODUCTION

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

- Introduce topic to students: Tell children today we will be learning about the season of Fall/Autumn.
- Ask children what the weather is like during this season?(cold, windy)
- Show children some pictures of different leaves and pumpkins. Have them name the colors with you.
- 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.

<p>Fall Tree</p> <p>Tune: "Twinkle, Twinkle Little Star"</p> <p>Stand up tall and spread your limbs. You're a fall tree in the wind. Move your branches all around, Pretty leaves falling down. Some are brown and some are red. Time for you to go to bed.</p>	<p>Las hojitas</p> <p>Las hojitas, las hojitas De los árboles se caen, Viene el viento y las levanta Y se ponen a bailar La la la la la.</p>
--	---

ACTIVITY #2

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

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

ACTIVITY #3

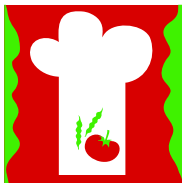
Snack: Instruct children how to put together their snack:

- Tell children they will be making a falling leaves tree!
- Instruct children to make the tree trunk by placing frosted cinnamon crunch cereal onto the paper plate.
- Branches can be made by placing three pretzels from each tree limb.
- Instruct children to use the M and M's to make leaves. Make sure to tell the children to place some leaves onto the bottom of the plate because some of their leaves have fallen off the tree!



TALK ABOUT IT

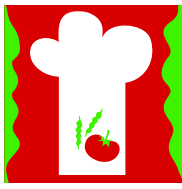
- Ask children what they learned today in class?
- Ask children what they like best about the season of Fall/Autumn?



Fall:
My Fall Snack

Snack Attack

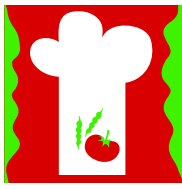




Fall:
My Fall Snack

Snack Attack

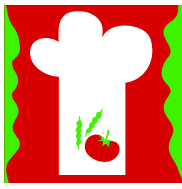




Fall:
My Fall Snack

Snack Attack

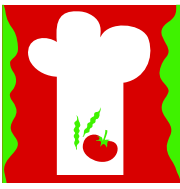




Fall:
My Fall Snack

Snack Attack





Book Translation: Vamos en busca de Hojas

Snack Attack

Vamos en busca de hojas. Vamos ahora mismo. Vamos a encontrar hojas de colores. ¡Es un día maravilloso!

Vamos hacia una montaña- una grande, GRANDE montaña.

No podemos ir por debajo. ¡Tenemos que ir por arriba! Vamos hacia una montaña
¡Vengan, vamos!

Escala, escala, huff, puff. ¡Lo hicimos!

¡Recoge esas hojas del árbol de maple!

Vamos en busca de hojas. Vamos ahora mismo.

Vamos a encontrar hojas de colores. ¡Es un día maravilloso!

Vamos hacia un bosque – un oscuro, oscuro bosque.

No podemos ir por arriba. ¡Tenemos que pasar por el! Vamos hacia un bosque.
¡Vengan, vamos!

Paso a paso, squish,squash. ¡Lo hicimos!

¡Recoge esas hojas del árbol de abedul!

Vamos en busca de Hojas. Vamos ahora mismo.

Vamos a encontrar hojas de colores. ¡Es un día maravilloso!

Vamos hacia una cascada – swooshing, swooshing cascada.

No podemos pasar sobre de ella. Tenemos que rodearla. Vamos hacia una cascada.
¡Vengan, vamos!

Resbaloso, deslizarte, splish, splash. ¡Lo hicimos!

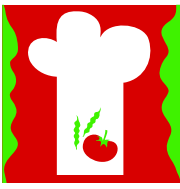
Recoge esas hojas del árbol de nuez dura.

Vamos en busca de hojas. Vamos ahora mismo.

Vamos a encontrar hojas de colores. ¡Es un día maravilloso!

Vamos hacia un lago – Un frio, frio lago.

No podemos rodearlo. ¡Tenemos que cruzarlo! Vamos hacia un lago. ¡Vengan,
vamos!



Book Translation: Vamos en busca de Hojas

Snack Attack

Rema, rema, plip, plop! ¡Lo hicimos!

¡Recoge esas hojas del el árbol roble rojo!

¿Que es ese sonido? ¡Viene de esos arbustos!

Es negro. Es blanco. Es negro y blanco.

¡Es un... un... zorrillo! ¡VAMONOS!

De regreso cruzando el lago... plip, plop.

De regreso pasando la cascada... splish, splash.

De regreso por medio del bosque... squish, squash.

De regreso sobre la montaña... huff, puff.

¡Estamos en casa! Fuimos en busca de hojas. ¡Que hermoso día! Encontramos muchas hojas de colores. ¡Ahora vamos a jugar y saltar!



Fall: Finger Paint Fall Tree

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 fall season. Children will have the opportunity to make their own handprint fall tree art project.

SKILLS

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

MATERIALS & PREPARATION

MATERIALS:

- English Book: The Acorn and the Oak Tree
 - Spanish Book: Ardilla Tiene Hambre/Squirrel Is Hungry
 - White construction paper or card stock
 - Orange construction paper
 - Scissors
 - Finger paint: green, brown, orange, yellow, tan and red
 - Give-away books
- by: Lori C. Froeb
por: Satoshi Kitamura

PREPARATION:

- Prepare a sample project for demonstration purposes.

INTRODUCTION

- Introduce topic to students.
- Lead the children in a conversation about the fall season. Ask children how they know fall is coming?
- Tell children that one thing that happens in the fall is that some trees will loose all their leaves. Explain to children that the leaves will first change colors and then fall to the ground. Ask children to name some of the colors that the leaves might change to before they fall to the ground.
- Ask children if they have ever jumped into a leave pile?

ACTIVITY #1

Book Reading:

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

ACTIVITY #2**Finger Print Fall Tree:**

- Help child carefully lay their arm and fingers down on the paper, fingers extended. Hand should go in the center of the paper to allow room for the leaves. Gently press down and roll each finger, palm and arm onto the paper. Lift arm straight up into the air.
- Wash paint off arm and hand and dry completely.
- Place a nickel sized amount of each color paints into a paper plate. Have child dip their finger into the paint and onto the paper creating leaves of all different colors. The fingers on the paper are the branches, so put the leaves at the end of the branches and all around them.
- Use a paint brush to add some grass at the bottom of the tree.
- 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:

- Discuss what the children learned today regarding Fall Season.
- Ask children what happens to the leaves during this season?

PARENT TIP SHEET

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



Book Translation:

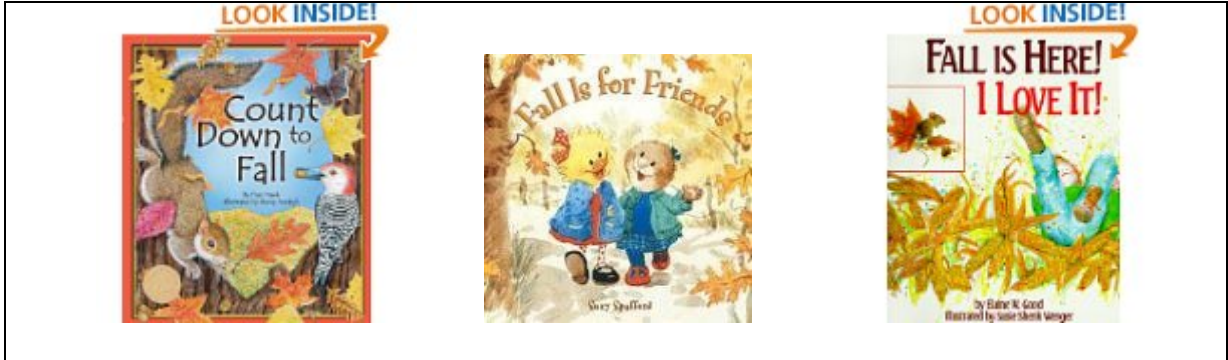
Story Time



Parent Tip Sheet: Fall

Storytime

BOOKS



ACTIVITIES

Leaf Fan

What You Need:

- Leaf Template
- Pop Sickle Stick
- Collage Materials
- Glue

What You Do:

Have your child cut the leaf out, then allow your child to use collage materials to decorate the leaf. Once your child is finished, help him/her glue the pop stickle stick to the leaf. Allow leaf fan to dry. Once dry allow your child to enjoy the fan.

Leaf Mobile

What You Need:

- Real leaves
- Stick
- String
- Tape

What You Do:

Take a nature walk with your child and gather a variety of leaves. Make sure there is a variety of colors and sizes. Find a small tree branch. Cut 4 different sizes of strings and tape the leaves on the strings. Then help your child tie the string to the tree branch. Hang up to display mobile.

SONGS

The Leafs Are Falling Down

(Sung to the "Farmer in the Dell")

The leaves are falling down
 The leaves are falling down
 Red, yellow, green, and brown
 The leaves are falling down.

Changing Seasons

(Sung to "I'm a little teapot")

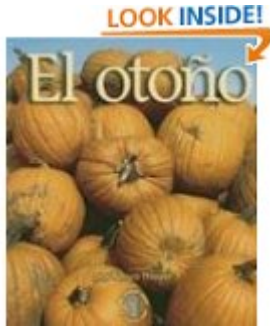
I'm a little person who's aware
 Of the Change in the air
 First the leaves turn brown
 And then they fall
 Then the snow comes lightly down.



Consejos Para Padres: El Otoño

Hora de Cuentos

LIBROS



ACTIVIDADES

Abanico de Otoño

Que Necesita:

- Plantilla de Hoja
- Palo de Paleta
- Materiales de Collage
- Resistol

Que se Hace:

Deje que su niño recorte la hoja, a continuación, deje que el niño utilice material es de collage para decorar la hoja. Use el resistol para agregar el palo de paleta. Permita que se seque la hoja y disfrute.

Móvil de Hojas

Que Necesita:

- Hojas Verdaderas
- Palo
- Hilo
- Cinta Adhesiva

Que se Hace:

Tome un paseo por la naturaleza con su niño y reúnan una variedad de hojas Asegúrese de que existan una gran variedad de colores y tamaños. Encuentre la rama de un árbol pequeño. Corte 4 diferentes tamaños de hilo y use la cinta para conectar las hojas e hilo. A continuación, ayude a su niño atar la cuerda a la rama del árbol. Cuelgue para mostrar el móvil.

CANCIONES

Tres Hojitas

Tres hojitas madre tiene el arbolé,
tres hojitas madre tiene el arbolé,
la una en la rama, las dos en el pie,
las dos en el pie, las dos en el pie.
Las dos en el pie, las dos en el pie.

Inés, Inés, Inesita, Inés.

Dábales el aire, meneábanse,
dábales el aire, meneábanse,
meneábanse, meneábanse.

Los Hojitas

Las hojitas, las hojitas
De los árboles se caen,
Viene el viento y las levanta
Y se ponen a bailar
La la la la.