



# Thanksgiving: Giving Thanks



## OVERVIEW

In this activity children will learn about giving thanks and practice their fine motor skills by; feeling the texture of different materials by creating their own hand print turkeys.

## SKILLS

- DRDP I&T - #3 SSD3 – Self Expression
- DRDP I&T - #9 SSD9 – Interactions with Adults
- DRDP I&T - #10 SSD10 – Relationships with Adults
- DRDP I&T - #11 SSD11 – Interaction with Peers
- DRDP I&T - #17 LLD4 – Reciprocal Communication
- DRDP I&T - #18 LLD5 – Interest in Literacy
- DRDP I&T - #33 MPD3 – Fine Motor

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: My First Thanksgiving By: Tomie de Paola
- Spanish Book: Mi Primer Día de Acción de Gracias (Translated)
- Any classical CD music
- Grey construction paper: 12 x 18
- Regular size paper plates
- Tempera paint colors: brown, red, and white
- Assorted color shredded construction paper
- Wiggle eyes
- Corn kernels
- Baby wipes

### PREPARATION:

- Prepare a sample project for demonstration purposes.

## INTRODUCTION

- Introduce topic to students.
- Thanksgiving Day is a day set aside each year where people in the United States and Canada give thanks for all the abundant harvest of crops during the year by feasting and celebrating.
- Tell students that they will be learning about the Thanksgiving holiday 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 – Five Little Pilgrims
- Spanish – Al Pavo Pavito

**ACTIVITY #3**

Instruct the children that they will now be making a "Hand Print Turkey".

- Provide each child with the materials needed for the art project.
- Ask parents to assist their child as they dip their hand into the brown paint. Ask them to guide them in placing their painted hand onto the construction paper, leaving a handprint which will serve as the beginning of their turkey.
- Tell children that they can give their turkey feathers by gluing some of the feathers provided on the table to the top part of the turkey (where their fingers are on their handprint).
- Tell children they can glue corn kernels onto the stomach of the turkey (where their palm is on their handprint).
- Have children finish their piece by gluing a wiggly eye onto the turkey's head (where their thumb is on the handprint).
- 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**

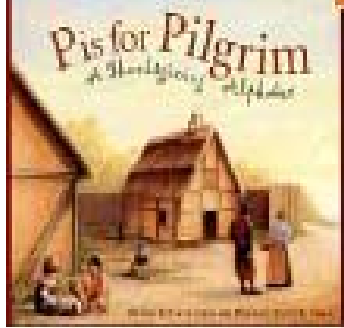
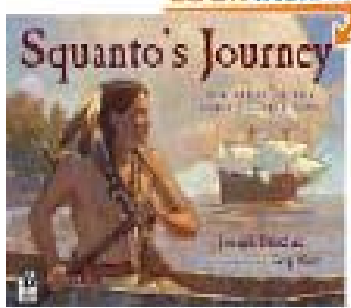
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about Thanksgiving by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Thanksgiving



## BOOKS



## ACTIVITIES

### Thankful Collage

#### What You Need:

- Magazines
- Children's Safe Scissors
- Construction Paper
- Glue

#### What You Do:

Have the children practice holding scissors and cut out pictures of magazines and make a collage. Then ask them what the pictures are and label the pictures with the names that they came up with.

### Teepees

#### What You Need:

- Brown Construction Paper
- Tape
- Decorations (crayons, stickers, etc)

#### What You Do:

You can show your child(ren) how to make teepees from paper by making the paper into a cone shape and taping it. Have child(ren) decorate their teepees. You can explain that this was one of the many different housing that some Native American tribes lived in. Today, Native Americans live in houses and apartments.

## SONGS

### Five Little Pilgrims

Five Little pumpkins on Thanksgiving Day,  
The first one said, "I'll have cake if I may,"  
The second one said, "I'll have turkey roasted,"  
The third one said, "I'll have chestnuts toasted,"  
The fourth one said, "I'll have pumpkin pie,"  
He fifth one said, "Oh, cranberries I spy."  
But before they had any turkey and dressing,  
They bowed their heads for Thanksgiving blessing.

### Mighty Fine Turkey

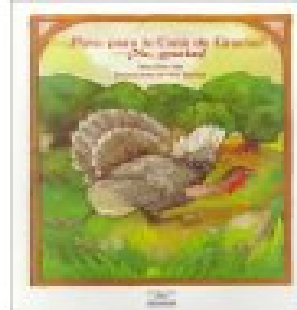
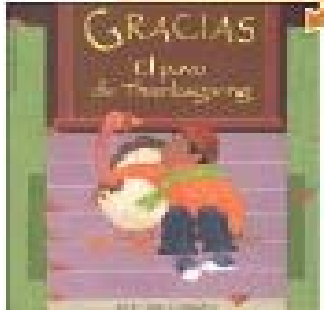
I'm a mighty fine turkey and I sing a fine song – gobble, gobble, gobble.  
I strut around the barnyard all day long.  
My head goes – bobble, bobble, bobble.  
On Thanksgiving Day I run away with a – waddle, waddle, waddle.  
So on the day after my head will still – bobble, bobble, bobble.



# Consejos Para Padres: Acción de Gracias

**ARTE**  
Explosivo

## LIBROS



## ACTIVIDADES

### Colage de Dar Gracias

#### Que Necesita:

- Pegamento
- Papel de construcción
- Tijeras para niños
- Revistas infantiles

#### Que se Hace:

Pídale a su niño/a a practicar a sostener las tijeras y recortar imágenes de revistas y hacer un colage. Luego pregúntele cuáles son las fotos y etiquétenlas por sus nombres.

### Casa Nativa Tipi

#### Que Necesita:

- Papel de construcción
- Cinta
- Materiales para decorar; (lápices de colores, pegatinas, etc.)

#### Que se Hace:

Muéstrele su hijo/a cómo hacer una casa tipi de los Nativos Americanos con papel en formando un cono y pegarlo con cinta. Pídale a su hijo que decore su tipi. Explíquelo a su hijo/a que esta era una de las muchas viviendas diferentes que algunas tribus de nativos americanos vivían en ellas. Hoy, los nativos americanos viven en casas y apartamentos.

## CANCIONES

### Al Pavo Pavito

Al pavo pavito pavo  
Al pavo pavito sí,  
El pavito se ha marchado  
Y el pavito ya está aquí!

### Doy Gracias

Doy gracias por mis amigos por que me gusta jugar.

Doy gracias por la música por que me gusta cantar.

Doy gracias por mi maestra por que me gusta aprender.

Doy gracias por la comida por que me encanta comer.

Doy gracias por mi familia y también por la amistad.

El día de acción de gracias nos trae felicidad.



# Thanksgiving: Being Thankful at Thanksgiving

## Barney & Friends

### OVERVIEW

In this activity children will learn about what it means to be thankful. They will do this by singing a song, reading a book and doing 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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The First Thanksgiving By: Nancy Davis
- Spanish Book: El Primer Día de Acción De Gracias (Translated)
- English Barney Clip: Magic Words
- Spanish Barney Clip: Palabras Mágicas
- Yellow Paper Plate
- Tempura Paints: Brown, Yellow, Red, Green
- Tissue squares: Brown, Yellow, Red, White, Orange
- Wiggle Eyes
- Glue
- Baby Wipes

#### PREPARATION:

- Prepare a sample project for demonstration purposes.

### INTRODUCTION

- **Show opening Barney & Friends clip**
- Tell children that they are going to learn about what it means to be thankful today. Some of the things they might be thankful for are things like their family, their pets, their home, or their food.
- 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 – I am Thankful
  - Spanish – Estoy Agradecido
- **Show Barney & Friends clip:** Magic Words / Palabras Mágicas

### 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 today they will be making a handprint turkey!
- Ask parents to assist their child in painting their hand. The palm and thumb should be brown, and the fingers should each be red, green, orange and yellow.
- Tell children that they are to place their hand, once painted onto the yellow paper plate.
- Tell children they can wiggle an eye onto the thumb, giving the turkey an eye.
- Ask parent to assist their child in completing the turkey by painting the bottom part of the mouth red and the feet brown.
- Have children finish their piece by gluing tissue paper around the edges of the plate.
- 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 Thanksgiving.

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

### TALK ABOUT IT

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

- Remind children that Thanksgiving is the time of year that we enjoy and appreciate all the things in life that we are grateful for.
- Ask children to remember some of the things that the children in the book were grateful for (family, teacher, friends, their room, etc).
- Ask children to tell you what they are grateful for.
- [Show closing Barney & Friends clip](#)

### PARENT TIP SHEET

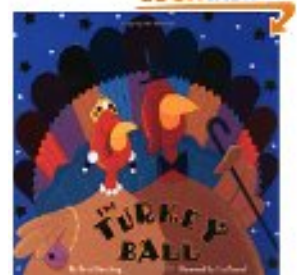
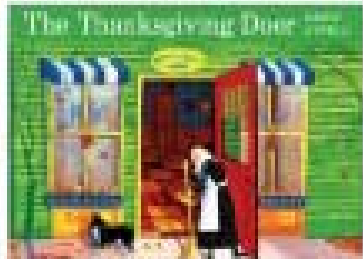
Pass out Parent Sheet and explain to parents that they can reinforce their child's knowledge about Thanksgiving by reading, singing, and completing some of the suggested activities.



# Parent Tip Sheet: Thanksgiving

## Barney & Friends

### BOOKS



### ACTIVITIES

#### Hand Print Turkey

**What You Need:**

- Construction Paper
- Tempura Paint

**What You Do:**

Paint the palm and thumb of your child's hand brown, then paint each finger a different color. Stamp her hand onto the paper. When the paint is dry draw feet, an eye and a gobbler. You can also use a small wiggly eye.

#### Bag O' Pumpkin

**What You Need:**

- Tempura Paint (Red and Yellow)
- Ziplock Bag
- Black Sharpie Pen

**What You Do:**

Here's a "sensational" way for your little ones to observe color mixing! For each child, put a spoonful of yellow and a spoonful of red tempera paint into a zippered plastic bag. Have her squish the bag and watch as the colors mix to create orange. Finish the fun by using a black marker to draw a pumpkin on each child's bag.

### SONGS

#### Thanksgiving

(Sung To: Where is Thumpkin)

Thanksgiving, Thanksgiving  
Here it comes, here it comes.  
Turkey on the table, turkey on the table.  
Mmm-good, mmm-good.  
Cornbread muffins, chestnut stuffing,  
Pumpkin pie, ten feet high.  
We were so much thinner, before we came to dinner.  
Me-oh-my, me-oh-my!

#### I am Thankful

(Sung To: Where is Thumpkin)

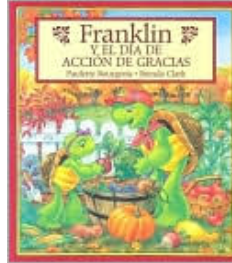
I am Thankful, I am Thankful  
Yes I am, Yes I am  
I am Thankful for my friends  
I am thankful for my kin  
Yes I am, Yes I am.  
(Explain that kin is another word for family!)



# Consejos Para Padres: Acción de Gracias

## Barney Y Amigos

### LIBROS



### ACTIVIDADES

**Un Pavo de una Impresión de Mano**

**Que Necesita:**

- Papel de Construcción
- Pintura Tempera

**Que se Hace:**

Pinte la palma y el de dedo pulgar de la mano de su niño, después pinte cada dedo de otro color. Ponga la mano en el papel. Cuando la pintura se haya secado dibuje los pies, el ojo y el zarzo (papada). También puede usar un ojo movible pequeño.

**Una Bolsa de Calabaza**

**Que Necesita:**

- Pintura Tempera (Rojo y Amarillo)
- Una bolsa Ziplock
- Marcador Negro

**Que se Hace:**

¡Aquí esta una manera sensacional para que sus niños observen la mezcla de colores! Para cada niño, ponga una cuchara llena de pintura amarilla y una cuchara de pintura roja en una bolsa de plástico con cierre. Termine la diversión usando un marcador negro para dibujar una calabaza en la bolsa.

### CANCIONES

**Al Pavo Pavito**

Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
a la hora de dormir. ¡Una!

Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
a la hora de dormir. ¡Dos!

Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
a la hora de dormir. ¡Tres!

Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
y el pavito ya está aquí.

**Estoy Agradecido**

Estoy agradecido, estoy agradecido  
Sí lo estoy, sí lo estoy  
Estoy agradecido por mis amigos,  
Estoy agradecido por mi familia  
Sí lo estoy, sí lo estoy.





# Letter Recognition: Learning My Letters: X, Y, Z

# 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**

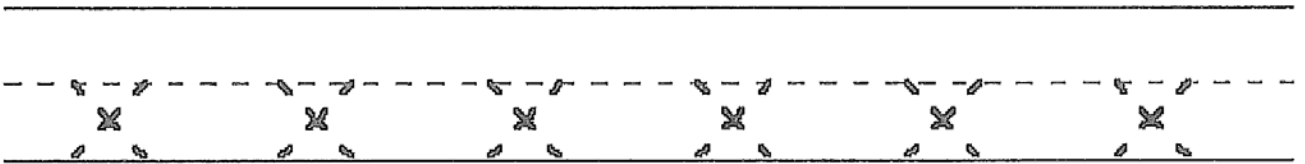
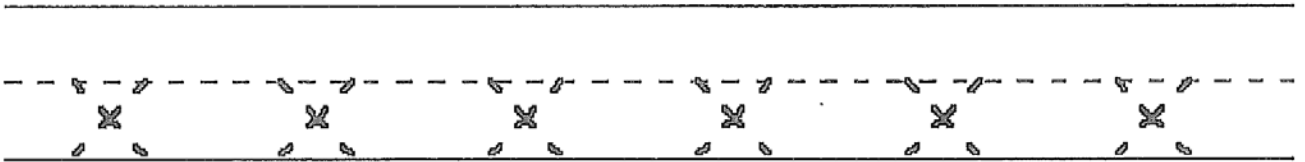
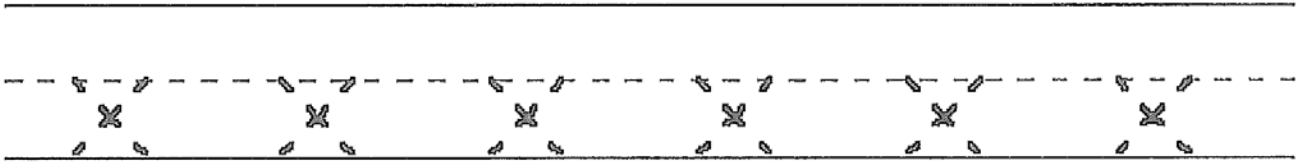
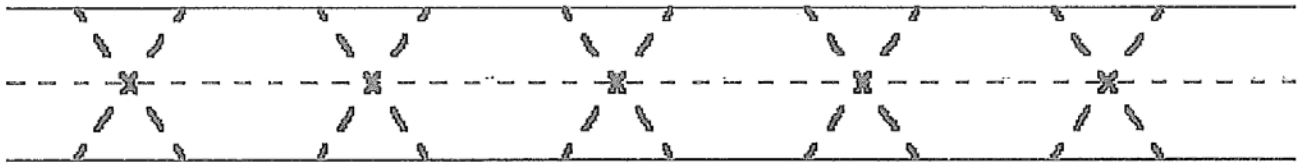
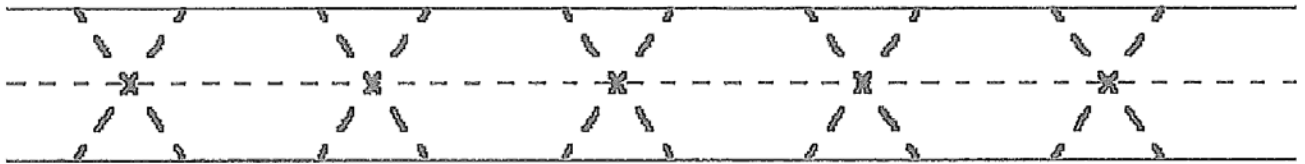
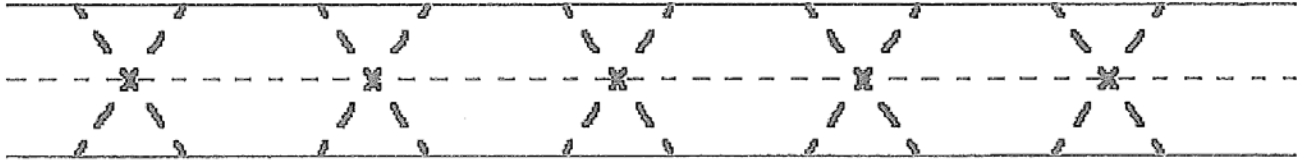
- Worksheet (s): Pre-writing (to reinforce the lessons)
- Letters X,Y,Z

**HOMEWORK**

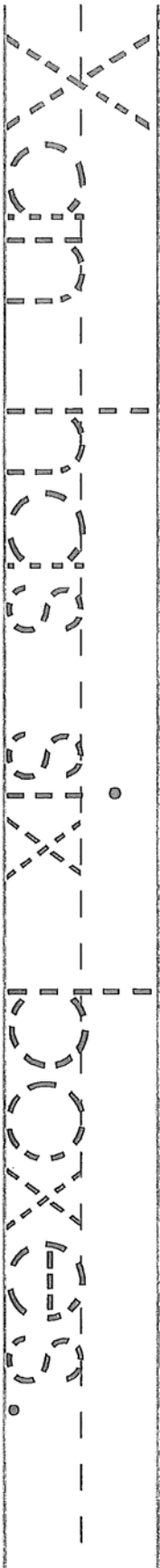
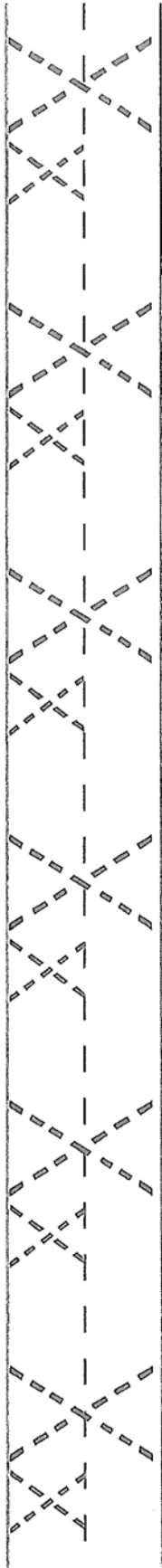
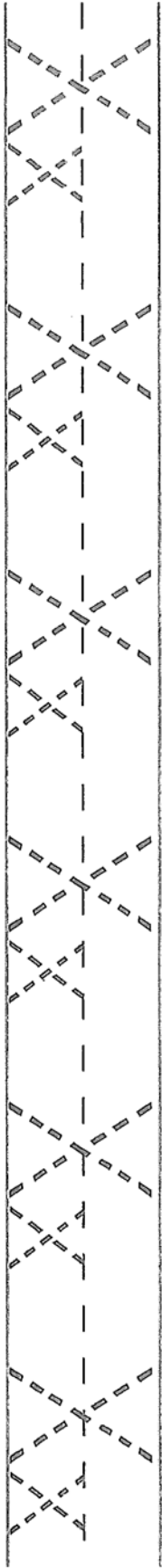
Hand out the pre-writing worksheets and tell the children they are to complete their worksheets at home and bring them back the next time they come to the center. To get a prize from the treasure box!

\*\*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 \_\_\_\_\_



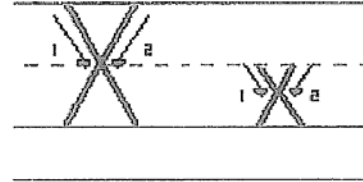
Instructions: trace and then copy letters or words



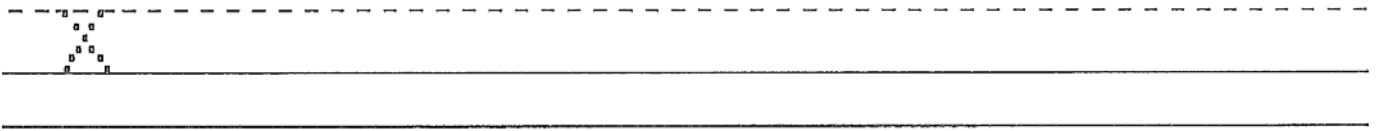
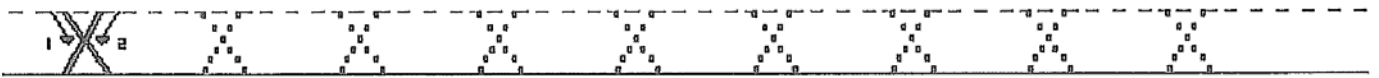
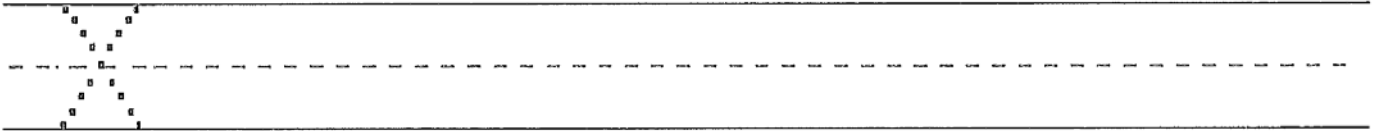
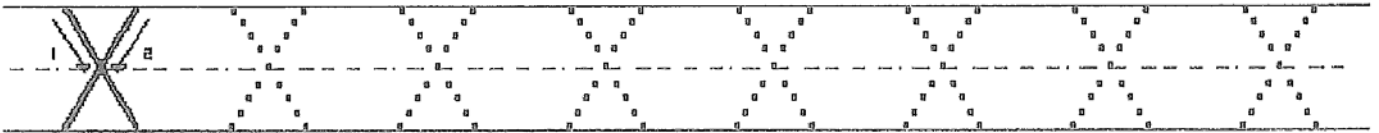
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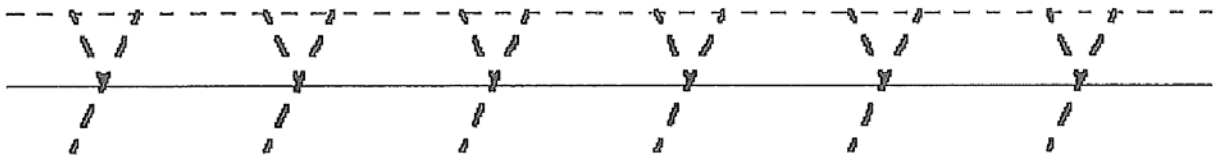
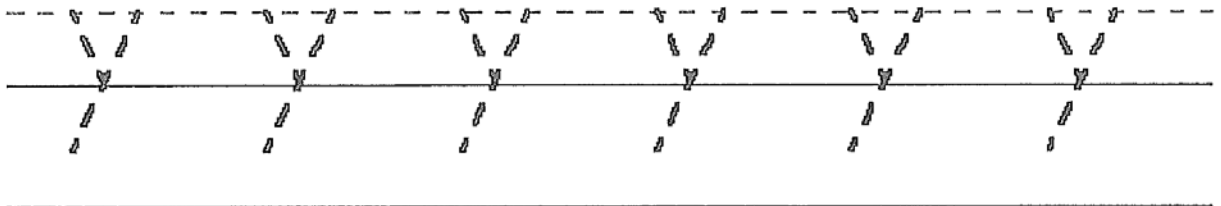
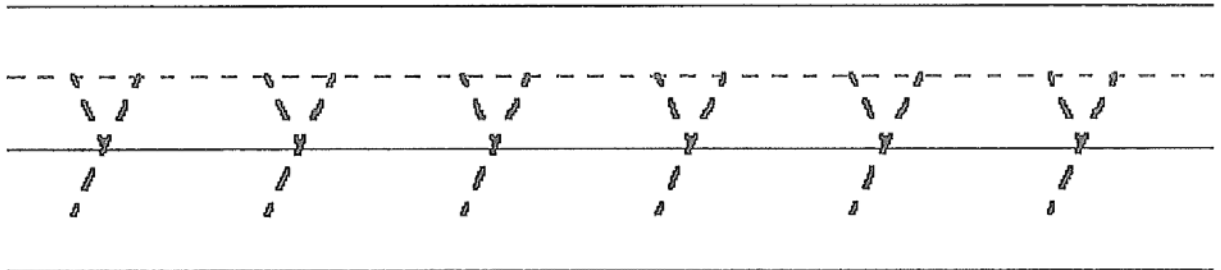
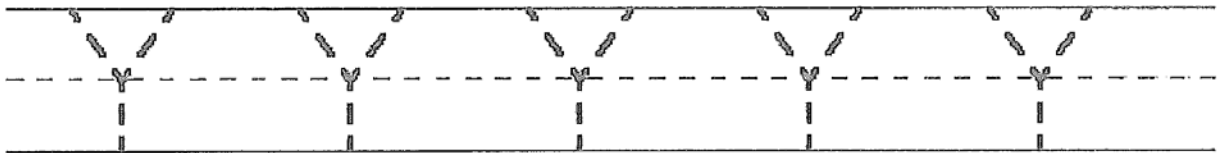
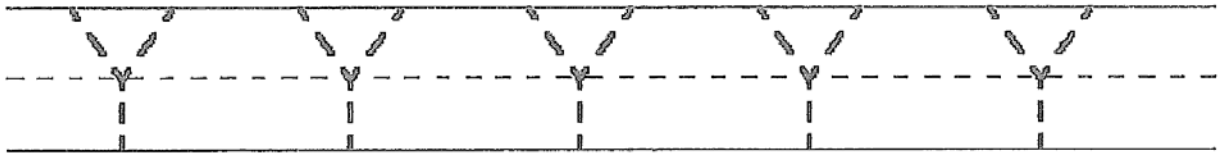
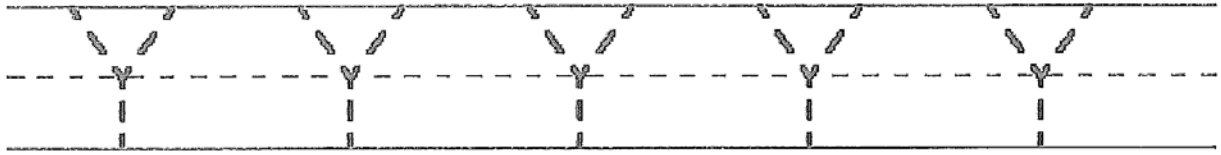
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**X (ASL)**



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

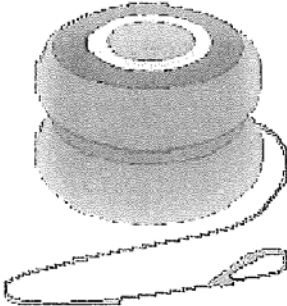


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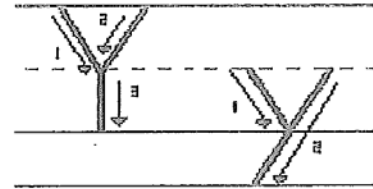




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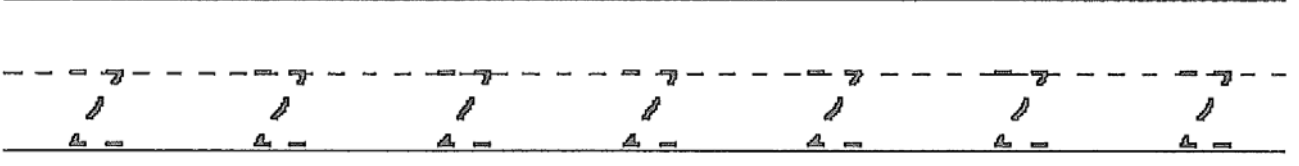
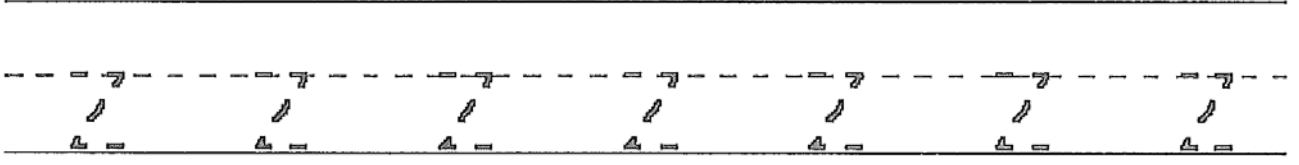
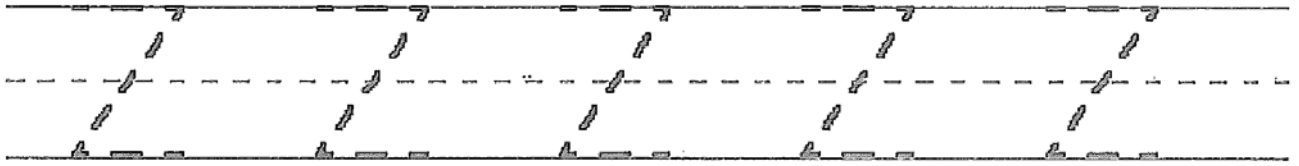
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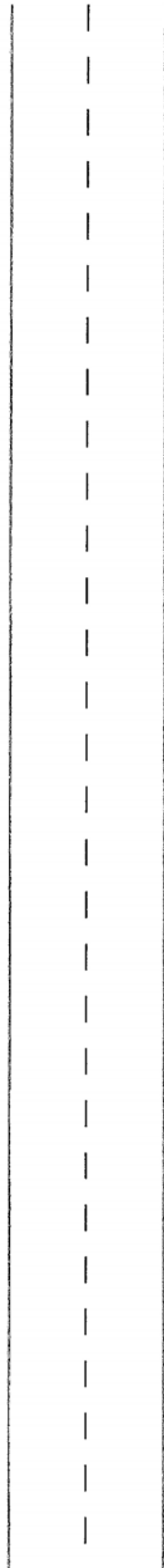
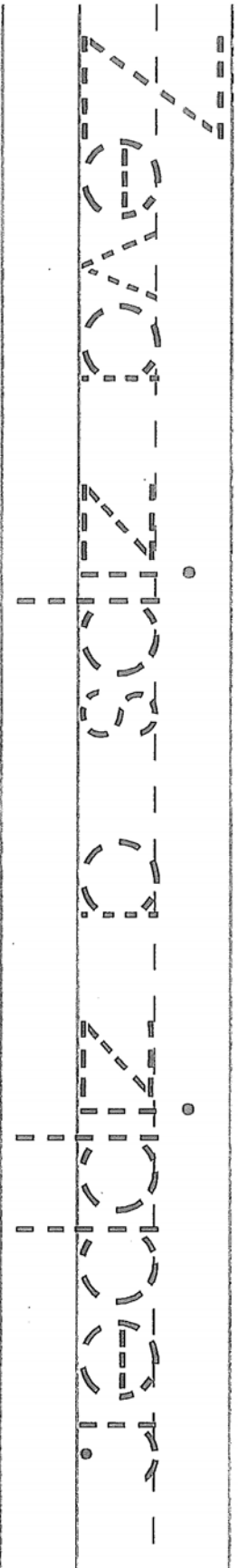
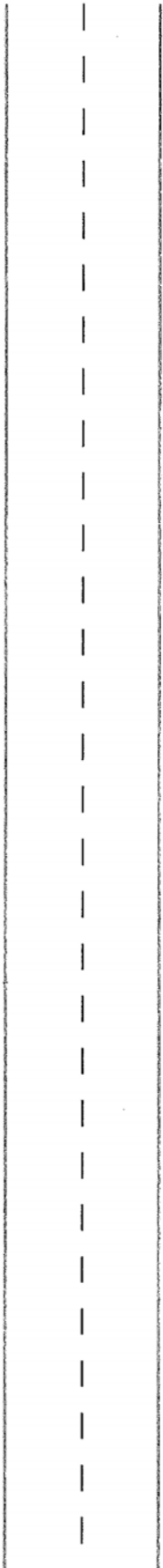
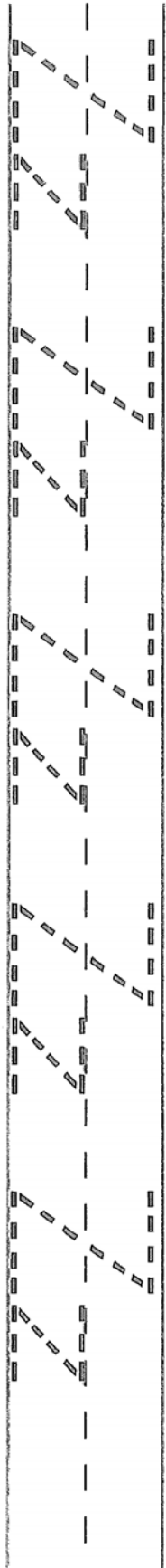
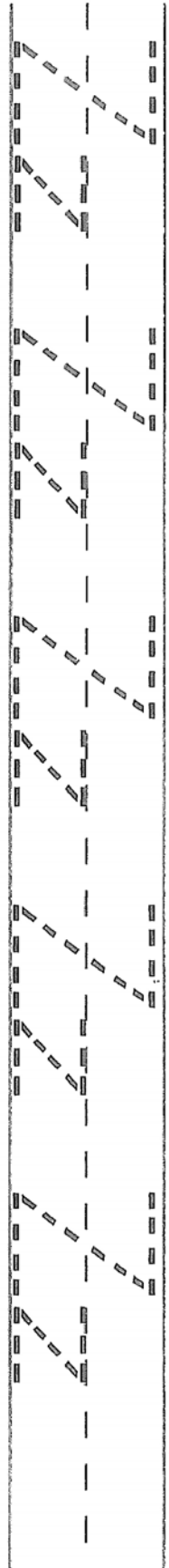
Para ver la animación,  
mueva su ratón sobre  
una letra.




Name \_\_\_\_\_



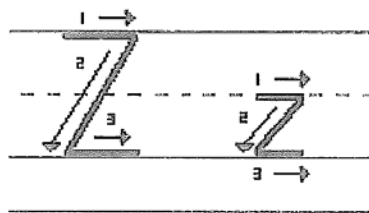
Instructions: trace and then copy letters or words



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



**Z**  
es para  
**Z (ASL)**



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



# Introduction

## Cuddle Crew

### INTRODUCTION

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### INFORMATION

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- 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.
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### WRAP-UP

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- 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.
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- Los Padres usualmente reciben 8 actividades de sugerencia por mes de cada una de las áreas de desarrollo que son parte del tema de la clase.
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### ÁREAS DE DESARROLLO

Los temas de desarrollo que se presentan son los siguientes:

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

### AL-FINAL

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



## Fine Motor Holding Objects in Fisted Hand

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to grasp an object in her hand.

### EXPERIENCE

1. When the baby is alert, put a small, easy-to-grasp rattle in her hand. (If her hand is tightly fisted, relax her hand by inserting a finger or two and by gently massaging inward toward the palm.)
2. After you put the rattle in her hand, her natural reflex will cause her to grip it, but soon she will probably drop it. When she does, put the rattle back in her hand a few times.

### MATERIALS

Small rattle



# Movimientos Finos

## Agarrar Objetos con el Puño de la Mano

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé agarre un objeto en su mano.

### EXPERIENCIA

1. Cuando el bebé este alerta, ponga una sonaja pequeña que pueda agarrar en su mano. ( Si la mano del bebé esta en un puño muy apretado, relaje su mano insertando un dedo o dos y dando un masaje suave hacia adentro de la palma de la mano.)
2. Después de que ponga la sonaja en la mano del bebé, su reflejo natural le causara que la agarre, pero talvez pronto la suelte. Cuando lo haga, ponga la sonaja de nuevo en su mano algunas veces.

### MATERIALES

Sonaja Pequeña



# Fine Motor Swiping

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to experience reaching for objects.

## EXPERIENCE

Place a dowel rod across the baby's crib or play space, tying it securely at both ends. Suspend two items from the rod so that when the baby waves her hands she will hit the toys. If the baby does not try to hit the items, check the height of the toys. Are they at the best height for her to hit?

Change these items at least once a week; babies—even those who are very young—become bored easily. In a few weeks, you may want to hang objects the baby can mouth (e.g., wide strips of non-raveling fabric).

## MATERIALS

Dowel rod, easy-to-move objects to hang from the dowel such as pieces of fabric, rattles, rings, and so forth.

**Note:** Do not use any objects that the baby could choke on, and closely observe this activity.





## Movimientos Finos

### Golpear Objetos

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé experimente alcanzar objetos.

#### EXPERIENCIA

Coloque una vara de clavija en la cuna del bebé o el espacio de juego amarrándola segura en cada lado. Suspenda dos juguetes de la clavija para cuando el bebé levante las manos pueda golpearlos. Si el bebé no trata de golpear los juguetes, fíjese en la altura de los juguetes. ¿Están en la mejor altura para que los golpee?

Cambie los juguetes una vez a la semana; bebés-incluso los más pequeños-se aburren muy fácilmente. En algunas semanas, es posible que desee colgar objetos que el bebé pueda poner en su boca (por ejemplo, telas que no se deshilachen).

#### MATERIALES

Vara de clavija, objetos que sean fácil de mover para colgar en la clavija como pedazos de tejidos, sonajas, anillos, y otros mas.

**Nota: No** use objetos con los cual el bebé pueda ahogarse, y supervise de cerca esta actividad.



# Fine Motor Mouthing

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to explore toys by mouthing.

## EXPERIENCE

Babies mouth things because this is a major mode of exploration in the early months.

1. When the baby is alert and well fed, put a clean, easy-to-grasp toy in his hand. Many babies seem to enjoy mouthing toys before their hands are ready to guide the toys to their mouths, so you may want to gently guide the toy to the baby's mouth when you are working with him. Let him explore this new texture in his mouth. What does he do? Does this first exploration seem interesting to him?
2. At other times, when the baby is playing, gently guide a toy to his mouth so he can experience this new pleasure.

## MATERIALS

Clean, easy-to-grasp toys of different textures



## Movimientos Finos

### Poner Juguetes en la Boca

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé experimente poniendo juguetes en su boca.

#### EXPERIENCIA

Los bebés ponen cosas en su boca porque este es un modo importante de la exploración en los primeros meses.

1. Cuando el bebé esta alerta y bien alimentado, ponga un juguete limpio que sea fácil de agarrar en la mano del bebé. Muchos bebés parecen disfrutar poniendo juguetes en su boca antes de que sus manos están listas para guiar los juguetes a su boca, talvez usted quiera guiar los juguetes suavemente a la boca del bebé cuando usted este trabajando con él.
2. En otras ocasiones, cuando el bebé esta jugando, suavemente guíe un juguete a su boca para que el bebé experimente este nuevo placer.

#### MATERIALES

Juguetes limpios que el bebé pueda agarrar que sean de diferentes texturas



# Fine Motor Grasping Objects

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to hold objects with both hands.

## EXPERIENCE

When the baby is in a great mood, offer her a toy you know she can hold onto if it is put into her hand. Offer it in front of her to the center of her body (at her midline). She will probably bring both of her hands up because she has not yet learned how to use her hands separately. She may even make a little cage with her hands to grab the object. Wait for her to grab the object by herself.

Babies love to handle different types of fabric and toys. During the day, offer the baby a variety of these items to hold. You may need to pick them up for her frequently, but this is okay. Does this baby have a preference of toys or fabrics to hold?

## MATERIALS

Easy-to-grasp toys of different textures and shapes, fabric swatches  
**Note:** Be sure to avoid toys that could cause choking or allergies.



## Movimientos Finos

### Agarrar Juguetes con las dos Manos

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé agarre objetos con las dos manos.

#### EXPERIENCIA

Cuando el bebé este de muy buen humor, ofrézcale un juguete que usted sabe que puede agarrar si se lo pone en la mano. Ofrézcaselo enfrente de el al centro de su cuerpo (en su línea media). Probablemente levante las dos manos porque todavía no aprendido a usar las manos por separado. Incluso puede que haga una pequeña jaula con las manos para agarrar el objeto. Espere que el tome el objeto por sí mismo.

A los bebés les encanta manejar diferentes tipos de telas y juguetes. Durante el día, ofrezca al bebé una variedad de estos objetos para agarrar. Puede que tenga que recogerlos por el frecuentemente, pero esto está bien. ¿Tiene el bebé una preferencia de juguetes o telas para agarrar?

#### MATERIALES

Juguetes fácil de agarrar de diferentes texturas y formas, diferentes telas  
**Nota:** Asegúrese de evitar los juguetes que pueden causar asfixia o alergias.



## Fine Motor Playing with Toes and Fingers

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to become more aware of fingers and toes.

### EXPERIENCE

1. Put the baby in your lap so he faces you, or place him in an infant seat facing you.
2. Take the baby's hands and wiggle his fingers in front of him. Talk about each finger and then sing "Where Is Thumbkin?" Wiggle the appropriate finger during each part of the song.
3. Take off his shoes and socks and do the same with his toes, this time reciting "This Little Piggy."

#### **Variations:**

Put mittens with interesting designs or characteristics on the baby's hands and gently draw his hands in front of his face so he sees both of them at once. Let his natural arm-waving bring his hands to his attention. If he doesn't discover his hands, bring them to his attention again.

Gently tie a very securely fastened bell on the baby's wrist or ankle. This adds the element of sound to the activity. Watch the baby carefully so he does not remove the wristband or bell.

Draw the baby's hands together, and let him feel each hand with the other. Talk about what it feels like or what is happening (e.g., "You are touching your fingers").

### MATERIALS

Action songs such as "Where Is Thumbkin?" or "This Little Piggy," mittens and brightly colored socks, small bell attached to a wristband



# Movimientos Finos

## Jugar con los Dedos de los Pies y Manos

Grupo de Bebes 1  
0-6 meses

### META

Para que el bebé sea más consciente de los dedos de las manos y pies.

### EXPERIENCIA

1. Ponga al bebé en sus piernas para que el la mire a usted, o póngalo en una silla de infante frente a usted.
2. Tome las manos del bebé y mueva los dedos delante de él. Hable sobre cada dedo y luego cante "¿Pulgarcito, donde estas?" Mueve el dedo apropiado en cada parte de la canción.
3. Quítele los zapatos y los calcetines y haga lo mismo con sus dedos de los pies, esta vez recitando "Este dedito".

#### Variaciones:

Ponga mitones con interesantes diseños o características en las manos del bebé y suavemente ponga sus manos adelante de su cara de el para que vea las dos manos a la vez. Deje que mueva sus brazos para que llame su atención. Si no descubre sus manos, tráigalas a su atención de nuevo.

Suavemente ate una campana muy bien sujeta en la muñeca del bebé o el tobillo. Esto añade el elemento del sonido para la actividad. Mire al bebé cuidadosamente para que no se quite la pulsera o la campana.

Ponga las manos del bebé juntos y permítale sentir cada mano con la otra. Hable acerca de lo que se siente o lo que está sucediendo (por ejemplo, "Estás tocando los dedos").

### MATERIALES

Canciones como "¿Pulgarcito, donde estas?" o "Este dedito", mitones y calcetines de colores brillantes, una campana pequeña unida a una pulsera



## Fine Motor Shaking and Banging

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to experience banging and shaking toys.

### EXPERIENCE

Offer the baby one of the suggested toys and hit the toy so that it makes a noise. See if the baby notices the effect. Help her achieve the same effect you did by hitting the toy. You may need to guide her hand to hit or shake the toy. However, when given a new toy, usually a baby will soon try to shake or bang it.

### MATERIALS

Toys that make noise when shaken such as a chime ball; toys that make a noise when hit such as spoons and baking pans





## Movimientos Finos

### Sacudir y Golpear

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé experimente golpear y sacudir juguetes.

#### EXPERIENCIA

Ofrezca al bebé uno de los juguetes sugeridos y golpee el juguete para que haga un sonido. Vea si el bebé nota el efecto. Ayúdele a lograr el mismo efecto que usted hizo golpeando el juguete. Puede que necesite guiar la mano del bebé para golpear o sacudir el juguete. Sin embargo, cuando se le da un juguete nuevo, generalmente un bebé pronto tratará de sacudirlo o golpearlo.

#### MATERIALES

Juguetes que hacen ruido cuando los sacuden como una bola de timbre; juguetes que hacen ruido cuando los golpean como cucharas y cacerolas



# Fine Motor Using Thumb and Fingers

Cuddle Crew 1  
0-6 months

## GOAL

For the baby to begin to use her thumb as well as forefinger to pick up objects.

## EXPERIENCE

Using the thumb and fingers when picking up objects is quite different from using the fingers and palm in a raking grasp.

1. To encourage the baby to use her thumb and fingers, offer a small, lightweight object, such as a block, which can be held between the baby's thumb and fingers.
2. Offer the block repeatedly over several days and watch to see if the baby increasingly uses the thumb and fingers to grasp the block. Each time, hold the block using your thumb and forefinger and offer it to the baby's fingertips rather than to her palm.
3. In a few months, when the baby is good at holding the block in this way, you can practice with small objects such as Cheerios.

## MATERIALS

Small, lightweight toy that is easily held, such as a small block



## Movimientos Finos

### Usar el Pulgar y los Dedos

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé comience a usar el pulgar y el índice para agarrar objetos.

#### EXPERIENCIA

Utilizar el pulgar y los dedos al recoger objetos es bastante diferente de utilizar los dedos y la palma de la mano para agarrar los objetos.

1. Para animar al bebé a usar el pulgar y los dedos, ofrézcale un objeto pequeño y ligero, como un bloque, que se puede agarrar entre el pulgar y los dedos del bebé.
2. Ofrezca el bloque repetidas veces más de varios días y mire para ver si el bebé utiliza cada vez más el pulgar y los dedos para agarrar el bloque. Cada vez, agarre el bloque usando su dedo pulgar y el índice y ofrézcaselo poniéndolo en las puntas de los dedos del bebé envés de la palma de la mano.
3. En unos meses, cuando el bebé pueda agarrar el bloque de esta manera, puede practicar con objetos pequeños como los Cheerios.

#### MATERIALES

Juguetes pequeños y ligeros que sean fácil de agarrar, como un pequeño bloque



## Fine Motor Using Two Hands Separately

Cuddle Crew 1  
0-6 months

### GOAL

For the baby to learn to use his hands separately and to transfer objects between hands.

### EXPERIENCE

Offer the baby an easy-to-grasp toy such as a block, placed slightly off to his side. After a few moments, offer him a second toy. What does he do? Does he drop the first toy to take the other one? Does he transfer the toy from one hand to the other? The idea behind this practice is for the baby to transfer a toy to another hand when offered a second toy and to take a toy in each hand.

To encourage the baby to use both hands, offer him a toy that is held most easily using two hands, such as a medium-sized doll. You will note that he may release and regrasp with one hand and then with the other. This exercise teaches him that his hands can work both together and separately.

### MATERIALS

Easy-to-grasp toys such as blocks (you will need more than one of the same type of toy); medium-sized toy such as a doll



## Movimientos Finos

### Usando las dos Manos por Separado

Grupo de Bebes 1  
0-6 meses

#### META

Para que el bebé aprenda a usar sus manos por separado y para transferir objetos entre las manos.

#### EXPERIENCIA

Ofrezca al bebé un juguete fácil de agarrar como un bloque, situado ligeramente a su lado. Después de unos momentos, ofrézcale un segundo juguete. ¿Qué hace? ¿Deja caer el primer juguete para tomar el otro? ¿Se transfiere el juguete de una mano a la otra? La idea detrás de esta práctica es para que el bebé transfiera un juguete a otra mano cuando se le ofrece un segundo juguete y llevar un juguete en cada mano.

Para animar al bebé a usar las dos manos, ofrézcale un juguete que se pueda agarrar fácilmente con las dos manos, como una muñeca de tamaño mediano. Usted notará que puede dejar ir el juguete y luego agarrarlo con una mano y luego con la otra. Este ejercicio le enseña al bebé que sus manos pueden trabajar juntos y por separado.

#### MATERIALES

Juguetes que sean fácil de agarrar como bloques (usted necesitara mas de un mismo juguete); juguetes de tamaño mediano como una muñeca



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## Cuddle Crew

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Los temas de desarrollo que se presentan son los siguientes:

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



## Fine Motor Releasing on Purpose

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn voluntary release.

### EXPERIENCE

Babies of this age find taking hold of something easier than voluntarily releasing it. This exercise teaches important release skills.

1. Sit facing baby with a pie pan in front of each of you.
2. When you have his attention, grasp a block and draw his attention to it. Drop it in the pie pan. Make the release exaggerated so that baby sees the action and the block hits the pan with some noise.
3. Do this several times and then let baby try to drop the block in the pan.

You may need to play this game on and off for a few weeks before baby can join in.

### MATERIALS

Pie pans, blocks





## Movimientos Finos

### Soltar objetos al Propósito

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé aprenda a liberar objetos voluntariamente.

#### EXPERIENCIA

Los bebés de esta edad encuentran apoderarse de algo más fácil que voluntariamente liberándolo. Este ejercicio enseña habilidades importantes de liberar objetos.

1. Siéntese frente al bebé con un molde de pastel delante de cada uno de ustedes.
2. Cuando tenga su atención, agarre un bloque y llame su atención hacia el bloque. Deje caer el bloque en el molde de pastel. Cuando libere el bloque hágalo con exageración para que el bebé vea la acción y el bloque golpee el molde y haga ruido.
3. Haga esto varias veces y después deje que el bebé trate de dejar caer el bloque en el molde.

Puede necesitar jugar este juego algunas veces por unas semanas antes de que el bebé se una al juego.

#### MATERIALES

Molde de Pastel, bloque



## Fine Motor Holding and Playing with Objects

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to hold and play with 2 (or 3) things at the same time.

### EXPERIENCE

1. Offer a toy to one of baby's hands and then to the other. Encourage him to hold on to the first when you offer the second. Initially, most babies will drop the first toy when offered the second. Later the baby will begin to hang on to one when given the other. Still later he will play with the two together.
2. When the baby has mastered holding two objects, try the following: Hand baby one block, then give him a second. If he has one in each hand, give him a third block. Watch him carefully to see how he handles the problem. Where can he put it? Does he put two blocks in one hand? Does he appear to think about it, then lay one down, pick up the new one, and then pick up the one he just put down? Does he put one block in his mouth so he can hold the other two?

### MATERIALS

Any kind of material, such as blocks, in pairs or in threes. Materials should be fairly small (but of course, not small enough to swallow) so they can fit in the baby's hand at the same time.



## Movimientos Finos

### Agarrar y Jugar con Objetos

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé agarre y juegue con 2 (o 3) cosas a la misma vez.

#### EXPERIENCIA

1. Ofrezca un juguete a la mano del bebé y luego a la otra. Anime al bebé a sostener el primer juguete cuando le ofrezca el segundo. Inicialmente, la mayoría de los bebés dejan caer el primer juguete cuando se les ofrece el segundo. Después el bebé comenzara a detener un juguete cuando se le de el otro. De todas maneras después va a jugar con los dos juntos.
2. Cuando el bebé ha llegado a dominar dos objetos, pruebe lo siguiente: Déle al bebé un bloque y después otro. Si tiene uno en cada mano, déle un tercer bloque. Mírelo con cuidado para ver cómo maneja el problema. ¿Dónde puede ponerlo? ¿Se pone dos bloques en una mano? ¿Parece pensarlo, luego ponga uno abajo y luego recoja el otro y luego recoja el que puso abajo? ¿Pone un bloque en la boca para que pueda agarrar los otros dos?

#### MATERIALES

Cualquier tipo de material, como bloques, en pares o de a tres. Los materiales deben ser pequeños (pero claro, no tan pequeños para tragarlos) para que puedan caber en la mano del bebé al mismo tiempo.



## Fine Motor Poking Holes

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to exercise her increasing visual acuity and deftness of forefingers by exploratory poking.

### EXPERIENCE

Place toys with small holes in front of the baby. Let her experiment with putting her fingers in the holes to practice poking.

### MATERIALS

A pegboard, other things with holes such as a rotary telephone



## Movimientos Finos

Tocar Agujeros

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé experimente tocando agujeros con los dedos.

### EXPERIENCIA

Ponga juguetes con hoyos pequeños enfrente del bebé. Deje que experimente poniendo los dedos en los hoyos para practicar tocarlos.

### MATERIALES

Un tablero con hoyos, otras cosas con hoyos como un teléfono rotatorio



## Fine Motor Developing Pincer Grasp

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to develop thumb and forefinger (pincer) grasp.

### EXPERIENCE

Put baby in a highchair or walker and put the small things in the tray. Let her work to use her thumb and forefinger to pick up the items.

### MATERIALS

Finger foods such as crackers, cooked peas, Cheerios or other small cereal



## Movimientos Finos

Desarrollando el uso del Dedo Pulgar y el Dedo Índice para Agarrar Cosas

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé desarrolle el uso del dedo pulgar y el dedo índice para agarrar cosas.

### EXPERIENCIA

Ponga al bebé en una silla alta para bebes o en un andador y ponga cosas pequeñas en la bandeja. Deje que trabaje usando su dedo pulgar y dedo índice para levantar los objetos.

### MATERIALES

Comidas que puedan comer con los dedos como galletas, guisantes cosidos, Cheerios o otros cereales pequeños



## Fine Motor Scribbling

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to begin the writing process.

### EXPERIENCE

1. Tape paper to a highchair tray or table.
2. Place the baby in the highchair or booster seat that safely attaches to a table.
3. Sit beside him and scribble with a crayon on the paper. He may want to watch you for the first several times.
4. Hand him the crayon. If he puts it in his mouth, gently redirect the crayon to the paper. If he does not try to make a mark on the paper, take his hand and make the scribbling motion.

Don't worry if he doesn't scribble. He may watch you for several weeks before he is ready to try. If he only wants to put the crayon in his mouth, put the crayon away and bring it out again in a few weeks.

### MATERIALS

Large, oversized crayons; big pieces of paper; adhesive tape





# Movimientos Finos

## Garabatos

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé inicie el proceso de escritura.

### EXPERIENCIA

1. Pegar papel a una bandeja de una silla alta de bebés o a una mesa.
2. Coloque al bebé en la silla alta o en una silla para bebés que este asegurada a una mesa.
3. Siéntese junto a el y haga garabatos con una crayola en el papel. Talvez el bebé la observe las primeras veces.
4. Déle el Crayola. Si se lo pone en la boca, suavemente mueva su mano al papel. Si él no trata de hacer una marca en el papel, tome su mano y haga el movimiento por el.

No se preocupe si no hace garabatos. Talvez la observe por varias semanas antes de que el este dispuesto a intentarlo. Si solo quiero poner el Crayola en su boca, aguarde el crayola y vuelva intentarlo de nuevo en unas pocas semanas.

### MATERIALES

Crayolas grandes; pedazos grandes de papel; cinta adhesiva



## Fine Motor Activating Cause and- Effect Toys

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to make a motion that activates a toy.

### EXPERIENCE

Many cause-and-effect toys are very popular with children this age. They begin as fine motor experiences but also provide important intellectual value (an action leads to an effect) and emotional value ("I can make things happen").

Show the baby how to activate some of the levers, dials, or buttons on one of her cause-and-effect toys and watch to see what she is able to do. Make a mental note of the motions she does today so you can introduce others later.

### MATERIALS

A cause-and-effect toy is one in which the child's action causes a subsequent action in the toy, such as a sound or light turning on.



## Movimientos Finos

### Activar Juguetes de Causa y Efecto

Grupo de Bebes 2  
6-12 meses

#### META

Para que el bebé haga un movimiento que active un juguete.

#### EXPERIENCIA

Varios juguetes de causa y efecto son muy populares con niños de esta edad. Comienzan como experiencias, pero también proporcionan un importante valor intelectual (una acción lleva a un efecto) y el valor emocional ("Yo puedo hacer que sucedan cosas").

Muestre al niño cómo activar algunas de las palancas o botones en uno de sus juguetes de causa-efecto y vea lo que es capaz de hacer. Haga una nota mental de los movimientos que hace hoy para que pueda introducir otros más tarde.

#### MATERIALES

Un juguete de causa y efecto es aquel en el que la acción del niño provoca una acción posterior en el juguete, como un sonido o la luz se enciende.



## Fine Motor Throwing and Dropping

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to learn more about releasing objects and throwing.

### EXPERIENCE

Many babies like to throw things over the edge of a highchair or play yard. You may think that the baby is trying to tease you, but actually he is exercising his newfound ability to drop and throw. Play throwing games with the baby, although you are likely to tire of this game before the infant does.

If the baby is unable to throw, put the beanbags on a low table that he can stand up next to and let him push them off.

Try tying a string or ribbon on a toy that he likes to drop and attach the other end to the railing of the play yard. Show him how to drop the object, then how to pull the toy back after he drops it. Now he can play the game by himself.

### MATERIALS

Beanbags, ribbon, or string; favorite toys



## Movimientos Finos Lanzar y Dejar Caer

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé aprenda más sobre la liberación de los objetos y lanzarlos.

### EXPERIENCIA

A muchos bebés les gusta tirar las cosas al borde de una silla alta de comer o un corral. Usted puede pensar que el bebé está tratando de provocarla, pero en realidad él está practicando su nueva capacidad de dejar caer y tirar. Juegue lanzando juguetes con el bebé, aunque es probable que usted se canse de este juego antes de que el bebé lo haga.

Si el bebé no es capaz de lanzar, ponga un juguete en una mesa baja en la que el bebé pueda ponerse de pie y deje que empuje el juguete.

Intente atar una cuerda o listón en un juguete que le guste tirar y ate la otra punta al riel del corral. Muéstrole cómo dejar caer el objeto y después como jalar el juguete de nuevo después de que lo deje caer. Ahora él puede jugar el juego por sí mismo.

### MATERIALES

Listón o cuerda; juguetes favoritos



## Fine Motor Putting Spoon into Cup

Cuddle Crew 2  
6-12 months

### GOAL

For the baby to put an object into a container.

### EXPERIENCE

Show the baby how to put a spoon into a cup. It may take several aims before she is successful. Give her plenty of time to make attempts.

### MATERIALS

Spoon, cup



## Movimientos Finos

Poner una Cuchara dentro de un Vaso

Grupo de Bebes 2  
6-12 meses

### META

Para que el bebé ponga un objeto dentro de un contenedor.

### EXPERIENCIA

Enseñe al bebé a poner una cuchara dentro de un vaso. Puede tomar varios intentos antes de que el bebé tenga éxito. Déle tiempo para hacer intentos.

### MATERIALES

Cuchara, Vaso



# Thanksgiving: Mosaic Cornucopia

## Family Storytime

### OVERVIEW

In this class children will learn about the Thanksgiving holiday. 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 Thanksgiving holiday learning theme.

### INFANT & TODDLER SKILLS

- DRDP I&T - #1 SSD1 – Identity of Self in Relation to Others • 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 - #16 LLD3 – Communication of Needs, Feelings, and Interests • 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 - #1 SSD1 – Identity of Self • DRDP PS - #6 SSD6 – Awareness of Diversity in Self and Others • 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 - #15 LLD3 – Express of Self through Language • 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: Giving Thanks by: Chief Jake Swamp
- Spanish Book: Dando Gracias (Translation Attached)
- Cornucopia template printed onto cardstock
- ½ sheets of construction paper: brown, black, purple, red, yellow, green and orange
- Glue stick
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of cornucopia template on cardstock.
- Cut ½ sheets of construction paper (brown, black, purple, red, yellow, green, and orange).
- Place Thanksgiving 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 Thanksgiving to the families.
- Lead the class into a discussion about the history of Thanksgiving and the shared history we have with Native American people.
  - Talk about what who native Americans are?
  - Describe the clothing they wear, the color of their hair and skin.
  - Ask children how Native Americans are like us and how they are different?
- Explain to children that we should appreciate all the ways that we are different from one another and how we can learn from each other.



### ACTIVITY #1

#### Book Reading:

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

### ACTIVITY #2

#### Hands-on Art Activity:

- Each child will receive a cornucopia template, glue stick, and ½ a sheets of each color construction paper.
- Students will tear the colored paper that will be used for the fruit.
- Students will glue the colored construction paper on the fruit and the cornucopia.
- Invite children to finish their project by writing on their project what they are grateful for.



### 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 Thanksgiving.

### TALK ABOUT IT

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

- Ask them questions about the book that was read and what they learned during class?
- Ask children what were the Native Americans thankful for?
- Ask children what are they thankful for?
- Inform families that before leaving, all children (under the age of 10) can choose a book from the give-away bookshelf to enjoy at home.



## Book Translation: Dando Gracias

## Family Storytime

Ser un ser humano es un honor, y nosotros damos gracias por todos los regalos que nos da la vida.

Madre Tierra, te damos gracias por darnos todo lo que necesitamos.

Gracias por las aguas profundas azules en toda la Madre Tierra, porque es lo que le da fuerza a todas las cosas vivas.

Damos gracias por el pasto verde que se siente muy bien en nuestros pies descalzos, por la belleza del piso frío de la Madre Tierra.

Gracias Madre Tierra, por las buenas comidas que son sustentadoras de vida y nos hacen felices cuando tenemos hambre.

Gracias por las Frutas y Bayas por lo dulces y sus colores. Te damos gracias por las hierbas medicinales, que nos curan cuando estamos enfermos.

Gracias por los animales del mundo, por que mantienen el bosque limpio. Por todos los árboles del mundo, te damos gracias por la sombra que nos dan y su calidez. Gracias, por todos los pájaros del mundo, por sus cánticos que nosotros disfrutamos.

Te damos gracias por los cuatro vientos suaves, que nos traen aire limpio para respirar de las cuatro direcciones.

Gracias, Abuelo trueno, que nos traen lluvias para ayudar a todas las cosas vivas a crecer.

Hermano Mayor el Sol, te mandamos gracias por el brillo de luz que calienta a la Madre Tierra.

Gracias, Abuela Luna, por crecer llena cada mes, para alumbrar a los niños en la oscuridad y dar brillo a las aguas.

Te damos gracias, por las estrellas que brillan, que hacen el cielo de noche este hermoso y por el rocío de la mañana en las plantas.

Espíritus protectores del pasado y el presente, le damos gracias por enseñarnos los caminos de la vida en paz y armonía unos con otros.

Y la mayor parte, gracias, Gran Espíritu por darnos todos estos maravillosos regalos, así estaremos felices y saludables cada día y cada noche.



Family  
Storytime





# Thanksgiving: Play, Take Turns, and Say "Thanks"

## Motor Movements

### OVERVIEW

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

### SKILLS

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

### MATERIALS & PREPARATION

#### MATERIALS:

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

#### 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 – Mr. Turkey
  - Spanish – El Pavito

## ACTIVITY #3

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

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

## ACTIVITY #4

### Gross Motor Activity

- **Blind Man's Bluff:**
  - Choose one child to play the blind man. Blindfold him and spin him around while counting to 10.
  - While you're spinning the blind man around, the other children should spread out around the room.
  - Once you reach 10, all the children must stand in place.
  - The blind man walks around the room until he finds someone just by touch.
  - The other children may lean away or duck, but they may not move their feet.
  - The first person the blind man touches will play the new blind man.

*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.

- **Thank You Ball Pass:**
  - Ask children to make a circle on the carpet. Tell children about good manners, giving some examples of using good manners (saying please and thank you).
  - Tell children that we are going to practice saying "Thank You" while we exercise with a ball in the classroom.
  - Ask children to sit down with their legs wide open (or in "criss, cross, applesauce if you have limited space).
  - Explain the activity of having each child take turns passing the sensory ball to another child. When the other child receives the ball, instruct that child to say "thank you". The first child can then respond by saying "You're welcome".
  - Also, explain the different ways of passing the ball by; handing, rolling, and softly bouncing.
  - Play music in the background as children are completing the activity.
  - Have children do three cycles depending on group size.

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

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

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

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



## Thanksgiving: Music & Movement Songs

## Motor Movements

### ENGLISH

#### Mr. Turkey

Mr. Turkey's tail is big and wide  
(spread fingers wide),

He swings it when he walks  
(move fingers around),

His neck is long (stand on tip toes and stretch neck and head up),

His chin is red (stroke chin),

And he gobbles when he talks  
(open and close hands while gobbling)

### SPANISH

#### El Pavito

Mira al pavito,  
qué triste está.

Anda solito  
sin su mamá.

Mira al pavito  
que viene y va,  
anda buscando  
a su mamá.

¡Mira al pavito, qué triste está!



# Thanksgiving: I am Thankful

## My 5 Senses

### OVERVIEW

In this activity children will learn about Thanksgiving 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 - #1 SSD1 – Identity of Self in relation to Others
- 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

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: I'm Thankful Each Day! by: P.K. Hallinan
- Spanish Book: ¡Doy Gracias Cada Día! por: P.K. Hallinan
- I-pad with turkey sounds
- Pictures with Thanksgiving items (turkey, pumpkin pie, potatoes, corn, family having dinner, apple pie)
- Tub, raw corn, car toys and scoops
- Pumpkin pie
- Cranberry and cinnamon scents
- Search and Find worksheet

#### PREPARATION:

- Make copies of Search and Find worksheets
- Prepare station for each sense:
  - **Hearing:** I-pad with Turkey sounds application
  - **Sight:** Pictures with Thanksgiving items (turkey, pumpkin pie, potatoes, corn, family having dinner, apple pie)
  - **Touch:** Tub filled with raw corn, car toys and scoops
  - **Taste:** Pumpkin pie
  - **Smell:** Cranberry and cinnamon scents

### INTRODUCTION

5 Minutes

- Explain to children that seeing; hearing, smelling, tasting, and feeling are the five senses.
- Tell children that people use their senses to learn about the world.
- Introduce topic to students: Thanksgiving
- Tell children that Thanksgiving is a day to give thanks for all the things we have and to spend time with our families. Ask children what are some things we eat during Thanksgiving? (turkey, potatoes, apples, apple pie, pumpkin pie, corn, etc.).
- Ask children what are some things they do? (go on vacation, visit relatives, play with family, etc).

### ACTIVITY #1

10 Minutes

#### Book Reading:

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

### ACTIVITY #2

5 Minutes

#### Sing and Dance:

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

- English – Let's be Thankful
- Spanish – Yo Soy un Pavo



**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:** Have children play with I-pad application that has Turkey sounds.
- **Sight station:** Have children look at pictures and have parents name pictures with children.
- **Touch station:** Have children play with raw corn and car toys. Have parents ask children how the corn feels.
- **Taste station:** Have children taste pumpkin pie and say how it taste.
- **Smell station:** Have children smell cranberry and cinnamon scents and say how they smell.

**ACTIVITY #4**

5 Minutes

**Search and Find:**

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

**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 they explored today with help of Thanksgiving items?
- Ask families what they will do on Thanksgiving?

**PARENT TIP SHEET**

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



## Eye Spy

# My 5 Senses



## Eye Spy

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

- A Dinosaur
- A Circle
- A Number "7"
- A Pair of Scissors
- A Horse
- A Starfish
- A Butterfly
- A Crab
- An Airplane



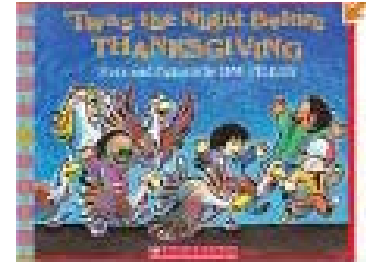
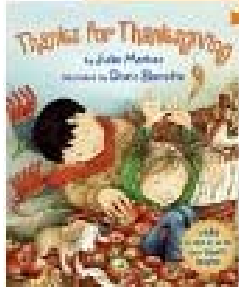
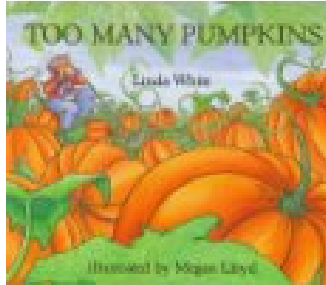




# Parent Tip Sheet: Thanksgiving

# My 5 Senses

## BOOKS



## ACTIVITIES

### Pumpkin Play Dough

#### What You Need:

- Cookie dough
- Pumpkin Pie Spice
- Orange Food Coloring
- Rolling pins
- Pie Pans
- Plastic Knives
- Pumpkin Shaped Cookie Cutters

#### What You Do:

Stir up your favorite play dough recipe; then work in a little pumpkin pie spice and orange food coloring to make pumpkin-scented play dough. Stock a center with the play dough, rolling pins, pie pans, pumpkin-shaped cookie cutters, and plastic knives. Invite little ones to shape the dough into pumpkins, pumpkin pies, and cookies. Yum!

### Bag of Pumpkins

#### What You Need:

- Tempura Paint (red and yellow)
- Ziploc Baggie
- Sharpie Pen

#### What You Do:

Here's a "sensational" way for your little ones to observe color mixing! For each child, put a spoonful of yellow and a spoonful of red tempera paint into a zippered plastic bag. Have her squish the bag and watch as the colors mix to create orange. Finish the fun by using a black marker to draw a jack-o'-lantern on each child's bag.

## SONGS

### Funny Bird

The turkey is a funny bird,  
His head goes wobble, wobble.  
All he knows is just one word,  
Gobble, Gobble, Gobble.

### Let's Be Thankful

(Sung To: Twinkle, Twinkle Little Star)

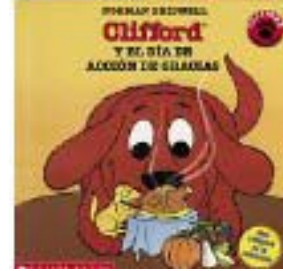
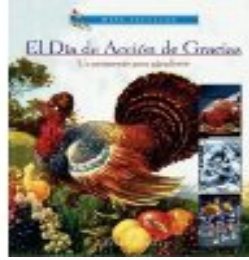
Let's be thankful for this day  
For our friends and our play  
Let's be thankful; let's be glad  
For our food and the things we have  
Let's give thanks for you and me  
And our home and family.



# Consejos Para Padres: Acción de Gracias

# Mis 5 Sentidos

## LIBROS



## ACTIVIDADES

### Plastilina de Calabaza

#### Que Necesita:

- Masa de Galletas
- Especie de Calabaza
- Colorante de Comida Anaranjado
- Rodillo para hacer Tortillas
- Molde de Pie
- Cuchillos de Plástico
- Moldes para Galletas con Forma de Calabaza

#### Que se Hace:

Revuelva su receta favorita de plastilina; agregue especie de calabaza y colorante de comida anaranjada para ponerle aroma. Déle a su niño la plastilina, el rodillo, el molde de pie, moldes para galletas con forma de calabazas y cuchillos de plástico. Envite a sus niños a jugar con la plastilina y hacer calabazas, pie de calabaza, y galletas. ! Que Rico!, pie de calabaza, y galletas. ! Que Rico!

### Una Bolsa de Calabazas

#### Que Necesita:

- Pintura Tempera (rojo y amarillo)
- Una Bolsa Ziploc
- Marcador Negro

#### Que se Hace:

¡Aquí! esta una manera sensacional para que sus niños observen la mezcla de colores! Para cada niño, ponga una cuchara llena de pintura amarilla y una cuchara de pintura roja en una bolsa de plástico con cierre. Termine la diversión usando un marcador negro para dibujar una calabaza en la bolsa.

## CANCIONES

### Mañana Domingo

Mañana domingo se van a casar  
la paloma blanca y el pavo real.

A la palomita la apadrinarán la mamá paloma  
y el pato Cúa-Cuá.

Padrino del novio su padre será;  
y será madrina la garza real.

La novia, de cola,  
y el novio, de frac,  
muy estiraditos a casarse irán.

Y desde la rama, que será un altar,  
un pechito rojo los bendecirá.

### Yo soy un Pavo

Yo soy un pavo, grande y gordo

Este es mi pico, estas son mis alas, esta es mi cola,

Y estoy listo para el día de gracias, para el día de gracias



# Thanksgiving: Turkey Day Fun!

## Playing to Learn

### OVERVIEW

Children will learn about Thanksgiving as they play games with their parents. Tell children they can also play these games at home with their families on Thanksgiving day.

### SKILLS

- DRDP – #5 SSD5 – Taking Turns
- DRDP – #7 SSD7 – Relationships with Adults
- DRDP – #15 LLD3 – Expression of self through language
- DRDP – #29 COG3 – Memory and Knowledge
- DRDP – #35 MATH4 – Measurement
- DRDP – #38 PD1 – Gross Motor Movement
- DRDP – #40 PD3 – Fine Motor Skills

### MATERIALS & PREPARATION

#### Materials:

- Game pieces (18 cards)
- Ziploc bags
- Turkey template
- Feathers (1 per child)

#### Preparation:

- Prepare take home activity set for each participant: memory game.
- Make copies of game pieces and place in Ziploc bag (1 per child).
- Print turkey template and feathers.
  - Cut out turkey feathers and place tape on the back.

### INTRODUCTION

- Introduce topic to students: Tell children that today they are going to learn about Thanksgiving.
- Tell children that Thanksgiving is a day to be thankful for all the things we have and to spend time with our families.
- Ask them what are some things they do on Thanksgiving? Ask them if they travel to visit relatives or do relatives come visit them.
- Let them know there are many games they can play to have some fun with their family on Thanksgiving. Name some games (Matching, Go Fish, BINGO, Hide and Seek, Tic-Tac-Toe)
- Tell children that they will be playing some games today that they can take home and do with their families on Thanksgiving, or any other family fun day!

### ACTIVITY #1

#### Sing a Song:

#### Five Little Turkeys

Five little turkeys standing at the door,  
 One waddled off, and then there were four.  
 Four little turkeys sitting near a tree,  
 One waddled off, and then there were three.  
 Three little turkeys with nothing to do,  
 One waddled off, and then there were two.  
 Two little turkeys in the morning sun,  
 One waddled off, and then there was one.  
 One little turkey better run away,  
 For soon it will be Thanksgiving Day.

## Dia de acción de gracias

Doy gracias por mis amigos por que me gusta jugar.  
Doy gracias por la musica por que me gusta cantar  
Doy gracias por mi maestra por que me gustar aprender  
Doy gracias por la comida por que me encanta comer  
Doy gracias por mi familia y tambien por la amistad  
El dia de accion de gracias nos trae felicidad!

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

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

### ACTIVITY #2

#### **Pin the Tail on the Turkey:**

- Tell children we will next play pin the tail on the turkey.
- Tape the turkey shape to a wall (child's height).
- Give each child a feather with rolled tape attached.
- One at a time, blindfold the children and have them try to stick their tail onto the turkey shape.
- See which child is able to place the tail onto the turkey correctly or which one is the closest; the winner gets a prize.

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

- Their child's ability to be patient and wait their turn.
- Their child's ability to measure distance.
- Their child's ability to estimate space, size and location.

### ACTIVITY #3

#### **Memory:**

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

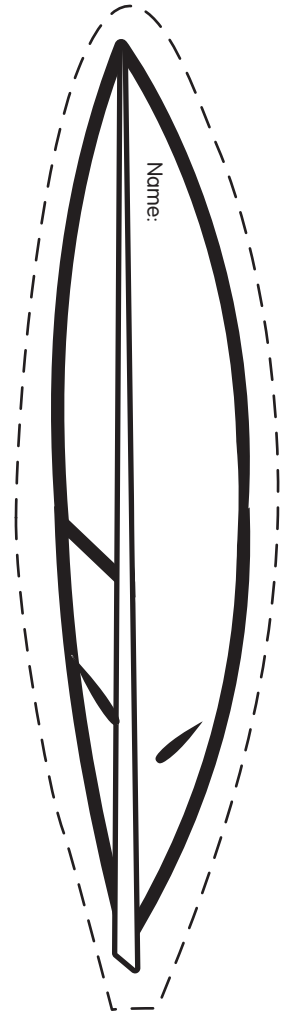
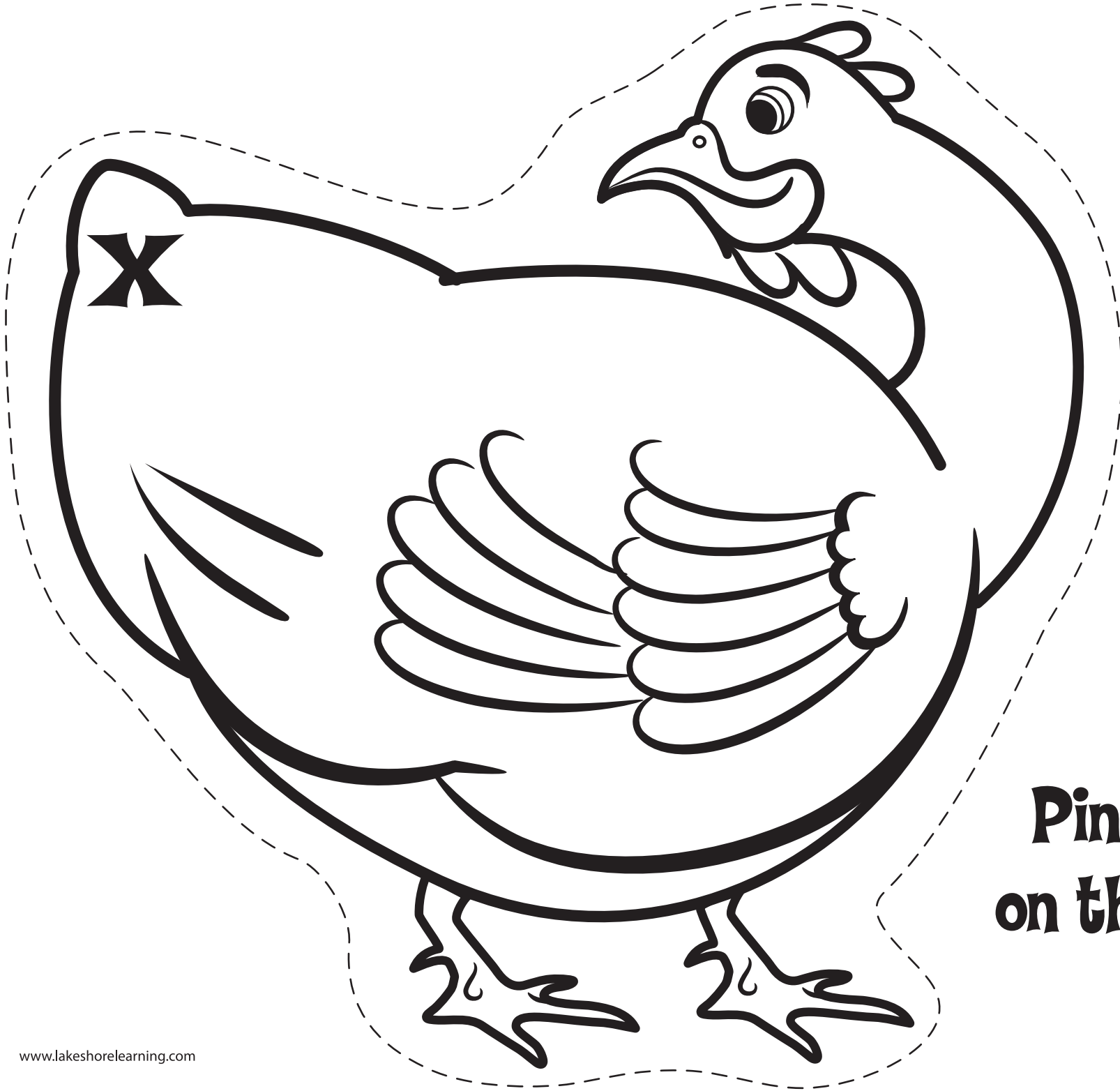
Explain to parents that playing this game helps strengthen the following skills:

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

### TALK ABOUT IT

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

- Ask children what they will do on Thanksgiving?
- Tell children to take their game home and play with family and relatives on Thanksgiving.
- 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.



# Pin the Tail on the Turkey







# Thanksgiving: Days of Thanks

## Sesame Street Fun!

### OVERVIEW

In this activity children will learn why we celebrate Thanksgiving. They will learn this by singing a song, reading a book and doing an activity.

### SKILLS

- DRDP - #3 SSD3 - Expressions of Empathy
- DRDP - #16 LLD4 - Language in Conversation
- DRDP - #17 LLD5 - Interest in Literacy
- DRDP - #18 LLD6 - Comprehension of Age-Appropriate Text Presented by Adult
- DRDP - #19 LLD7 - Concepts about Print
- DRDP - #32 MATH1 - Number Sense of Quantity and Counting
- DRDP - #37 MATH6 - Patterning

### MATERIALS & PREPARATION

- MATERIALS:**
- English Book: The Story of Thanksgiving by: Nancy J. Skarmeas
  - Spanish Book: La Historia del Día de Acción de Gracias por: Nancy J. Skarmeas
  - Poster Boards with necessary pictures
  - 11 x 17 Construction Paper
  - Turkey Template
  - Colorful feathers
  - Glue
  - Wiggle Eyes
  - Black Sharpie

- PREPARATION:**
- Prepare a sample project for demonstration purposes.
  - Copy Turkey Template body onto Brown Paper
  - Copy Turkey Template Neck onto Orange Paper
  - Copy Turkey Template Face onto Red Paper
  - Cut Yellow Turkey Beaks from yellow paper
  - Prepare Poster Boards:
    - Ten native tom-toms, Nine ears of corn, Eight woven blankets, Seven Native teepees, Six pairs of moccasins, Five bows and arrows, Four cornucopias, Three Native headdresses, Two turkey gobblers, and A pumpkin in a pumpkin patch!

### INTRODUCTION

- [Show opening Sesame Street/Plaza Sésamo Clip](#)
- Introduce topic to Students. Discuss with children why we celebrate Thanksgiving:
  - Throughout time, people have held days of thanksgiving for harvest and other good fortunes.
  - Thanksgiving in this country, is the descendant of the harvest celebration of the Pilgrims at Plymouth Colony.
  - The first celebration was the celebration of a successful crop of corn that the Indians had taught the pilgrims to plant. Without the crop, the pilgrims would not have had enough food to last throughout the winter. Many of them would have died.
  - The Indians who befriended the pilgrims were invited to attend the first Thanksgiving Feast! They brought food with them, which is how the custom of sharing food on Thanksgiving originated.
  - Today we celebrate Thanksgiving in much the same way - by spending time with our families and by sharing food (some of the same foods that the Pilgrims and Indians enjoyed).

### 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.
  - Finally read the book to the children and discuss any new and unfamiliar words during the story.

## ACTIVITY #2

### Sing Song/Watch Sesame Street Clip:

Ten Days of Thanksgiving: Lead the Children in the following chant, pointing to each demonstration board to guide them along:

- On the first day of Thanksgiving the natives gave to me. A pumpkin in a pumpkin patch.
- On the second day of Thanksgiving the natives gave to me. Two turkey gobblers and a pumpkin in a pumpkin patch.
- On the third day of Thanksgiving the natives gave to me. Three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch.
- On the fourth day of Thanksgiving, the natives gave to me. Four cornucopias, three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch.
- On the fifth day of Thanksgiving, the natives gave to me. Five bows and arrows, four cornucopias, three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch.
- On the sixth day of Thanksgiving, the natives gave to me. Six pairs of moccasins, five bows and arrows, four cornucopias, three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch.
- On the seventh day of Thanksgiving, the natives gave to me. Seven Native teepees, six pairs of moccasins, five bows and arrows, four cornucopias, three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch.
- On the eighth day of Thanksgiving, the natives gave to me. Eight woven blankets, seven Native teepees, six pairs of moccasins, five bows and arrows, four cornucopias, three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch.
- On the ninth day of Thanksgiving, the natives gave to me. Nine ears of corn, eight woven blankets, seven Native teepees, six pairs of moccasins, five bows and arrows, four cornucopias, three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch.
- On the tenth day of Thanksgiving, the natives gave to me. Ten native tom-toms, nine ears of corn, eight woven blankets, seven Native teepees, six pairs of moccasins, five bows and arrows, four cornucopias, three Native headdresses, two turkey gobblers, and a pumpkin in a pumpkin patch!

- [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 turkey.
- First children will cut out the turkey's body, neck and face,
- Instruct children to glue the neck onto the body, and the head onto the neck.
- Tell children to choose their turkey's feathers, and to glue them on the back of the turkey body,
- Next, children will glue the turkey onto the large piece of construction paper.
- To finish the project, children can glue the beak and the wiggle eyes onto their turkey face, and draw feet on the turkey using a black sharpie.
- When children are done, ask them to clean up their area.



## TALK ABOUT IT

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

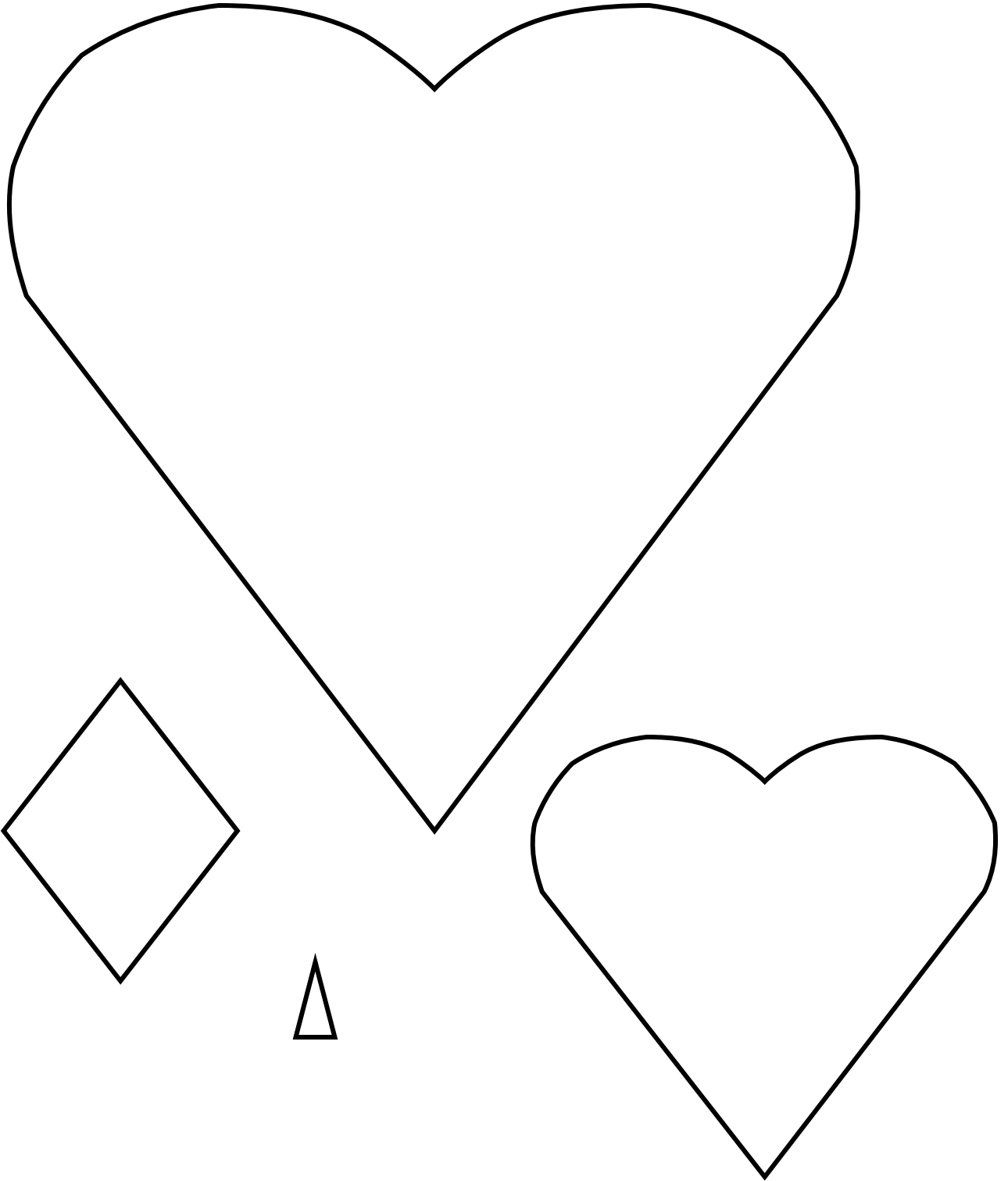
- Ask children to describe some of the things they learned about Thanksgiving today.
- Ask a child if they would like to share anything about their own Thanksgiving scene.
- Ask them to describe what they are most excited about for the upcoming Thanksgiving celebration.

## PARENT TIP SHEET

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



Sesame Street  
Fun!

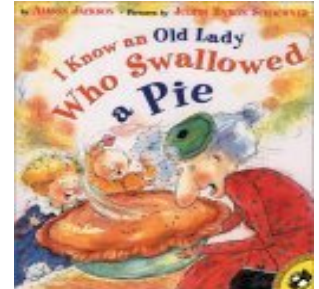
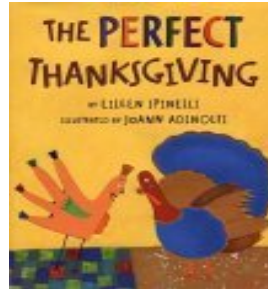
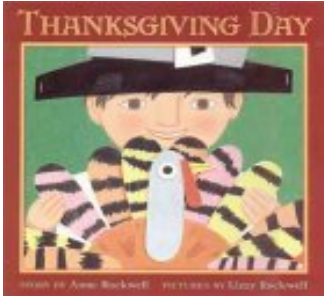




# Parent Tip Sheet: Thanksgiving

## Sesame Street Fun!

### BOOKS



### ACTIVITIES

#### Turkey Headbands

##### What You Need:

- Construction Paper
- Glue, Stapler, or Tape
- Feathers, Glitter, Sequins, Macaroni, Crayons, Stickers, Buttons, etc.

##### What You Do:

Have your child(ren) cut paper strips to make a headband out of. They may glue, staple or tape the headband together. Provide child(ren) with feathers, glitter, sequins or other materials for them to decorate the headband with. You can write "Turkey Suzy" on the headband.

#### Feather Painting

##### What You Need:

- Construction or Cardstock Paper
- Feathers
- Paint

##### What You Do:

Provide each child with a feather, paint and paper. Ask the children to paint a picture using the feather as a paintbrush.

### SONGS

#### The Pilgrims are Coming to Celebrate

The pilgrims are coming to celebrate, Hurrah,  
Hurrah  
The pilgrims are coming to celebrate,  
Thanksgiving Day  
The pilgrims are coming so don't be late  
They'll sing and dance to celebrate  
And we'll all have fun so don't be late!

#### Ran away on Thanksgiving Day

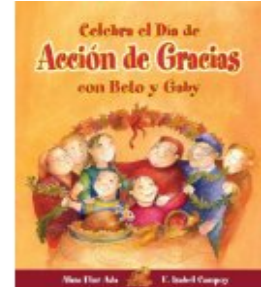
The potato ran away, on Thanksgiving Day,  
He said "they'll make mashed potatoes of me  
if I should stay!"  
  
The pumpkin ran away, on Thanksgiving Day,  
He said "they'll make a pie of me if I should  
stay!"  
  
The turkey ran away, on Thanksgiving Day,  
He said "they'll make a feast of me if I should  
stay!"  
  
The cabbage ran away, on Thanksgiving Day,  
He said "they'll make slaw of me if I should  
stay!"  
  
The cranberry ran away, on Thanksgiving  
Day, He said "they'll make a sauce of me if I  
should stay!"



# Consejos Para Padres: Acción de Gracias



## LIBROS



## ACTIVIDADES

### Diadema de Pavo

#### Que Necesita:

- Papel de Construcción
- Pegamento, Engrapadora o Cinta
- Plumas, Brillo, Lentejuelas, Pasta de Macarrón, Crayolas, Calcomanías, Botones, etc.

#### Que se Hace:

Haga que sus niños corten tiras de papel para hacer una diadema. Pueden pegar, engrapar o usar cinta para pegar la diadema. Proporcione a los niños con plumas, brillo, lentejuelas u otros materiales para decorar la diadema. Puede escribir "El Pavo Susana" o el nombre de su niño en la diadema.

### Pintura de Plumas

#### Que Necesita:

- Papel de Construcción o de Cartón
- Plumas
- Pintura

#### Que se Hace:

Proporcione una pluma, pintura y papel a cada niño. Dígalos a los niños que pinten un retrato usando la pluma como pincel.

## CANCIONES

### Yo Soy Un Pavo

Yo soy un pavo, grande y gordo

Este es mi pico, estas son mis alas, esta es mi cola,

Y estoy listo para el día de gracias, para el día de gracias

### Al Pavo Pavito

Al pavo, pavito, pavo,  
al pavo, pavito, sí.

El pavito se ha marchado  
a la hora de dormir. ¡Una!

Al pavo, pavito, pavo,  
al pavo, pavito, sí.

El pavito se ha marchado  
a la hora de dormir. ¡Dos!

Al pavo, pavito, pavo,  
al pavo, pavito, sí.

El pavito se ha marchado  
a la hora de dormir. ¡Tres!

Al pavo, pavito, pavo,  
al pavo, pavito, sí.

El pavito se ha marchado  
y el pavito ya está aquí.

1

Pumpkin





2

# Turkey Gobblers





3

# Native Headresses



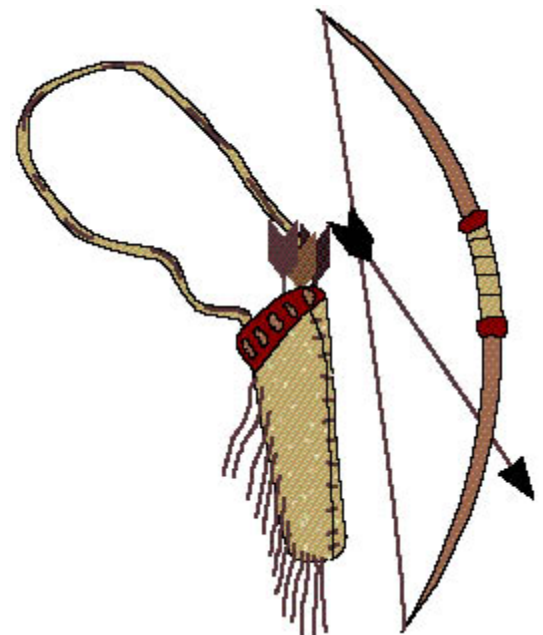
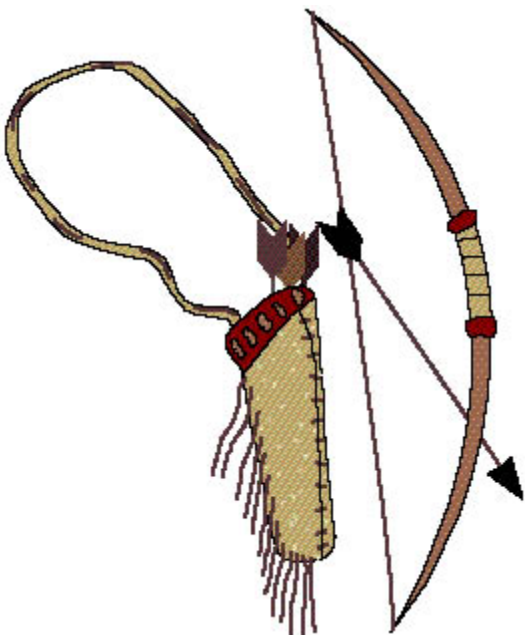
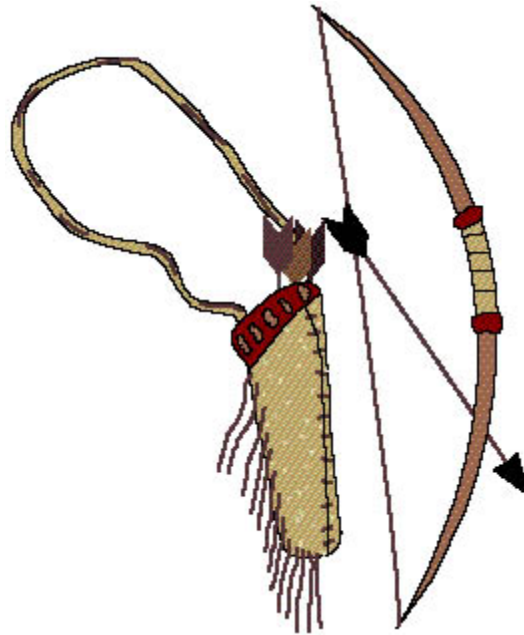
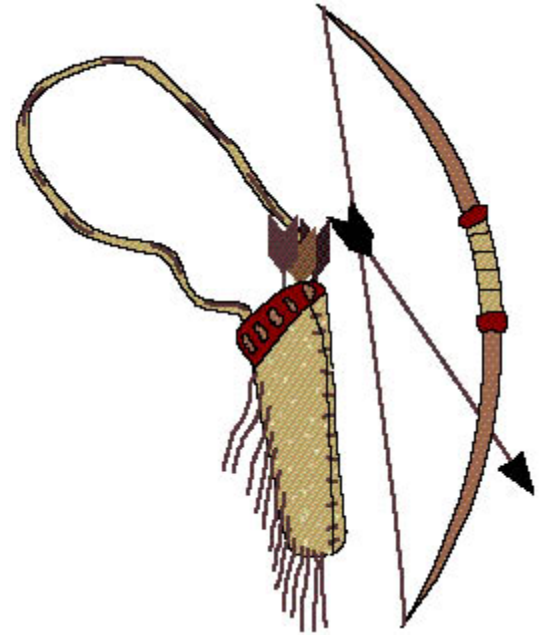
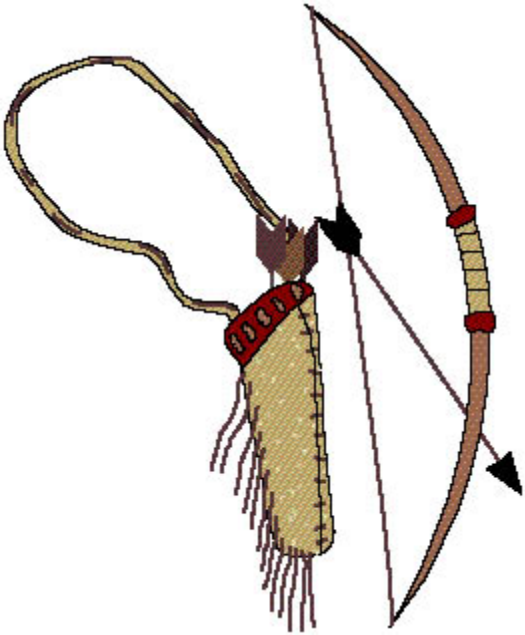
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# Cornucopias



5

# Bow and Arrows





6

# Pairs of Moccasins



7

# Native Teepees





8

# Woven Blankets





9

# Ears of Corn



# 10

## Native Tom Toms





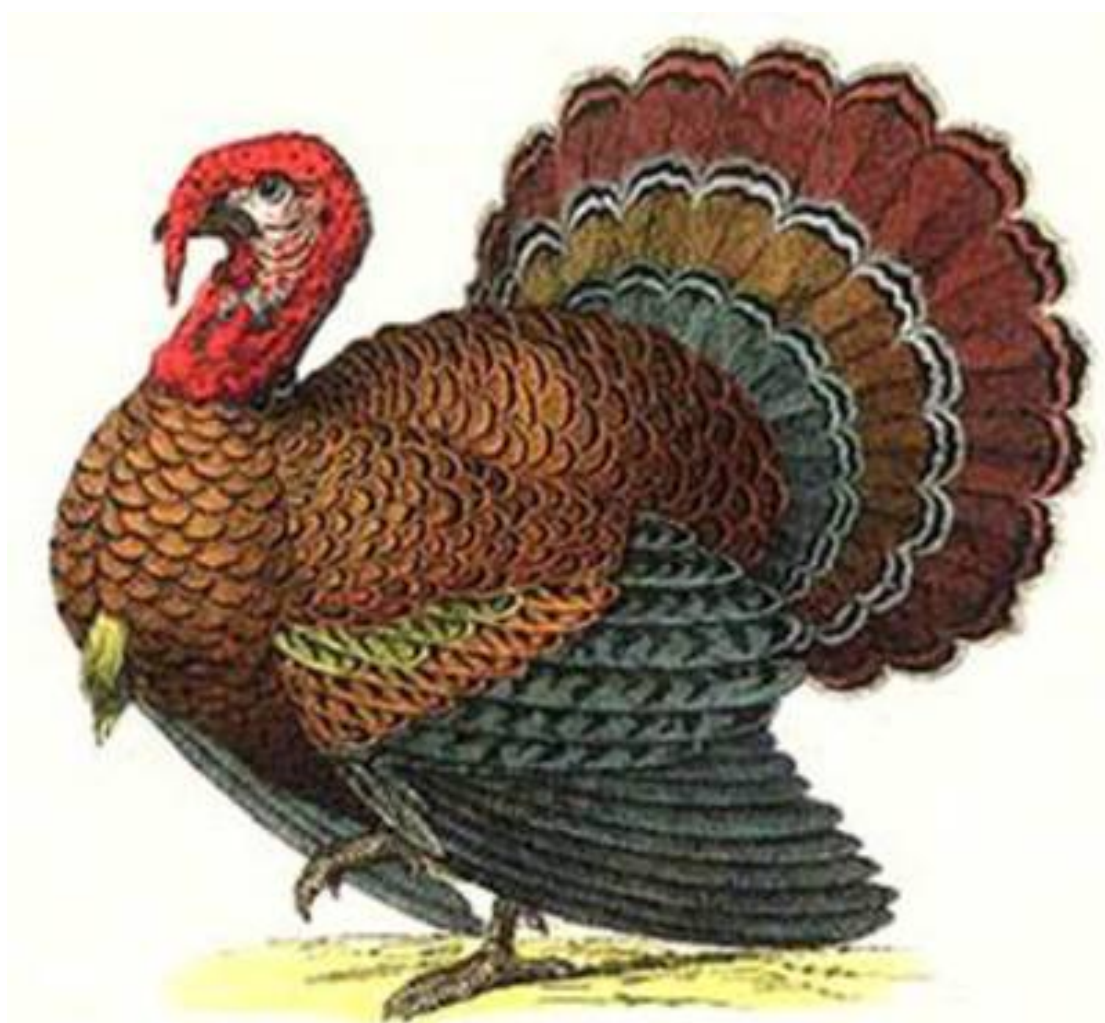
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Calabaza



2

Pavos



3

# Diademas Nativas





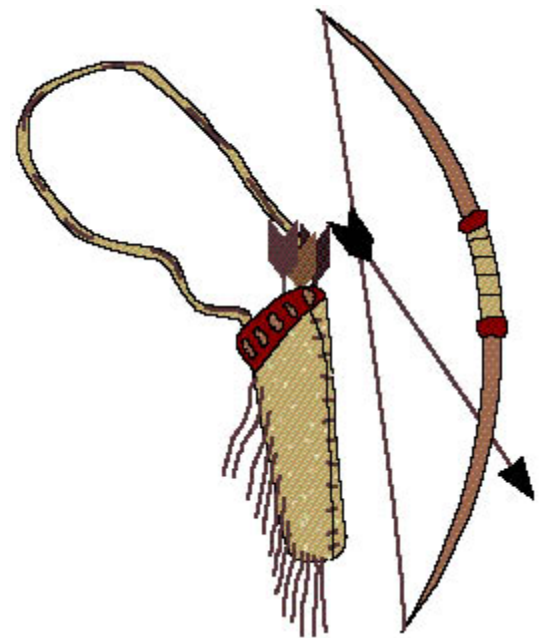
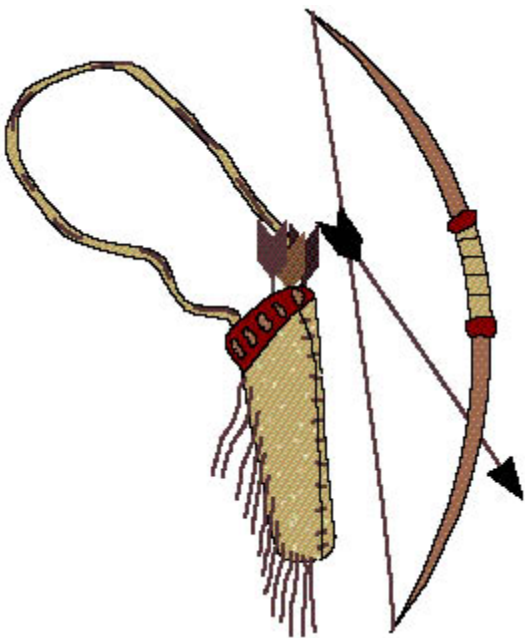
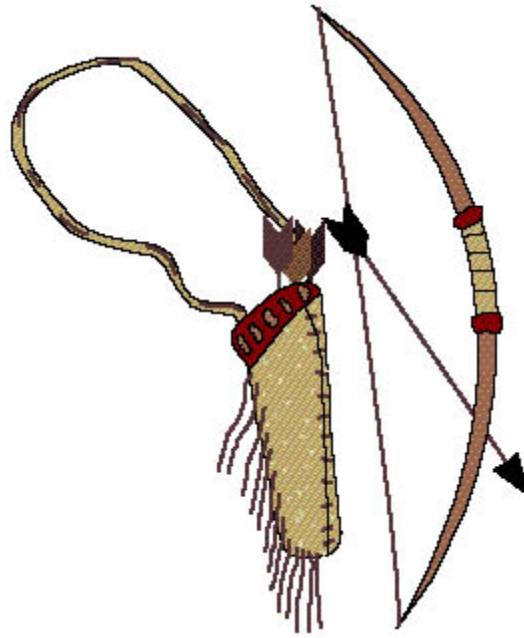
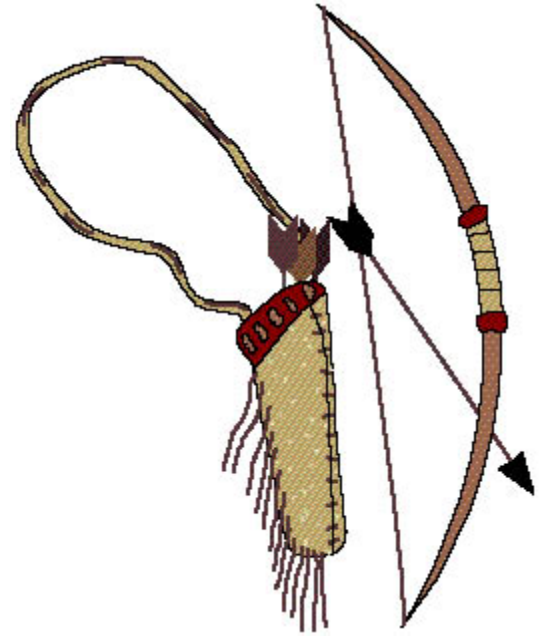
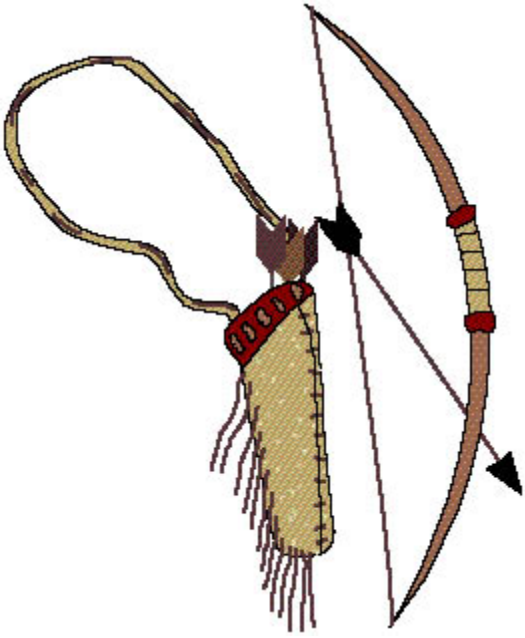
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# Cornucopias



5

# Arco y Flechas



# 6

## Pares de Mocasines





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# Tipi Nativos





8

# Mantas Tejidas





9

# Orejas de Maíz



# 10

## Tambores Nativos





# Thanksgiving: Popping Good Time!

## Sing & Play

### OVERVIEW

In this activity children will learn some interesting facts about Thanksgiving by listening to a story, participating in a sing along, free playing with manipulative toys, and decorating a corn basket template with different sensory materials.

### 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
- DRDP I&T - #34 MPD4 – Eye-Hand Coordination

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: Theo's Thanksgiving
- Spanish Book: El Día De Acción De Gracias De Teodoro
- Corn template
- Bubble wrap
- Construction paper
- Scissors
- Paint: yellow, red, orange, white and black
- Dried corn husks
- Paint brushes
- Manipulative Toys

by: David Steinberg  
(Translated)

#### PREPARATION:

- Prepare a sample project for demonstration purposes.

### INTRODUCTION

- Invite every body sit down on the carpet, greet everybody, and ask the children how they are doing today. Instruct children to introduce themselves by saying their name to the whole group.
- Talk to children and their parents about Thanksgiving Day; explain that Thanksgiving is a day set aside each year where people in the United States and Canada give thanks for all the abundant harvest of crops during the year. We celebrate the day by feasting and spending time with friends and family.
- 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

#### 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 & Dance:

- Let children and parents know that we will be dancing and moving our bodies. Instruct both parents and children to follow along and to copy your movements as we sing the song together.
  - English – Thank You
  - Spanish – Día de Acción de gracias

(Songs are available on Parent Tip Sheets)

## ACTIVITY #3

### Hands on Art Activity:

- Let children and parents know that they will be making their own corn basket.
- Show a sample of the completed craft project.
- Pass out materials.
- Ask parents to dribble yellow and white paint on wax paper. Spread with craft stick to fill an area slightly bigger than the corn shape.
- Instruct children to press bumpy side of bubble wrap into white and yellow paint and press onto construction paper.
- Tell children that they can then use a paintbrush to paint some of the kernels with black or red paint to give the look of Indian corn.
- Ask parents to help their children glue the corn onto the construction paper.
- Tell children that to finish their project, they need to paste the corn husks around the outside of their corn.
- 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:

- Describe to the children that in a couple of weeks we will be celebrating Thanksgiving.
- Tell children some of the things that you will be thankful for on that day.
- Ask them to give an example of the things they are thankful for in their lives.

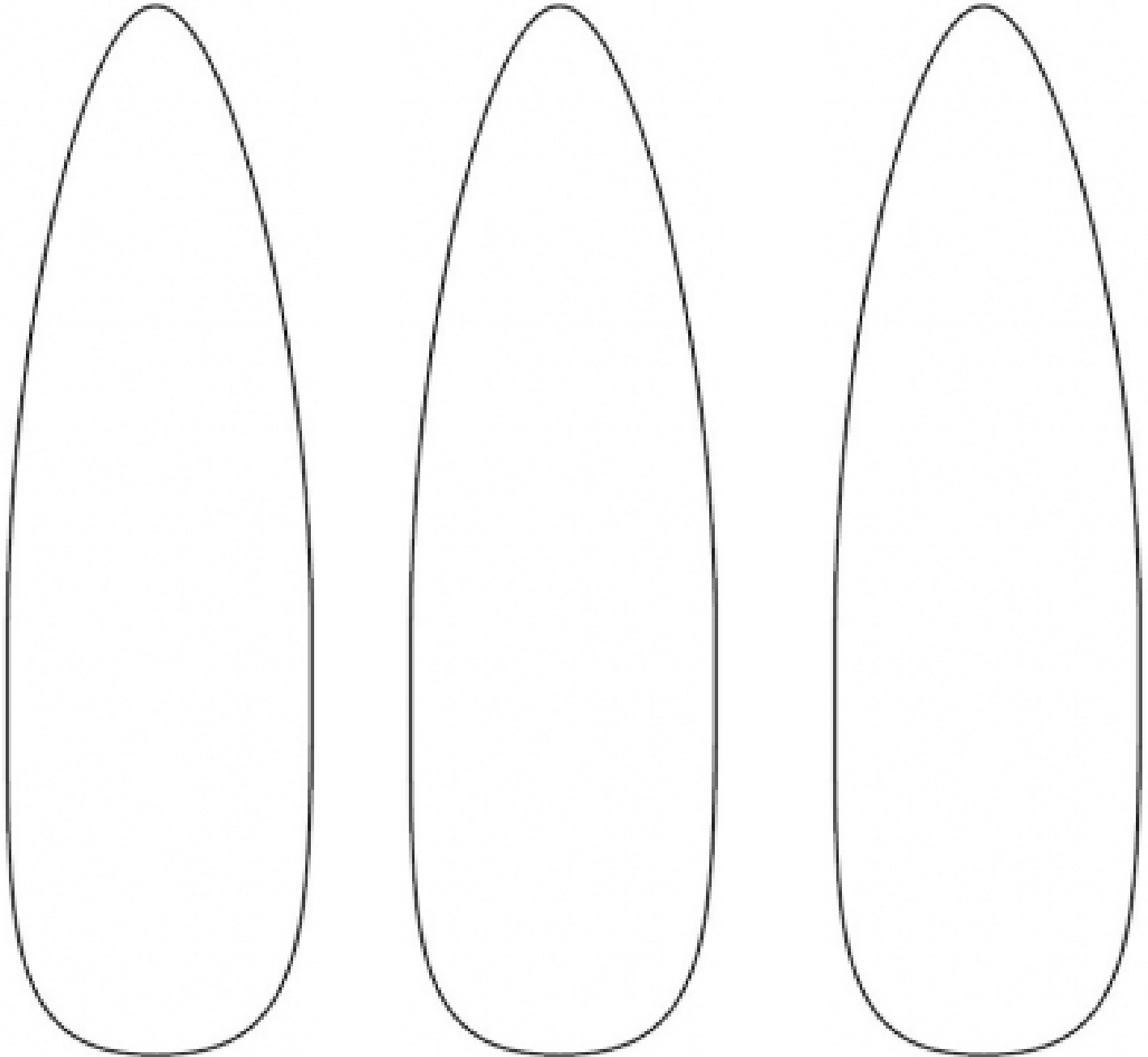
## PARENT TIP SHEET

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



# Thanksgiving: Candy Corn Template

Sing  
& Play





## Thanksgiving: Book Translation

Sing  
& Play

### Title: Theo's Thanksgiving by: David Steinberg

Page (s)

1. Cuando llegaron los invitados Teodoro no resistía de servir **UNA** rebanada de pavo en su plato de Acción de Gracias.
2. Después agrego **DOS** cucharones de Mini repollos con **TRES** cucharadas de caldo gravy.
3. Ahora **CUATRO** rollos de Pan.
4. Y **CINCO** chicharitos; después pregunto ¿alguien podría pasarme la calabaza, por favor?
5. El formó **SEIS** montañas gigante alrededor de su plato, con **SIETE** árboles de brócoli y **OCHO** zanahorias.
6. (Blank),
7. Entonces los batió y revolvió y creo un buen diseño pero se detuvo contando **NUEVE** arándanos.
8. Después el tomo **DIEZ** galletas de dar Gracias, cuando la mamá de Teodoro le dijo, "Siéntate y come."

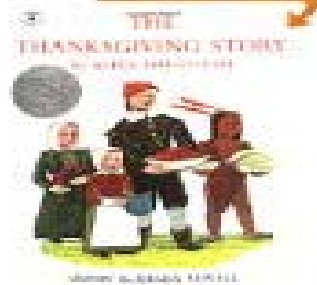




# Parent Tip Sheet: Thanksgiving

## Sing & Play

### BOOKS



### ACTIVITIES

#### Rubber Turkey

##### What You Need:

- Rubber Glove
- Tissue Paper
- Popcorn

##### What You Do:

Using a clear rubber glove, stuff the four fingers with colored tissue paper, stuffing the thumb with red. Fill the palm with popcorn and tie off at the bottom, for a cute turkey

#### Indian Corn Painting

##### What You Need:

- Indian Corn
- Tempura Paint
- Shoe Box Lid
- Paper
- Thick Paper

##### What You Do:

Place paper into box lid. Provide different colors of paint on paper plates with a corn cob. Encourage your children to dip the cobs into the paint and then roll around on their paper. This activity can be messy, but it makes a very cool design.

### SONGS

#### Funny Bird

The turkey is a funny bird,  
His head goes wobble, wobble.  
All he know is just one word,  
Gobble, Gobble, Gobble.

#### Thank You Song

(Sung To: Twinkle, Twinkle, Little Star)

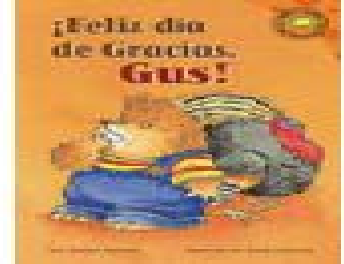
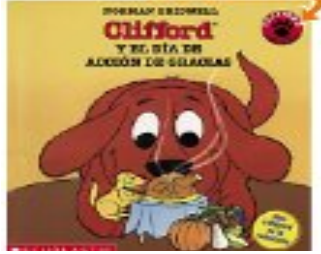
Thank you for the sun so bright,  
Thank you for the moon at night,  
Thank you for my family,  
Thanks for friends who play with me,  
Thanks for everything I see,  
I am thankful, yes siree.



# Consejos Para Padres: Acción de Gracias

## Canta y Juega

### LIBROS



### ACTIVIDADES

#### El Pavo de Goma

##### Que Necesita:

- Un Guante Látex
- Papel de Colores (mache)
- Palomitas de Maíz

##### Que se Hace:

Llene el guante en cuatro dedos con papel de colores. En el dedo índice llénelo de papel color rojo. La palma llénela con palomitas. Amarre la parte de abajo y tendrá un pavo lindo.

#### A Pintar con la Mazorca

##### Que Necesita:

- Un Elote de Maíz
- Pintura de Tempera
- Una Tapadera de Zapatos
- Papel Grueso de Construcción

##### Que se Hace:

Ponga papel construcción en la tapadera. Tenga diferentes colores de pintura. Sumerja el elote en los platos de pinturas que elija y ruede el elote alrededor del papel. Esta actividad puede ensuciar mucho pero es divertida.

### CANCIONES

#### Día de Acción de Gracias

Doy gracias por mis amigos por que me gusta jugar.

Doy gracias por la música por que me gusta cantar

Doy gracias por mi maestra por que me gustar aprender

Doy gracias por la comida por que me encanta comer

Doy gracias por mi familia y también por la amistad

El día de acción de gracias nos trae felicidad!

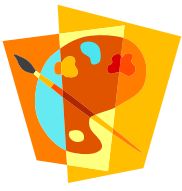
#### Yo Soy un Pavo

Yo soy un pavo, grande y gordo

Este es mi pico, estas son mis alas, esta es mi cola,

Y estoy listo para el día de gracias, para el día de gracias





# Thanksgiving: Christopher Corn

Smart  
Art

## OVERVIEW

In this activity children will learn about Thanksgiving by participating in a read-aloud and painting a ceramic piece that is related to the Thanksgiving 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 - #32 MATH1 – Number Sense of Quantity and Counting

## MATERIALS & PREPARATION

### MATERIALS:

- English Book: One Little, Two Little, Three Little Pilgrims By: B.G. Hennessy
- Spanish Book: Un Pequeñín, Dos Pequeñines, Tres Peregrinos Pequeñines (Translated)
- Bisque piece: Christopher Corn
- Bisque paints: brown, yellow, orange, green
- 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
- Discuss what Thanksgiving is:
  - Thanksgiving in this country is a celebration to commemorate when the pilgrims came to this country and were helped by the American Indians who already lived here.
  - The American Indians helped to teach the Pilgrims certain things which helped them survive.
  - To acknowledge their appreciation, the Pilgrims invited the American Indians to join them in a great feast. The American Indians brought food to the feast and thus was the first Thanksgiving celebration.

**ACTIVITY #1****Sing a Song:****English Song:** Thank You

Thank you for the sun so bright,  
 Thank you for the moon at night,  
 Thank you for my family,  
 Thanks for friends who play with me,  
 Thanks for everything I see,  
 I am thankful, yes siree.

**Spanish Song:** Doy Gracias

Doy gracias por mis amigos por que me gusta jugar.  
 Doy gracias por la música por que me gusta cantar.  
 Doy gracias por mi maestra por que me gusta aprender.  
 Doy gracias por la comida por que me encanta comer.  
 Doy gracias por mi familia y también por la amistad.  
 El día de acción de gracias nos trae felicidad.

**ACTIVITY #2****Read Book**

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

**ACTIVITY #3****Paint Ceramic Piece**

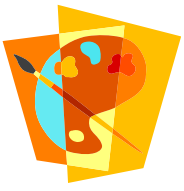
- Instruct children to sit at the table in front of a ceramic piece.
- Tell children that they will be painting a ceramic piece today using the paint colors being provided (name each paint color).
- Show the children a sample of what a completed project looks like.
- Demonstrate how to hold the paint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

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

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

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

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



**Book Translation:**  
**Un Pequeñín, Dos Pequeñines,  
Tres Peregrinos Pequeñines**

Smart  
Art



# Thanksgiving: Gobble Me Up!

## Snack Attack

### OVERVIEW

Children will learn the importance and significance of turkeys during Thanksgiving and the meaning of being grateful by creating an edible snack that closely resembles a turkey.

### SKILLS

- DRDP - #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills
- DRDP - #41 HLTH1 – Personal Care Routines
- DRDP - #22 LLD10 – Emergent Writing

### MATERIALS & PREPARATION

#### MATERIALS:

- English book: The Turkey Ball by: David Steinberg
- Spanish book: Gracias, el Pavo de Thanksgiving por: Joy Cowley
- Per Child:
  - Cupcake
  - Chocolate/Vanilla frosting
  - 3 oval shortbread cookies or mini vanilla wafers
  - 6 to 10 candy corn pieces
  - Black decorator's gel
  - Pull "n" Peel Twizzlers
  - 1 paper plate
  - 1 napkin

#### PREPARATION:

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

### INTRODUCTION

- Introduce topic to students: Tell children that today's class will focus on turkeys and being thankful.
- Talk about what thankful means. Write what children are thankful for on a poster or whiteboard to develop emergent writing skills and teach children that print conveys meaning.
- Have the children verbally say some things they are thankful for, and brainstorm a verbal list of some things you are thankful for as a class.
- Explain to children the activities that they will participate in today, to include singing a song, participating in a book reading, and making an edible treat which is tied to the topic.

### ACTIVITY #1

#### Sing Along

- Tell children that we will now be singing a song.

### Five Little Turkeys

Five little turkeys standing at the door,  
One waddled off, and then there were four.  
Four little turkeys sitting near a tree,  
One waddled off, and then there were three.  
Three little turkeys with nothing to do,  
One waddled off, and then there were two.  
Two little turkeys in the morning sun,  
One waddled off, and then there was one.  
One little turkey better run away,  
For soon it will be Thanksgiving Day

### Al Pavo Pavito

Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
a la hora de dormir. ¡Una!  
Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
a la hora de dormir. ¡Dos!  
Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
a la hora de dormir. ¡Tres!  
Al pavo, pavito, pavo,  
al pavo, pavito, sí.  
El pavito se ha marchado  
y el pavito ya está aquí.

### 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:

- Give each child a cupcake and have them frost the cupcake, then have them press in a cookie head and two cookie wings.
- Have them press in a row or two of candy corn tail feathers.
- To make an eye, add a dot of black decorator's gel for a pupil.
- For a beak, use white vanilla frosting.
- To make the wattle, cut a 1-inch square of twizzler and stick it in place over the beak.



### TALK ABOUT IT

- Discuss what the children learned today about Thanksgiving and turkeys.
- Ask the children if they can make a turkey sound?
- Lastly, tell the children that the word "turkey" and the word "thanksgiving" both start with the letter "T". Ask children to enunciate what the letter "T" sounds like to heighten their phonetic awareness.



# Thanksgiving: Thanksgiving Cornucopia

## 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 Thanksgiving holiday. Children will have the opportunity to make their very own cornucopia of fruit and vegetables.

### SKILLS

- DRDP - #3 SSD3 – Expressions of Empathy
- DRDP – #6 SSD6 – Awareness of Diversity in Self and Others
- DRDP - #16 LLD4 – Language in Conversation
- DRDP – #17 LLD5 – Interest in Literacy
- DRDP - #18 LLD6 – Comprehension of Age-Appropriate Text Presented by Adult
- DRPD - #19 LLD7 – Concepts about Print
- DRDP - #40 PD3 – Fine Motor Skills

### MATERIALS & PREPARATION

#### MATERIALS:

- English Book: The Night Before Thanksgiving by: Natasha Wing
- Spanish Book: La Noche Antes del Día de Dar Gracias (Translation Attached)
- Brown construction paper
- Food template
- Cornucopia template
- Children scissors
- Crayons
- Glue stick
- Give-away books

#### PREPARATION:

- Prepare a sample project for demonstration purposes.
- Make copies of Cornucopia on brown construction paper.
- Make copies of food template on regular white paper.

### INTRODUCTION

- Introduce topic to students.
- Activate prior knowledge by asking the children what they know about Thanksgiving.
- Lead the class into a discussion about Thanksgiving. Explain to the children that the purpose of Thanksgiving is to take some time to consider the blessings and feel appreciation for all that we have. These blessings may include family, friends, pets, good health, food we eat, and the home we live in, and so on.

### 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.
- Finally read the book to the children and discuss any new and unfamiliar words during the story.

### ACTIVITY #2

#### Thanksgiving Cornucopia:

- Show children a picture of a cornucopia and ask them if they know what it is? Tell them that a cornucopia is a basket and we should be thankful that we have plenty of food to fill our basket up.
- Tell children they will get to fill their cornucopia with food.
- Pass out the cornucopia template and food template to each child.
- Place crayons, scissors and glue in the center of the table for children to share.
- Have children color food items and cut them using scissors.
- Then have them glue food items on the cornucopia.
- Inform children that upon completion of their activity, each child can choose a book from the give-away bookshelf to enjoy at home.

**TALK ABOUT IT**

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

- Ask children what they enjoy most about Thanksgiving.
- Ask them to share what special things their family does during the holiday.
- Ask them if they have a cornucopia at home that they fill with fruits and vegetables?

**PARENT TIP SHEET**

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



## Book Translation: La Noche Antes del Día de Dar Gracias

Story Time

Era la noche antes del día de dar Gracias, y todas las familias de la nación estaban preparándose para la celebración.

En nuestra casa mi mamá estaba cocinando tres pastelitos: de calabaza, nuez y manzana.

Esa noche estábamos acomodados en nuestras camas y cobijados, soñando con piernas de pavo bailando en nuestras cabezas.

Es la mañana del día de dar Gracias ¡!!!!, Nos levantamos y vimos el desfile en la televisión.

Nuestra Familia llegó de lejos y cerca, en taxi, en tren y por carro.

Mi hermano trajo del sótano la mesa de los niños y las sillas dobladas, nosotros contamos y limpiamos los mejores cubiertos, luego arreglamos dos mesas.

Llegó el pavo y empezaba a llegar más primos yo estaba muy contenta, los llamaba por su nombre: Hola Danny, Donny, Paula y Vickie. Hola Casey, Cathy, Brenda y Ricky. ¡Vengan a jugar, vengan a jugar!

Ahora arriba en mi cuarto, Jugamos con mis juguetes, juegos en la computadora también.

Hicimos sombreros de los peregrinos, y chistosos broches para los zapatos.

Todo estaba listo, excepto mi Tío Norm, el llamo para decir que estaba atorado en una tormenta. Mientras mi mamá tomaba el camote, la mermelada y el jamón ahumado.

Cuando mi mamá nos vio teníamos en cada dedo una oliva y estábamos jugando que éramos marionetas y cantábamos en la ópera.

Mientras la comida se cocinaba, nosotros jugábamos afuera a la pelota con el perro, mientras nuestros estómagos nos gruñían y decíamos "¿podemos comer ahora?"

La alarma sonó. ¡El Pavo estaba listo! Mamá abrió el horno y lo olió y lo vio. Se nos hizo agua la boca, que rico pavo nos vamos a comer.

¡Su piel es dorada! ¡Las piernas están jugosas! El relleno delicioso, gracias a Tía Lucy. Papá se deslizó con el pavo (pesaba 30 libras). Él se volteó, se tropezó con uno de nuestros perros.



¡El pavo voló! Sobre la mesa de comida, mi hermano y yo hicimos un estruendo, mientras tratábamos de acachar el pavo en un plato.

¡Todo bien! Dijo El abuelo, "Empieza a cortar, ¿que no ves que la gente tiene hambre?"

Papa no dijo una palabra se puso a trabajar. El deslizo el cuchillo sobre el pavo y lo corto.

En frente de la casa se oyó el sonido de la bocina del carro, una camioneta trajo a Tío Norm. Con un guiño en el ojo y girando la cabeza dijo "¡La fiesta puede comenzar aquí esta Norm!

Todos tomamos nuestros platos y comenzamos a servirnos, pero Papa dijo: esperen. "Estamos muy agradecidos de que estamos reunidos todos este año, en nuestra casa y en nuestros corazones".

Comimos y comimos, sin embargo pero por último no menos importante...

Al siguiente día ¡fiesta de sobras!







# Parent Tip Sheet: Thanksgiving

## Storytime

### BOOKS



### ACTIVITIES

#### Thankful Collage

##### What You Need:

- Magazines
- Scissors
- Construction Paper
- Glue

##### What You Do:

Have your child cut out pictures from magazines of things he/she are thankful for and make a collage. Then ask him/her what the pictures are and label the pictures with the names that they came up with.

#### Teepees

##### What You Need:

- Brown Construction Paper
- Tape
- Crayons and Stickers

##### What You Do:

You can show your child how to make teepees from paper by making the paper into a cone shape and taping it. Have your child decorate their teepee. You can explain that this was one of the many different housing that some Native American tribes lived in. Today, Native Americans live in houses and apartments.

### SONGS

#### Five Little Pilgrims

Five Little pumpkins on Thanksgiving Day,  
The first one said, "I'll have cake if I may,"  
The second one said, "I'll have turkey roasted,"  
The third one said, "I'll have chestnuts toasted,"  
The fourth one said, "I'll have pumpkin pie,"  
The fifth one said, "Oh, cranberries I spy."  
But before they had any turkey and dressing,  
They bowed their heads for Thanksgiving blessing.

#### Thanksgiving Song

I'm thankful for all my friends  
because you know I love to play.  
I'm thankful for the food that I eat  
each and every day.

I'm thankful for music  
because you know I love to sing.  
I'm thankful for my teachers  
because they teach me so many things.

I'm thankful for my family  
for the love they're always bringing  
and I'm happy I get to see them  
on this day of Thanksgiving.



## Consejos Para Padres: Acción de Gracias

Hora de  
Cuentos

### LIBROS



### ACTIVIDADES

#### Un Colage de Dar Gracias

##### Que Necesita:

- Revistas
- Tijeras
- Papel Constructivo
- Resistol

##### Que se Hace:

Haga que su hijo/a recorte imágenes de revistas de las cosas que él o ella están agradecidos y hagan un collage. Luego pídale que nombre las fotos y usted escriba los nombres que dijo.

#### Tipi Nativo

##### Que Necesita:

- Papel Constructivo Café
- Cinta Adhesiva
- Crayolas y Calcomanías

##### Que se Hace:

Usted puede enseñar a su hijo cómo hacer tipis nativos de papel haciendo el papel en forma de cono y pegándolo con cinta adhesiva. Pida a su niño decorar su tipi nativo con crayolas y calcomanías. Usted puede explicar que esta fue una de las muchas diferentes viviendas que algunas tribus nativas americanas usaban para vivir. Hoy, los americanos nativos viven en casas y apartamentos.

### CANCIONES

#### Día de Acción de Gracias

Doy gracias por mis amigos  
porque me gusta jugar.  
Doy gracias por la música  
porque me gusta cantar.

Doy gracias por mi maestra  
porque me gusta aprender.  
Doy gracias por comida  
porque me gusta comer.

Doy gracias por mi familia  
y también por la amistad.  
El Día de Acción de Gracias  
nos trae felicidad.

#### El Pavito

Mira al pavito,  
qué triste está.  
Anda solito  
sin su mamá.

Mira al pavito  
que viene y va,  
anda buscando  
a su mamá.

¡Mira al pavito, qué triste está!