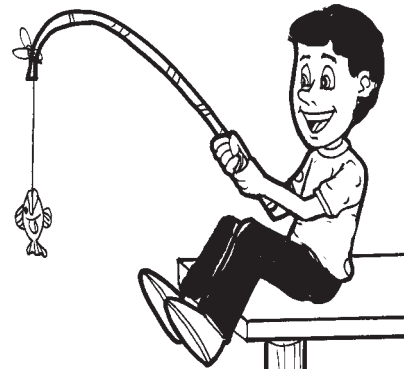


Objetivos

1. Aprender colores básicos
2. Mejorar las habilidades motoras
3. Incrementar el entendimiento del concepto *arriba*



Materiales

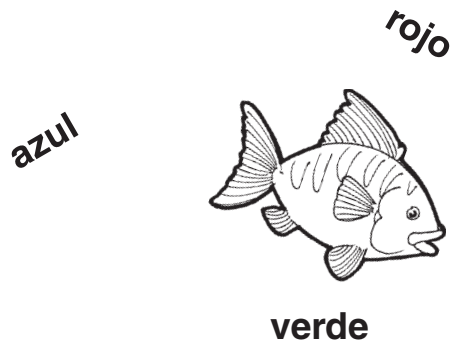
Hoja de Trabajo 1-3, palillo largo, pegamento, cuerda, cartulina, papel de diversos colores, tijeras, varios “clips” de papel, estanque ancho. Padres pueden usar una alberca (piscina) pequeña inflable o la bañera.

Actividad

Primero, haga varias copias de la Hoja de Trabajo 1-3 en papel de color. Puede asignarle a cada estudiante un color distinto o hacer que los estudiantes tomen turnos. Luego, diga, **“Recorta los pescados. Pégalos en la cartulina, y vuévelos a recortar.”**

Después, corte el círculo del ojo. Sujete el clip de papel (paperclip) alrededor del agujero del ojo. Entonces, ate una punta de la cuerda a un extremo del palillo. Separe hacia afuera el extremo del clip de papel, y dele forma de curva como un gancho (anzuelo) de la pesca, para que fácilmente puedan tomar los otros clips de papel en los pescados.

Coloque los pescados dentro del estanque. Cuando escojan un pescado, diga su color. Por ejemplo, *“Arriba viene el pescado azul”* or *“Arriba viene el pescado rojo”*. La próxima vez que jueguen, haga que el estudiante diga lo que agarró. Por ejemplo, *“Yo agarré el azul”* o *“Yo agarré el rojo”*.



Objectives

1. To understand and use names of colors
2. To sequence numbers

Materials

String, balloons in assorted colors, scissors, black marker, tape

Activity

First, blow up five different colors of balloons. Choose the sequence of five numbers that you will teach. Then, draw a different number on each balloon with the black marker. Tie a string to the end of each balloon, and tape the other end of the string to the ceiling.

Say, **“Jump to touch one balloon at a time. I will say the color and number of the balloon that you touch. Repeat the names as I say them.”**

Make sure that the student is able to reach each balloon as he or she jumps to touch it.

Once the student can identify colors and numbers, have him/her name the color and/or number as each balloon is touched. You may have to model the appropriate response for the student (Examples: “red-one,” “yellow-two,” “green-five”). Then ask the student to touch the balloon that has the number that you specify. (You can also play “Simon Says” when presenting this activity.)

If the student completes this activity successfully, place the balloons in random order and ask him/her to put them in numerical order. Also, you may increase the number of balloons, change the sequence (e.g. backwards, even numbers), or use higher numbers.



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