

LET'S WAKE UP!

Links to the Early Years Foundation Stage Curriculum (DfE: 2012)

www.early-education.org.uk

'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments' (DfE: 2012)

LANGUAGE:

(track 1 on the Sound CD)

<i>¡Despierta!</i>	<i>¡Salta!</i>	<i>estoy cansado/a</i>	<i>Mamá</i>
<i>uno, dos, tres</i>	<i>¡Anda!</i>	<i>a dormir</i>	<i>Papá</i>
<i>¡Buenos días!</i>	<i>¡Da vueltas!</i>	<i>buenas noches</i>	<i>arriba</i>
<i>mueve/moved</i>	<i>¡Corre!</i>	<i>¡Que duermas</i>	<i>abajo</i>
<i>la cabeza</i>	<i>aquí</i>	<i>bien!</i>	
<i>las manos</i>	<i>allí</i>	<i>dar un abrazo</i>	
<i>los pies</i>		<i>besos</i>	
<i>(todo) el cuerpo</i>			

INTRODUCTION:

EYFS

A Unique Child: Associates a sequence of actions with daily routines. (*Mathematics: Shape, space and measure 2012*)

This topic is divided into two sections. The first section contains activities relating to **Waking up** and the second section relates to getting tired and **Going to sleep**. You can use these sections in whatever order suits you and your groups. You could consider starting the session with ideas from the 'Wake up section' section and following on with quieter 'wind-down' ideas from the 'Go to sleep' section.

Note: The rhymes: *Tic tac* track 11, *Estrellita* track 68, *Cierras tus ojitos* track 70, *Pajarillo* track 71, *Duérmete niño* track 72, *Mi niño pequeño* track 75 and the songs on CD1: *Así hacen* track 74, *Uno, dos, tres, ¡despierta!* track 12, *¡Mueve!* track 13, *Estoy cansado/a, mamá* track 69, *A dormir* track 73 and the story *Caramelo se va a la cama* on page 55: link all the different activities and games for this topic.

LINKS TO OTHER TOPICS:

There are songs about going to sleep included in the topics Let's Pretend – princesses and Let's Celebrate – picnic which you could recycle here.

LET'S WAKE UP!

WAKING UP:



Let's Imagine!

Introduce the 'story' of Caramelo the Bear who is the focus of this topic. He is very tired and needs help to wake up. Have Caramelo in a toy pram or cot or even just cradled in your arms in a blanket. Talk very quietly as you tell your group how sleepy he is and ask for ideas of how we can wake him up in a nice way.

Suggest to the group that you could wake him up by calling out "*¡Hola/Buenos días, Caramelo!*" Take it in turns to try and wake him up. Perhaps Caramelo could snore loudly when these attempts to wake him up fail?!

Introduce the key vocabulary *Despierta* and take it in turns to try to wake him up by saying this to him. Adults should be encouraged to join in as the toddlers may not be confident enough to speak within the group – or may simply be too young.

When Caramelo finally wakes up make a big deal of it and encourage the whole group to greet him by saying "*¡Hola/Buenos días, Caramelo!*"

You will need: Caramelo, a toy pram/cot or a blanket to wrap him in.



Let's Play!

EYFS

A Unique Child: Enjoys finding own nose, eyes or tummy as part of naming games and learns that own voice and actions have effects on others. (*Personal, Social and Emotional Development: Self-confidence and self-awareness 2012*)

Games and actions:

- Shake your body. Invite each toddler to wake up each part of his/her body. Introduce the word *Mueve* and show the group how we can shake different parts of our body to wake up. Try to introduce the words for the parts of the body in the following order as this replicates the order in the song ***Mueve***, track 13. Start with *la cabeza*, then *las manos*, then *los pies*, and finally *(todo) el cuerpo*. Encourage adults with smaller babies and toddlers to move the children's arms, legs and so on, repeating the key vocabulary all the time.

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- Talk with the group about other ways we could wake our bodies up. Discuss the different actions that we could do and introduce the Spanish words for each one. You do the actions for each word as you say the Spanish word. Get the toddlers to practise the action words *saltad*, *andad*, *dad vueltas*, *corred*. Encourage the adults to say the words as well as doing the action but don't worry about the toddlers repeating the spoken word; encourage them to concentrate on the actions associated with each word.
- Stand up and wake up properly by practising different actions and moving around the room. Use *saltad*, *andad*, *dad vueltas*, *corred* and any other action words you have introduced to your group.
- Use music to turn this into a game of 'Musical Statues': play music (try to use music the toddlers are familiar with and to which they can do actions). Whilst the music is playing, the toddlers can move around the room, but when the music stops they must stop. You can then call out either a part of the body or an action which they should all do. Toddlers who are not yet walking can be carried by their adult.
- Play 'Follow my leader' by moving around the room with the group following you. Call out different action words and do the action, encouraging the group to copy you. Toddlers who are not yet walking can be carried by their parent. Adults might like to take their turn as leader, and the more confident toddlers would love to take their turn as leader and be 'in charge' of the group!



Let's Say!

- Once you have discussed Caramelo waking up, you could talk about what kind of day it is. Is it sunny? Rainy? Is it windy? Snowing? If there is time you could sing a song about the weather or use rhymes from the weather topic to support this, if you wish. See CDI track 14 for song: *¿Qué tiempo hace?* page 77.
- Recite or chant the following with actions:

Tic tac – CDI, track 11

Tic tac tic tac me he despertado.
Tic tac tic tac me quiero levantar.

Tic tac I have woken up.
 Tic tac I want to get up.

Tic tac tic tac como, bebo, pienso.
Tic tac tic tac salto, corro, bailo.

Tic tac I eat, I drink, I think.
 Tic tac I jump, I run, I dance.

Tic tac tic tac estoy cansado/a.
Tic tac tic tac me quiero ir a dormir.

Tic tac tic tac I am tired.
 Tic tac tic tac I want to go to bed.

- You may like to discuss the clothes Caramelo should wear. He normally wears just a t-shirt, but the toddlers will love to show him what they are wearing.

LET'S WAKE UP!



Let's Make!

EYFS

A Unique Child: Experiments with blocks, colours and marks. (*Expressive arts and design: Exploring and using media and materials 2012*)

- Give the toddlers a picture of Caramelo, and ask them to draw the weather as it was when Caramelo woke up if you discussed this earlier in the session. If you didn't discuss the weather they could simply colour in Caramelo.
You will need: an image of Caramelo available on the Resources CD.
- Consider making a weather chart to take along to the sessions. You would simply need a sheet of blue card, and some cut out shapes depicting different weather conditions. The toddlers could then pick out the relevant picture and stick it onto the blue card as you introduce the corresponding Spanish.
- Make a collage picture using breakfast cereal. This could be a picture of the sun, or maybe a picture of Caramelo, using the cereal to make his fur!



Let's Explore!

EYFS

A Unique Child: Frequently imitates words and sounds and experiments with using sounds and words to communicate for a range of purposes. (*Communication and Language: Speaking 2012*)

- Remind the group of the way in which you were speaking at the start of the session. Caramelo was asleep so you were speaking very quietly. Ask them how we talked once Caramelo was awake and as you do so raise your voice in contrast. Play some counting games where you alter the volume of your voice as you count. Get the toddlers to listen and copy, using the correct volume as well as the correct word. Quieter toddlers especially love this game as it positively encourages them to speak quietly. Conversely, other toddlers love having the opportunity to use their 'big voices'!

EYFS

A Unique Child: Pays attention to dominant stimulus and has a strong exploratory impulse. (*Communication and Language: Listening and attention 2012*)

- Bring an alarm clock to the session and let the toddlers listen to the 'tic toc' and the noise of the alarm itself. It would be fun to hide the clock and let the toddlers see if they can find it by listening!

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GOING TO SLEEP



Let's Imagine!

EYFS

A Unique Child: Can express their own feelings and responds to the feelings and wishes of others. (*Personal, Social and Emotional Development: Managing feelings and behaviour 2012*)

This 'story' can be used at the start of a session or in combination with the Waking up section above. Caramelo has been so busy! (You can go into detail here depending on what has preceded this section. Perhaps he is tired after all the activities and games he has just joined in with? Perhaps before coming into the session he has been to the park/shopping with *Mamá*. You can make up your own reasons to suit your group and your session).

He is very tired and needs a nap but he needs help to fall asleep. Ask the toddlers for ideas of what they like to do before they go to sleep. Read a book? Have a bath? Have a cuddle? Listen to a lullaby?

As you are talking to the group, start to lower your voice (this is a very effective tool to quieten a group. The quieter you speak, the quieter they have to be to hear you!).

Introduce the key vocabulary *Da un abrazo* and take it in turns to give Caramelo a cuddle. If Caramelo is still not sleeping, introduce *a dormir*, *a dormir* in a quiet singsong voice and rock Caramelo in your arms. Again pass him around and encourage each toddler and adult to rock Caramelo and sing **A dormir**, CD1, track 72.

Tell the group that they are wonderful and that Caramelo has fallen asleep now. Place him carefully in a toy cot or pram or simply wrap him in a blanket and put him in a quiet corner to sleep.

You will need: *Caramelo, a toy pram/cot or a blanket to wrap him in.*



Let's Say!

- Prepare the group for the role-play by telling them they are going to be like Caramelo and practise saying "no, no, no" all together. All the adults can say "*a dormir*" and "*dad un abrazo*" as they cuddle the toddlers.

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- *Estás cansado Caramelo. Vete a la cama.*
 - *No, no, no.*
 - *Estás cansado Caramelo. Vete a la cama.*
 - *No, no, no.*
 - *Ven que te doy un abrazo.*
 - *A dormir, Caramelo, a dormir.*
- Talk to the group about how we feel when we are tired. Do we yawn? Do we rub our eyes? Do we cry sometimes? Show the images of Caramelo and ask the toddlers to mimic his actions (yawning/rubbing eyes/crying – encourage them to cry “Wahh! Wahh!”) Incorporate these actions into the role-play above as an extension if you wish. Finish off this role-play on a positive note by saying “*da un abrazo*” or “*a dormir*” and all the toddlers cuddling their bears or all adults cuddling their toddlers.

You will need: the 3 illustrations of Caramelo – yawning, rubbing eyes, and crying available on the Resources CD.

- Say the following rhymes with the toddlers:

1. *Has jugado mucho
Todo el día.
Has jugado mucho
y estás cansado.*

2. *Cierra los ojos, cierra los ojos.
Estás cansado/a, estás cansado/a.
Duerme bien, bebé, dueme bien, bebé.
Buenas noches, buenas noches.*

- Play the following rhymes:

Cierras ya tus ojitos – CDI, track 70

*Cierras ya tus ojitos.
Duérmete sin temor.
Sueña con angelitos
Parecidos a ti.
Y te agarraré tu mano.
Duérmete sin temor.
Cuando tú despiertes,
Yo estaré aquí.*

Close your eyes now.
Go to sleep without fear.
Dream with the angels
Who are just like you.
And I'll hold your hand.
Go to sleep without fear.
When you wake up,
I'll be here.

Pajarillo – CDI, track 71

*Pajarillo que cantas
En un almendro,
No despiertes al niño
Que se está durmiendo.*

Little bird that sings
In an almond tree,
Do not wake the child
Who is sleeping.

LET'S WAKE UP!

Mi Niño Pequeño – CDI, track 75

Mi niño pequeño
Se quiere dormir;
Le cantan los gallos
El quiquiriquí.

My little child
Wants to sleep;
Cocks sing to him
Cock-a-doodle-doo.



Let's Play!

EYFS

A Unique Child: *Explores new toys and environments and is gradually able to engage in pretend play with toys. (Personal, Social and Emotional Development: Self-confidence and self-awareness, 2012)*

Pretend:

- Talk about how we got Caramelo to sleep; quiet voices, a cuddle, rocking him, and singing to him. Show the picture of *Mamá* cuddling Caramelo and remind the toddlers how happy and sleepy Caramelo felt. Give each toddler a toy (or they could use their own Caramelo Bear. The adults could even cradle their toddlers – this is entirely up to the licensee). Get the group to *dar un abrazo* with their toys, and encourage them to speak softly. They can 'shhhh' their toy and say "*a dormir*". You may like to provide toys/dolls. You may also like to use the picture of *Mamá* cuddling Caramelo as a visual prompt.
You will need: the image of *Mamá* cuddling Caramelo available on the Resources CD.
- The toddlers will love to pretend that they are asleep (on blankets/rugs/carpet/adults' knees!). Keep repeating the target vocabulary "*estás cansado/a*" and "*a dormir*". When everyone is quiet, tell them you are going to count and when you get to 3, you want them to wake up and jump up! Count *Uno, dos, tres ¡despierta!* You may like to provide blankets/sheets/rugs for this activity.
- Talk to the group about how we stretch when we are tired. Reach your hands up high then let them flop down low. Have the group copy your arm movements. Ask the toddlers how high they can stretch. Introduce the vocabulary *arriba* as your hands are high up in the air and *abajo* as they fall down low. All give a stretch *arriba y abajo* and pretend to yawn saying "*estoy cansado/a*".

Games and actions:

EYFS

A Unique Child: *Interacts with others and explores new situations when supported by a familiar person. (Personal, Social and Emotional Development: Making relationships 2012)*

- Play 'follow my leader' where the group follows you as you move around the room. When you call out "*arriba*" put your hands up high (still moving around the room) and when you call out "*abajo*" put your hands down low. Get another adult or toddler to be leader and take it turns to follow the leader!

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- Tell the group that you are going to count up to five. The higher you count, the more tired the group gets. When you get to five, call out "*Estás cansado/a, a dormir*" and the group all pretend to be asleep. You can go around saying "*Buenas noches*" to all of them individually.
- Talk to the toddlers about the idea of counting sheep to help fall asleep. Have a picture of some sheep, or even some soft toy sheep and practise counting them in Spanish. Ask the group "*¿Estáis cansados?*" They can answer either "*sí*" or "*no*".
You will need: a picture of some sheep available on the Resources CD, or some soft toy sheep.
- Play a variation of musical statues. Play some music and have the group move around the room. When it stops call out either "*¡Despierta!*" or "*Estoy cansado/a*". If you call out "*¡Despierta!*", the toddlers give a wave to start the day. If you call out "*¡Estoy cansado/a!*" then they yawn and rub eyes and pretend to sleep.
- Play with your parachute or a large sheet. Place stars, cut out of coloured felt, or laminated pictures of stars on the parachute and sing the following song with the toddlers

Estrellita – CD1, track 68

Estrellita.

Little star.

Estrellita.

Little star.

Brillas, brillas.

Twinkle, twinkle.

En el cielo.

In the sky.

Vemos en la tierra.

We see from earth.

Vemos en la tierra.

We see from earth.

Tu luz que brilla.

Your light that shines.

Tu luz que brilla.

Your light that shines.

- The toddlers might like to wear/bring their pyjamas to class, for a sleepover with Caramelo! You could draw the curtains, have a few blankets to snuggle under and even have a hot chocolate (if this is OK with the parents).
- You could even play '*Al escondite*' with a torch. The toddlers may have fun with the following rhyme:

Está oscuro, oscuro, oscuro.

It is dark dark dark.

Quiero ver, ver, ver.

I want to see see see.

¡Enciende la luz!

Turn the light on!

¡Ah! Ahora veo, veo, veo.

Ah! It is brighter.

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Let's Make!

EYFS

A Unique Child: Shows control in holding and using mark making tools.
(Physical Development: Moving and handling 2012)

- Colour in/decorate a picture of Caramelo asleep.
You will need: an image of Caramelo asleep available on the Resources CD.
- Decorate/design a blanket to cover Caramelo or toddler's own bear.
You will need: an image of a blanket available on the Resources CD.
- Colour in or decorate Caramelo's bed.
You will need: the image of Caramelo's bed available on the Resources CD.
- Toddlers could draw a starry picture on white paper with a white crayon or candle. Use diluted dark blue paint all over the paper and the stars will appear, as if by magic.
- Bring some playdough to the session, yellow if possible and perhaps with glitter in it, to cut out star shapes. You could say the rhyme **Estrellita** (from parachute game above). See page 428 in the Let's Celebrate topic for a playdough recipe.
- Make a daytime/night-time picture to hang up in the toddler's bedroom at home. It could have the sun on one side and a moon and starry sky on the other. Use stiff card to make this and hang a ribbon or string at the top so that the toddler can turn it around every morning/evening. You could add the words *Hola/Buenos días* and *Buenas noches* if you wish. Encourage the adults to use these expressions as part of their routine with their toddler.
You will need: an image of the moon and the sun available on the Resources CD.

LET'S WAKE UP!



Let's Explore!

- Talk about how we can tell how someone is feeling just by using our sight. Illustrate this by (silently) giving the group an animated wave and an exaggerated smile. How am I feeling? Would you say “¡Hola!/Buenos días” or “¿A dormir?” Now (silently) do a gigantic yawn and a big stretch of your arms. Now how am I feeling? Would you say “¡Hola!/Buenos días” or “¿A dormir!”?
- Show the toddlers Caramelo's blanket and talk about how it feels. Soft? Rough? Say “es suave” as the toddlers touch the blanket.



Let's Sing!

EYFS

A Unique Child: Listens to and enjoys rhythmic patterns in rhymes and songs, and demonstrates listening by trying to join in with actions or vocalisations. (*Communication and language: Listening and attention 2012*)

- Sing the song: **Así hacen**, CDI track 74 helping the toddlers to make their hands dance like puppets and then disappear. At the end of the song tell them that their hands must stay hidden until they hear your magic number. You then count up to this number (vary your pace and your volume to make it more interesting and amusing). When the toddlers hear the magic number their puppet hands can magically reappear!

Así hacen, hacen, hacen las pequeñas marionetas. (make your hands dance in front of you)

Así hacen, hacen, hacen

Tres vueltecitas y se van.

(turn your hands around then make them disappear behind your back)

- Tell the toddlers that we are going to wake our hands up by chanting the following rhyme:

Toca, toca las palmas.

Da vueltas, da vueltas el molino.

(clap your/your toddler's hands together)

(turn your/your toddler's hands around each other like a windmill)

LET'S WAKE UP!

- Prepare for this song by practising all your actions. Get everyone standing up and call out the Spanish instructions for the group to do the action. Ensure the toddlers and adults understand *aquí* and *allí* by showing them how to clap/turn hands/walk facing first in one direction and then in another. Have fun getting the toddlers to yawn and lie down/ be cuddled by their adult when they hear *Estoy cansado/a*. The toddlers will enjoy the change of pace in this song!

Uno, dos, tres, ¡despierta! – CDI, track 12

Uno, dos, tres, ¡despierta!
Salto aquí, salto allí.
¡Salto así!

I, 2, 3, wake Up!
I jump this way, I jump that way.
I jump like that!

Estoy cansado/a,
Cansado/a.
Estoy cansado/a,
Cansado/a.
Sssshhhhh

I am tired,
Tired.
I am tired,
Tired.
Sshhhhhh

Uno, dos, tres, ¡despierta!
Ando aquí, ando allí.
¡Ando así!

I, 2, 3, wake Up!
I walk this way, I walk that way.
I walk like that!

Estoy cansado/a...

I am tired...

Uno, dos, tres, ¡despierta!
Doy vueltas aquí, doy vueltas allí.
¡Doy vueltas así!

I, 2, 3, wake Up!
I turn this way, I turn that way.
I turn like that!

Estoy cansado/a...

I am tired...

Uno, dos, tres, ¡despierta!
Corro aquí, corro allí.
¡Corro así!

I, 2, 3, wake Up!
I run this way, I run that way.
I run like that!

Estoy cansado/a...

I am tired...

¡Mueve! – CDI, track 13

Mueve la cabeza, cabeza, cabeza.
Mueve las manos, las manos, las manos.
Aquí y allí.
Mueve los pies.

Shake your head, head, head.
Shake your hands, hands, hands.
This way and that way.
Shake your feet, feet, feet.

Mueve, mueve, mueve, mueve.
La cabeza, las manos, los pies, el cuerpo.
Mueve, mueve, mueve, mueve.

Shake, shake, shake, shake.
Your head, your hands, your feet, your body.
Shake, shake, shake, shake.

(Repeated)



LET'S WAKE UP!

Estoy cansado/a mamá – CDI, track 69

Estoy cansado/a mamá.

Estoy cansado/a papá.

Me voy a la cama a dormir.

Estoy cansado/a mamá,

Estoy cansado/a papá.

Me voy a la cama y hasta mañana.

Me voy a la cama y hasta mañana.

I'm tired Mummy.

I'm tired Daddy.

I go to bed to go to sleep.

I'm tired Mummy.

I'm tired Daddy.

I am going to bed and see you tomorrow.

I am going to bed and see you tomorrow.

Duérmete niño – CDI, track 72

Duérmete niño,

Duérmete ya,

Que viene el coco

Y te comerá.

Sleep child,

Sleep now,

The bogeyman will come

And will eat you.

(Repeated)

A dormir – CDI, track 73

A dormir, dormir, dormir.

Estás cansado/a.

Has andado mucho.

A dormir, dormir, dormir.

Go to sleep, sleep.

You are tired.

You have walked too much.

Go to sleep.

A dormir, dormir, dormir.

Estás cansado/a.

Has saltado mucho.

A dormir, dormir, dormir.

Go to sleep, sleep.

You are tired.

You have jumped too much.

Go to sleep.

A dormir, dormir, dormir.

Estás cansado/a.

Has dado muchas vueltas.

A dormir, dormir, dormir.

Go to sleep, sleep.

You are tired.

You have turned around too much.

Go to sleep.

A dormir, dormir, dormir.

Estás cansado/a.

Has corrido mucho.

A dormir, dormir, dormir.

Go to sleep, sleep.

You are tired.

You have run too much.

Go to sleep.

(You could sing this song using other verbs such as: *has bailado mucho*, *has cantado mucho*, *has hablado mucho* etc...)

LET'S WAKE UP!



Let's Tell a Story!

Note: Try and use a settling down activity to lead into the storytelling activity. The role-play activity for example would be an effective way of settling grownups and toddlers down to listen to a story. Coloured images for this story are available on the Resources CD. Black and white images with the transcript of the story are placed at the end of this topic.

EYFS

A Unique Child: Enjoys pictures and stories about themselves, their families and other people. (*Understanding the world: People and communities 2012*)

Caramelo se va a la cama

1. Caramelo the bear has had a very busy day.
(Optional discussion about Caramelo's day and use of illustrations from other topics to support this, based on things the toddlers are already familiar with)
Look how tired he is!
"¿Estás cansado, Caramelo?" asks Mamá.
"Sí, sí, sí" yawns Caramelo.
2. It's time for him to have a bath.
"Ven que te baño, Caramelo".
Caramelo gets undressed and jumps in quickly. He has lots of fun in the bath with his favourite toys.
(Recycle vocabulary about clothes as he undresses, toys, body parts, washing).
3. Now he needs to put on his pyjamas.
Let's count the buttons. *Uno, dos, tres, cuatro, cinco.*
4. Don't forget to brush your teeth Caramelo!
What colour is Caramelo's toothbrush? Ah... *rojo.*
(Optional to sing **Me lavo los dientes**, CD 2, track 67 from Let's Celebrate here).
5. Mamá offers to read him a story. He has lots of books... books about *dinosaurios*, books about *princesas*... I wonder which book he will choose?
(Optional: allow toddlers to suggest a book, or mention one from a recent topic).
6. Now Caramelo is ready to go to sleep.
"Buenas noches, Caramelo" says Mamá.
"¡No, no, no!" Caramelo replies. Mamá has forgotten to sing his favourite song!
Of course! Mamá gives Caramelo *un abrazo* and starts to sing him a lovely song.
(Optional: say: "Let's all sing... insert chosen song title... too." and adults could cradle and rock their toddler, or toddlers could rock their toy, or you could just sing "La la la" for a few bars, if preferred).
7. ¡Shh, mira, Caramelo se ha dormido!
He's fast asleep. Let's all whisper so that we don't wake him up!
"¡Buenas noches, Caramelo!"

LET'S WAKE UP!

HOME LINKS:

For Waking up section: Encourage adults to use the Spanish vocabulary at home wherever possible. This could be when the toddlers are waking up at home, or when they are playing with their toys who might be waking up.

Can they spot any sleeping animals/puppets/toys? How could we wake them up in Spanish? How would we greet them when they do wake up?

For Going to sleep section: Adults can use the vocabulary for being tired and going to sleep every day at home. Keep reminding the group of the importance of repetition. The toddlers may not yet be saying any words in Spanish, however this does not mean that they are not absorbing it. The more they hear the key language and see/do the associated action the more secure they will become in their Spanish.

FURTHER RESOURCES:

Buenas noches a todos – Sandra Boynton (Author, Illustrator),
Argentina Palacios Ziegler (Translator)
ISBN-13: 978-0689866524

¡Despierta, oso gris! (Sp: Wake Up, G [Spanish] [Paperback] – Wolfgang Bittner.
Publisher: North-South Books.
ISBN-13: 978-0735811263

Buenas noches luna – Margaret Wise Brown; Teresa Mlawer; Harpercollins Juvenile Books
ISBN 10: 0064434168 / 0-06-443416-8
ISBN 13: 9780064434164
Publisher: Trophy Pr

Caramelo se va a la cama



Caramelo se va a la cama

- I. Caramelo the bear has had a very busy day.

(Optional discussion about Caramelo's day and use of illustrations from other topics to support this, based on things the toddlers are already familiar with)

Look how tired he is!

“¿Estás cansado, Caramelo?” asks Mamá.

“Sí, sí, sí” yawns Caramelo.

Caramelo se va a la cama



Caramelo se va a la cama

2. It's time for him to have a bath.

“Ven que te baño, Caramelo”.

Caramelo gets undressed and jumps in quickly. He has lots of fun in the bath with his favourite toys.

(Recycle vocabulary about clothes as he undresses, toys, body parts, washing).

Caramelo se va a la cama



Caramelo se va a la cama

3. Now he needs to put on his pyjamas.

Let's count the buttons.

Uno, dos, tres, cuatro, cinco.

Caramelo se va a la cama



Caramelo se va a la cama

4. Don't forget to brush your teeth
Caramelo!

What colour is Caramelo's toothbrush?

Ah... *rojo*.

(Optional to sing *Me lavo los dientes*, CD 2, track 67 from Let's Celebrate here).

Caramelo se va a la cama



Caramelo se va a la cama

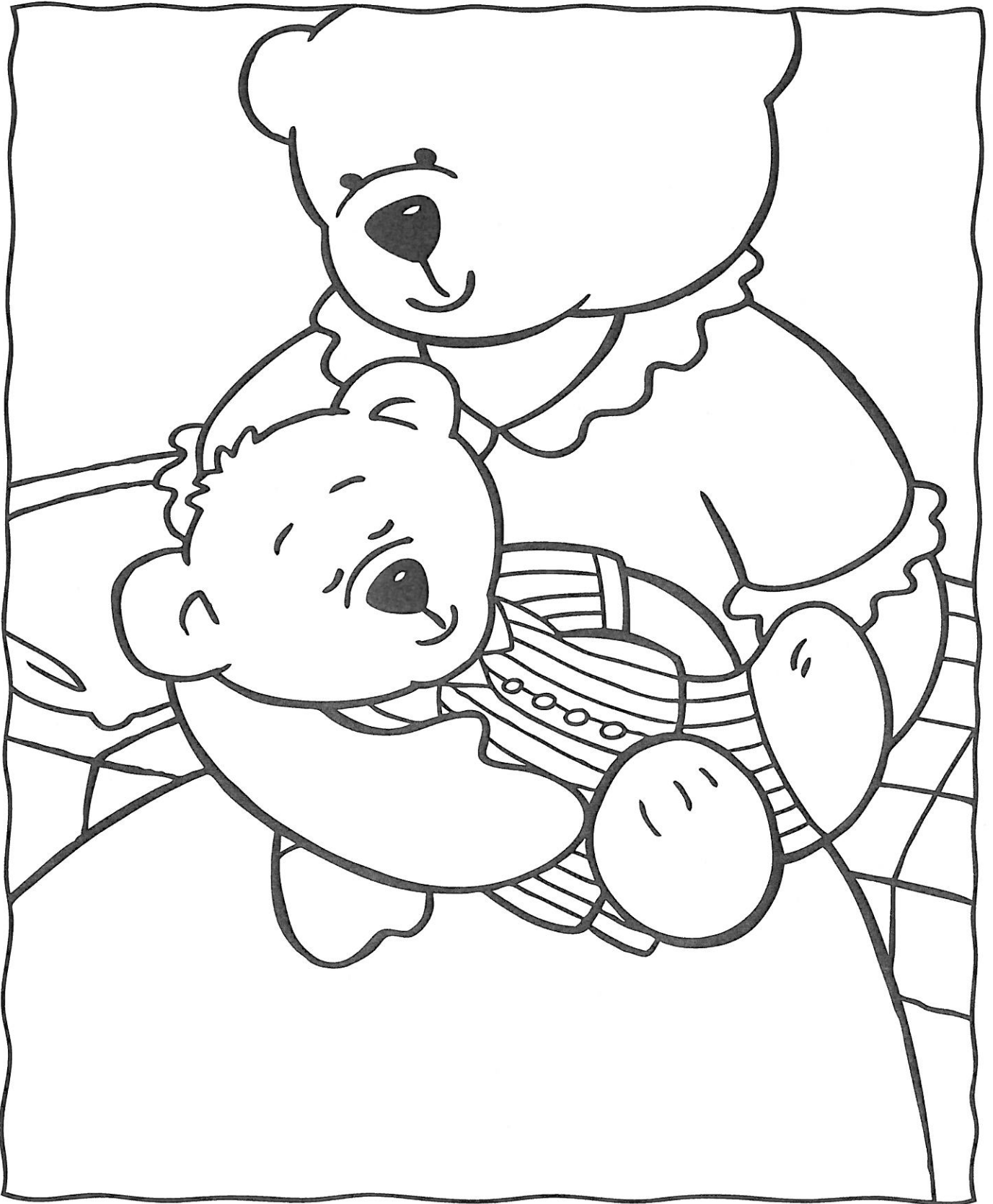
5. *Mamá* offers to read him a story.

He has lots of books... books about *dinosaurios*, books about *princesas*...

I wonder which book he will choose?

(Optional: allow toddlers to suggest a book, or mention one from a recent topic).

Caramelo se va a la cama



Caramelo se va a la cama

6. Now Caramelo is ready to go to sleep.

"Buenas noches, Caramelo" says Mamá.

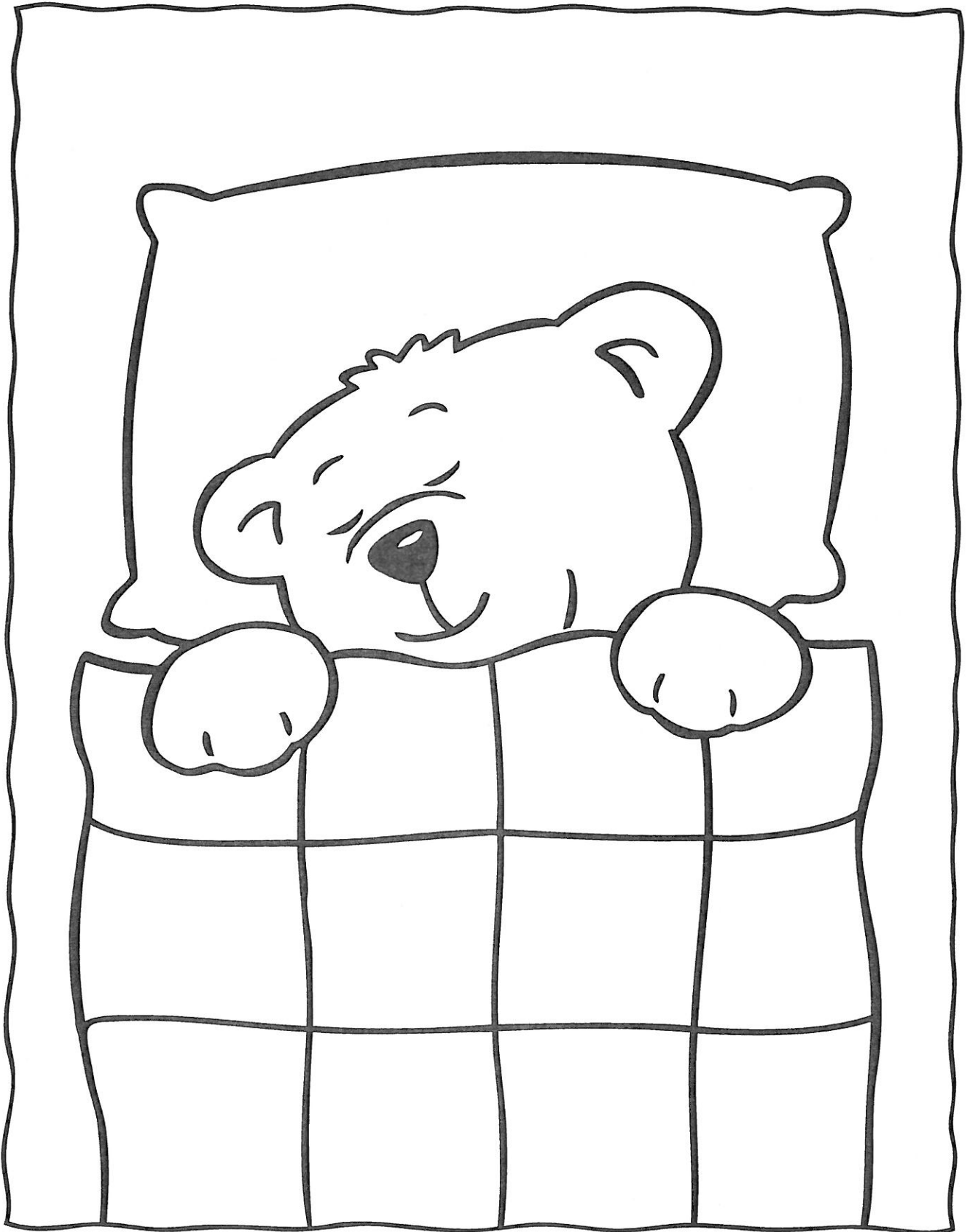
"¡No, no, no!" Caramelo replies.

Mamá has forgotten to sing his favourite song!

Of course! *Mamá* gives Caramelo *un abrazo* and starts to sing him a lovely song.

(Optional: say: "Let's all sing... insert chosen song title... too." and adults could cradle and rock their toddler, or toddlers could rock their toy, or you could just sing "*La la la*" for a few bars, if preferred).

Caramelo se va a la cama



Caramelo se va a la cama

7. *¡Shh, mira, Caramelo se ha dormido!*

He's fast asleep. Let's all whisper so that we don't wake him up!

“¡Buenas noches, Caramelo!”