

Rainbows, Mountains, and Stars

Songs and Activities for Babies, Young Children, and their Families



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For Lionel, for inspiring us to learn more and more about being human.

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WELCOME!

“I would teach children music, physics and philosophy; but most importantly music, for the patterns in music and all the arts are keys to learning.”

-Plato

This booklet is an activity packet to help you sing with your child in Spanish and English. These songs are all about every day activities, such as eating, brushing teeth, and going on walks. We sing with our baby about things we see, such as the moon and stars in the sky, the food on our plates, the mountains we see outside, and the qualities of the people in our lives. We wrote these songs and created accompanying activities to help teach our own baby about the world, help him to learn both of the languages we speak at home, and engage in fun and hands-on activities together such as making shakers, cards, and routine charts. We hope that you enjoy these songs and activities here as much as we have!



“There should be music in the child’s environment, just as there does exist in the child’s environment spoken speech. In the social environment, the child should be considered, and music should be provided.”

-Maria Montessori

Music and Language Acquisition

Babies and toddlers love music. Swaying to music with your baby while singing a lullaby can help calm her and put her to sleep. Older babies and toddlers love to shake rattles and bang on pots and pans, exploring the sounds that various objects make while learning that they can produce them.

Many of us think of music as ancillary to speech; we talk every day but do not necessarily make music on a daily basis, and we learn to speak before we are proficient at singing or playing an instrument. However, [recent research](#) suggests that for babies and young children, it is the opposite: music is primary to speech. Babies process all of the sounds they hear in their environment as sounds before they are able to talk. For babies, all sound is musical, and an exposure to a wide variety of sounds [can help to develop babies’ brains an increase neuroplasticity](#).

Ample scientific evidence shows that exposure to music helps children to acquire language skills from very early stages. [In one study](#) at the University of Washington’s Institute for Learning and Brain Sciences, nine month old babies who were exposed to musical activities in a social environment showed increased activity in the auditory cortex and prefrontal cortex, areas important for attention and pattern recognition. The study suggests that musical play can help babies to learn to detect [sounds and communicate](#).

Research shows that young babies do not have any particular musical preference, but by around ten to twelve months, they tend to prefer the music that their parents listen to at home. [A wide variety of musical genres](#) with various rhythms and instruments will help babies to be exposed to a greater variety of sounds and rhythms, which will give them a greater basis for learning music and language later on.

Songs with lyrics can also help children learn the grammatical patterns of the languages they speak at home. Reyna Gordon, a neuroscientist and director of the Music Cognition Lab at Vanderbilt medical center, [has shown](#) that good rhythmic skills are equated with a good grasp of grammar. Exposure to music and musical activities early on can help children to learn and internalize grammar. “There may be something that music training can do to help boost things. Maybe we’re able to boost their auditory processing skills in the brain, or something about their rhythm sensitivity in their everyday listening to language,” Gordon says. “We don’t know yet, so we actually have a whole series of questions to look at. And while we’re in these initial stages I think that music is a fun thing, and if the families are enjoying it, it’s a good program to do.”

Vocalized Sounds and Language

The human voice is one of the first sounds that babies learn to recognize both in utero and as newborns. Newborns can differentiate between all of the sounds of all of the languages in the world.

However, by seven months, children who grow up in monolingual households tend to recognize the sounds from their own language more than others. Exposure to multiple languages may [increase infants' acoustic sensitivity](#), helping them to understand and speak more than one language later on. The more sounds that an infant hears, the wider [the basis of understanding later on](#).

Songs can help children increase their vocabulary (and also help adults acquire vocabulary in a foreign language). [Learning new words through music](#) is easy, natural, and more pleasurable than learning through rote memorization. Music and language engage several areas of the brain, leading to higher cognitive function.

The Songs in this Booklet

The songs here will expose your baby to simple melodies in English and Spanish. The lyrics you will hear and sing are about everyday events: walks, bedtime, eating, imaginative play, and friends. We sing about the things that we see in nature every day such as mountains and stars. We sometimes sing songs to let our baby know it is time to eat, sleep or go outside, and he recognizes these, often calming down when he hears the song that indicating that we are going on a walk.

We recommend that you continue listening to whatever music you enjoy with your child. Have dance parties and put the music on while you clap and sing along! But we also invite you to use these songs and activities in this booklet when you want to make music something together. The songs are simple, easy to modify, and available to anyone regardless of musical ability.

Each page of this booklet is related to one of six songs and contains the following:

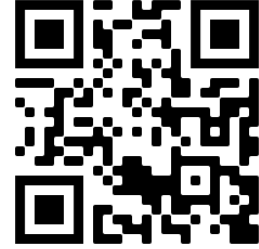
- A QR code that links to a video and/or audio to a Youtube video for each song in English and Spanish
- Printed lyrics for the song in English and Spanish
- Vocabulary lists for words in Spanish and English to help you create alternate song lyrics
- Guitar chords so you can play the music yourself
- A hands-on activity (or two) related to the song

Again, we hope you enjoy these songs and activities as much as we do!

Happy Musicking!

NOS VAMOS DE PASEO WE'RE GOING ON A WALK

<https://youtu.be/8xdmcdOGBg8>



*“When children
come into contact
with nature, they
reveal their
strength.”*

- *Maria
Montessori*

When we sing this song to our toddler, he knows that it is time to go outside. He stops what he is doing and grabs his shoes and helps us put them on his feet. Walks are his favorite activity. Singing about what we see helps him make connections between the words he hears and the objects he sees, especially when we point to landscape features while we sing the song. We have one verse for daytime walks and another for nighttime walks.

CHORDS: A, E

LYRICS:

Nos vamos de paseo
Nos vamos de paseo
Nos vamos de paseo, de paseo,
Sí señor.

(x2)

Vamos a ver las montañas
Los pajaritos
Y las florecitas
Saludemos a los vecinos
Vamos de paseo,
Sí señor.

Refrán

Vamos a ver las estrellas
Y la luna
En el cielo lindo
Saludemos a los grillos
Vamos de paseo,
Sí señor

We're going on a walk
We're going on a walk
We're going on a walk, on a walk,
Yes indeed.

(x2)

We're going to see the mountains
The little birds
And the flowers
Let's say hello to our neighbors.
We're going on a walk,
Yes indeed.

Refrain

We're going to see the stars
And the moon in
The beautiful sky.
Let's say hello to the crickets
We're going on a walk, yes indeed.

ALTERNATIVE LYRICS

Depending on what kind of environment you live in, you may wish to change some of the words in the song. Here are some ideas and their Spanish counterparts.

Hormigas	Ants
Árbol	Tree
Nube	Cloud
Insecto	Insect
Mariposa	Butterfly
Grama	Lawn
Floresta	Forest
Bosque	Woods
Ramo	Branch
Hoja	Leaf
Tierra	Earth
Arena	Sand
Ola	Wave
Mar	Sea
Océano	Ocean
Nieve	Snow

ACTIVITIES

The Child's Walk

Dr. Maria Montessori said that children should explore outside, guided by what they find most interesting. A walk is a sensory learning experience, where children are able to listen to the sounds of birds, touch leaves and grass, and observe plants and animals near where they live. You may wish to talk to your child about the sounds, smells, and textures that she observes or simply let her explore on her own. It is best to go at the child's pace, allowing her to pause and take time for her observations.

For younger babies, spending tummy time on a blanket spread out on the grass is a great way to let them explore in between moments in the carrier or stroller. Letting them touch the grass or sand with their hands and feet is a great sensory experience.



Montessori treasure baskets (for babies and toddlers)

On your walk, gather a few things that your baby can safely play with and that will not harm her if she puts them in her mouth. Place these objects in a basket, and then put them on a shelf for her to find and play with. You may wish to include leaves, pinecones, seashells, and large pebbles. Be sure to clean objects before introducing them to your child, and supervise carefully, particularly if you do not want her to put the objects in her mouth. .

Collecting and Searching (for older children).

Older children may enjoy collecting objects they find on their walks, such as leaves, pinecones, flowers, and sea shells. Take pictures of spiders, insects, and trees. Afterwards, use a guidebook of local fauna and flora (we use [Vascular Plants of Western Riverside County](#)), or apps such as [iNaturalist](#) and [PictureThis](#) to identify and learn the names of what you saw or collected.



Indoor Movement Activities:

At the time of writing this guide, we are lucky to live near a college campus where there is green space where our child is safe to explore. We are grateful for this, since we have both lived in areas where no outdoor areas or green space were available. We are also in a season where we are able to go outside. There are times in the year when the air quality is too poor and the temperature too hot to take children outside in our city.

When we were unable to go outside, we try to create other indoor activities to help our child move around our small apartment. Ideas for activities include:

- building forts
- creating pillow mountains for your child to crawl over
- putting newspaper on the floor for your baby to enjoy the sensory experience of crackling paper,
- allowing your toddler to climb up and down the bed and couches, and
- encouraging your children to help with chores, such as filling up a bucket with laundry, load the washing machine, and “sweep” using a small hand broom.
- For older children and toddlers, sweeping, wiping down surfaces, and even vacuuming helps children move and develop both fine and gross motor skills! Additionally, some children can help cook by mixing batter, cutting food (if age appropriate), and washing fruits and vegetables.

Young children and toddlers are often curious about chores, so it is great to encourage this and let them participate in what you are doing, even if it means that you have to redo some of the tasks after they are done.



THE COLORS OF THE RAINBOW LOS COLORES DEL ACROIRIS

<https://youtu.be/jhAhFUMH4T0>



“It’s fun to get together and have something good to eat at least once a day.”

- *Julia Child*

Our one year old is not very interested in food. He does not sit at the table for long, and he always seems to want use his utensils to bang on plates. Sometimes he wants to feed us before he feeds himself. I started singing this song about food while I was reading a book to him that had images of children eating various foods of various colors, which seemed to pique his interest. Food can be visually pleasing, and eating is a sensory experience for both adults and children. While we firmly believe that **all food is good food**, it is fun to think about eating the colors of the rainbow and enjoying the visual beauty of food. There are other [benefits of offering a rainbow](#) of colors; eating a variety of colors ensures that you and your child are getting a variety of nutrients!



CHORDS: A, E, D

LYRICS:

Vamos a comer los colores
Del arcoíris.
(x2)

Las manzanas son rojas
Y las naranjas son naranjas
Las bananas son amarillas y
Los limones son verdes
Las uvas son moradas
Las guayabas son rosadas.
El coco es blanco
Y los cereales son marrones.

Vamos a comer los colores
Del arcoíris
(x 2)

Los tomates son rojos
Zanahorias son naranjas.
El maíz es amarillo
Y el brócoli es verde.
El repollo es morado
Y el coliflor es blanco
Las papas son marrones
Y los frijoles son negros.

Vamos a comer los colores
Del arcoíris
(x2)

Rojo y naranja, amarillo y verde, azul y
morado.
Son los colores. Del arcoíris.

Let's eat all the colors
Of the rainbow.
(x2)

Apples are red and
Oranges are orange.
Lemons are yellow
And kiwis are green.
Grapes are purple
And guavas are pink.
Coconut is white
And cereal is brown.

Let's eat all the colors
Of the rainbow
(x2)

Tomatoes are red
And carrots are orange.
Corn is yellow
And broccoli is green.
Cabbage is purple
And cauliflower is white.
Potatoes are brown
And beans are black.

Let's eat all the colors
Of the rainbow.
(x2)

Red, orange, yellow, green, blue, and
purple.
Look at the rainbow
Find them all.
Find them all.

ALTERNATIVE LYRICS

Depending on what kind of food you have in your home, you may wish to change some of the words in the song. Here are some ideas and their Spanish counterparts.

Las cerezas	Cherries
Las frambuesas	Raspberries
Las fresas	Strawberries
Las pimientas	Peppers
Las tangerinas	Tangerines
La Calabaza	Pumpkin
La batata dulce	Sweet Potatoes
El melón	Cantaloupe
Las bananas	Bananas
La piña	Pineapple
Las arvejas	Peas
La pera	Pear
La berenjena	Eggplant
El pomelo	Grapefruit
El queso	Cheese
Los huevos	Eggs
El apio	Celery

ACTIVITIES

Helping in the Kitchen

In Montessori classrooms, children often engage in food preparation; training in “practical life” activities is part of early education. At home, you may find that your child is interested in helping in the kitchen and observing the work you do. Here are some ideas to get them involved, particularly if they are already interested in helping out. Note that each child is different and may be ready for the following tasks earlier or later than listed here. Always supervise your child and know that you know best!

For Babies ~7-12+ months

Babies cannot “help” per se, but they can get used to the kitchen and the sensory experience of food by:

- observing parents preparing food while in the carrier or high chair. Parents can explain what they are doing.
- Chewing on cool vegetables and fruits, such as chilled carrots and frozen bananas while teething.
- Playing with pots, pans, and spoons. Always supervise if your baby is still mouthing.

For Toddlers

While you may often have to re-do tasks after your toddler has “helped” you with them, we believe it is fun and exciting to get them involved in the kitchen. It is worth it to see how accomplished our child feels when we thank him for helping us out.

12-18+ months:

Here are some ideas for one-year olds who are already standing, and walking:

- Stand them on a chair in front of the sink and have them wash fruits and vegetables and scrub them with a brush.
- Have your toddler transfer washed vegetables to a salad bowl.
- If your child has their own small table, you may be able to have them set their table and transport food from the kitchen to the table on their own.
- Your child may be able to help unload the dishwasher and put away dishes that are stored in lower cabinets and sort (safe) silverware such as spoons and butterknives if you set it up for them.

18-24+ Months:

As your child’s fine motor skills improve, they may be capable of the following:

- Extracting juice from citrus fruits using a simple manual juicer like this one [here](#).
- Peeling or grating vegetables or use an egg slicer.
- Chopping fruits and veggies using a crinkle cutter.
- Sifting flour and mixing batter for cakes
- Kneading dough for bread.

3 Years and Up:

While all children (and parent comfort levels) are different, preschool age children may be capable of helping in various ways. For example:

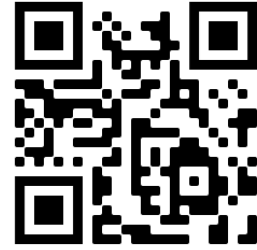
- Around the age of 4, some children can safely use knives to cut fruits and vegetables. Many children’s knives are marketed to children 3 and up.
- Some pre-literate children can follow picture recipes (that is, recipes presented in pictures rather than text), such as [this free one](#).

“Eating the Rainbow” Chart

Older children and adults may enjoy tracking how much they are eating of each color. Simply print the chart at the end of this booklet. Watch it fill up with smiley faces, stars, dots, checkmarks, or the names of the foods you eat in English or Spanish!

If you have any questions or concerns about your or your child’s nutritional needs and/or eating habits, please speak to your physician, pediatrician, and/or nutritionist.

BRUSHING OUR TEETH LAVANDO LOS DIENTES



https://youtu.be/J_XWBSff5TM

*“Do not underestimate
how much a toddler likes
having the same rhythm
every day.”*

- *Simone Davies*

The National Health Service of the UK recommends that babies should start [brushing their teeth](#) by the time they have their first tooth using a baby toothbrush and a smear of children’s toothpaste. Brushing teeth has been an adventure with our toddler; we often have to convince him to stay put and not run away with the toothbrush. However, tooth brushing is a way to give him choices and practice autonomy. We let him choose whether he brushes his teeth on his own first or if Mom and Dad help him first before he tries on his own. He can also choose between his blue or yellow toothbrush. Singing the song below helps us to make brushing teeth fun and rhythmic.

CHORDS: Em, G, C, D

LYRICS:

I’m going to brush my teeth (x4)

Me voy a lavar los dientes. (x4)

Up and down and in and out

Para arriba, para abajo, para dentro,
para fuera

I brush my incisors and also my molars

Yo cepillo mis colmillos y también
todas mis muelas

I brush until they’re white, and my smile
is so bright.

Al dejar dientes blancos que bonita es
mi sonrisa

The dentist tells me that I have no
cavities.

No me queda ni una carie si el
dentista me revisa

Alternative Lyrics:

When we wash hands with our toddler, we sing about handwashing, but without the verses:

I’m going to wash my hands.

Me voy a lavar las manos.

ACTIVITY

Routine Cards

You may have heard or been told that babies, toddlers, and young children thrive on routines. When they know what will happen and when, it can give them a sense of security. Routines can also help adults stay grounded and focused.

Using routine cards (such as the ones we are sharing at the end of this booklet) with older toddlers and preschoolers can give them a sense of autonomy and a shared responsibility for their day to day habits. Free and printable routine cards are all over the internet. We have included a set here with our night time routine, but you can also access our favorite cards [here for free](#).

How to use routine cards:

- Print and (ideally) laminate your cards.
- During a calm moment with your child, show them to your toddler, and ask them to identify the order of the activities. Let them choose what comes first if and when possible.
- Help your child place the cards in order and tape them on a wall at their eye level at a spot of their choosing.
- Remind your child about the cards when you want them to do activities like getting ready for school or bed.

You can also make your own cards!

- Take pictures of your toddler doing certain activities in their routine. You can also take pictures of objects that stand for an activity or you or your child can draw them.



TWINKLE TWINKLE LITTLE STAR ESTRELLITA DONDE ESTÁS?



https://youtu.be/c_UO_MPL89Q

“You can enjoy stargazing just by going and learning a couple of constellations with your kids.”

-Timothy Ferris

When the weather is hot, we often take our little one on night time walks. He loves looking up at the sky and pointing to clouds, airplanes, birds, stars, and the moon. At night, we have been singing *Twinkle Twinkle Little Star*, especially since we learned that in [one study](#), mothers who sang the song slowly to their infants calmed both themselves and their little ones. Lately, we have been talking to our toddler about the sky and about how night is different from the day. We created a second verse of *Twinkle Twinkle Little Star* to introduce the sun as our solar system’s star, and discuss how we technically see stars in the sky during both day and night.

CHORDS: A, E, D

LYRICS:

Twinkle, twinkle little star
How I wonder what you are
Up above the world so high.
Like a diamond in the sky.
Twinkle, twinkle Little star
How I wonder what you are.

Estrellita donde estás?
Quiero saber quién serás.
En el cielo o en el mar.
Un diamante de verdad
Estrellita dónde estás?
Quiero saber quién serás.

The stars illuminate the night
And the sun comes up in the morning so bright
The sun is our solar system’s star.
Compared with the others it’s not so far.
The stars illuminate the night
And the sun comes up in the morning so bright.

Las estrellas iluminan en la noche
Y el sol se levanta en la mañana tan brillante
El sol es la estrella de nuestro planeta
No está tan lejos como las otras estrellas
Las estrellas iluminan en la noche
Y el sol se levanta en la mañana tan brillante

Activity: Star Gazing

According to science writer Timothy Ferris, “you can enjoy stargazing just by going and learning a couple of constellations with your kids.” Where we live, bright light prevents us from seeing the stars fully, but we go out around sunset and watch the moon rise and some stars come up.

Here are a few more ideas for star gazing:

- Toddlers and older babies enjoy it when you point out the stars and moon to them. Pointing and repeating “star”, and “moon” helps build vocabulary.
- Set up a baby pool in the back yard or balcony with pillows and blankets and let your child gaze at the sky.
- Use an app such as [Star Chart](#) to start identifying stars and constellations with your preschooler or older child. Watch them move slowly across the sky or toward the horizon as you are out looking at the sky.
- Pay attention to current events related to the night sky, such as eclipses and stella conjunctions. [This calendar](#) from NASA can help. Go out and see these events, or if possible, look for public events related to viewing these phenomena.

Happy singing and viewing!



UN BEBE VOLADOR A FLYING BABY

<https://youtu.be/u0TDirean00>



“Music rhythms are mathematical patterns. When you hear a song and your body starts moving with it, your body is doing math. The kids in their parents’ garage practicing to be a band may not realize it, but they’re also practicing math.”

- Kareem Abdul Jabbar

This song was a very spontaneous composition. We started calling our child a flying baby from the early days of his life, when he “flew” between our arms in the middle of the night as we passed him back and forth for feedings and changings. As he learned to crawl, walk, and “swim” in the water, we sometimes changed the lyrics a bit to sing about him doing these new activities.

In this song, we also like to focus on rhythm, even more than the other songs here. We bounce our son up and down as we sing the song, clap together, and use shakers to keep time. Rhythm is math, and we clapping out rhythms and dancing to them [help](#) babies and young children internalize patterning and sequencing.

CHORDS: Am, G, E7, Dm, C

LYRICS:

Es un bebé volador, volador, volador
Un bebé volador, volador, volador
Un bebé volador, volador, volador
Es un bebé volador
(x 2)

Y vuela y vuela
Vuela, vuela muy alto
Vuela volador,
Vuela mas allá del sol

Y vuela y vuela
Vuela, vuela muy alto
Vuela, vuela volador
Vuela siempre por amor

It’s a flying baby, flying baby
A Little flying baby, flying baby
It’s a flying baby, flying baby
It’s a little flying baby
(x2)

Fly, fly baby
Fly, fly so high
Fly, fly little pilot,
Fly higher than the sun

Fly, fly baby.
Fly, fly so high
Fly, fly little pilot.
Fly, fly always for love

ALTERNATIVE LYRICS

Nadador / Nadar
Caminante / Caminar
Jugador / Jugar
Gateador / Gatear

Swimmer / Swim
Walker / Walk
Player / Play
Crawler / Crawl

Words to describe actions:

Rapido
Lejos
Bonito

Fast
Far
Beautiful

ACTIVITY

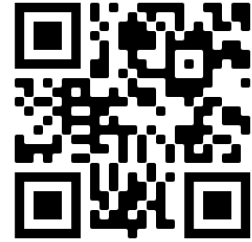
Shakers

Gather some empty containers that close securely. We like using leftover spice jars or water bottles. Fill with various things, such as rice, beans, salt, pom poms, and bells. You may wish to decorate the jars with washi tape.

Give to your child to explore. You may wish to show your child how to shake in time with the rhythm. You can also count as you use the shaker saying, “1-2-1-2” or “1-2-3-1-2-3” or “1-2-3-4-1-2-3-4” aloud give your child a sense of the meter of the music and the names of cardinal numbers.



I LOVE YOUR FEET AMO A TU PIES



<https://youtu.be/RLvgKLbsy3Q>

*“Of all things, love
is the most potent.”*

- *Maria
Montessori*

So many parents have told me that they were unprepared for the love they felt for their child, and this has been true for us as well. We started singing this song spontaneously to express our love, and it does not have a translation. Lately, the English part of the song is starting to help with our child's interest in the human body. He loves pointing to his nose and mouth and then finding noses and mouths in pictures of people in his books. We point to body parts when we sing in English and we give him hugs when we sing in Spanish!

CHORDS: D, A, E7, G

LYRICS:

I love your eyes, your mouth and your
nose
I love your fingers, your elbows and toes
I love your hair and your teeth
And I love your feet, your feet, your feet.

Es mi bebecito, mi bebecito bonito
Mi bebecita, mi bebecita bonita
Es mi bebecito, mi bebecito tan lindo
Mi bebecito bonito,
bonito, bonito

*Amo a tus ojos y tu nariz
Tus dedos de la mano y del pie.
Amo a tu cabello y tus dientes,
Amo a tu barriga y tus pies.*

*You are my baby, my beautiful baby
You are my baby, my beautiful baby.
You are my baby, and you're so cute
You're my beautiful baby, baby,
beautiful baby.*



ACTIVITY

Making Cards/Valentines and Expressing our Love

Sometimes it is fun to make something to give to someone to let you know how much you appreciate them! We generally do this for Valentine's Day, but this can be done at any time!

Start by folding a piece of paper in half or in quarters to make a card. Have your child decorate the front in one or more of the following ways:

- Cut a sponge into a heart shape and have your toddler stamp it in some colors on a heart-shaped piece of paper.
- Draw a heart on the paper and have your toddler dip their fingers in paint and paint fingerprints in the heart or put their handprint in the heart.
- Draw a heart on the front of the card (or not) and let your child draw, color, or paint to their heart's content!

Help your child compose a message on the inside or sign their name. If they can speak, you can teach them how to compliment the person that the card is designated for and write their compliment for them!



FAVORITE RESOURCES

Books:

Bringing up Bebe by Pamela Druckerman
Montessori from the Start by Paula Polk Lillard and Lynn Lillard Jessen
The Montessori Toddler by Simon Davies
There's No Such Thing as Bad Weather by Linda McGurk
Respectful Parenting by Janet Lansbury

Blogs and Blog Posts:

[Montessori In Real Life](#)

[Montessori in Motion](#)

[Santa Cruz Montessori Blog](#)

[Villa di Maria Montessori Blog](#)

[How we Montessori](#)

[Feeding Littles](#)

Vlogs:

[Hapa Family](#)

[Kids OT Help](#)

[The Hidden Gem](#)

[Montessori for Babies](#)

Instagram Accounts:

@montessoriinreallife

@montessori_madre

@feedinglittles

@ourmontessorilife

@happytoddlerplaytime



ATTACHMENTS:

- 1. Rainbow Food Chart**
- 2. Routine Cards**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
RED							
ORANGE							
YELLOW							
GREEN							
PURPLE							
OTHER							
OTHER							

I ATE A RAINBOW TODAY!

How to use these routine cards

- Print and (ideally) laminate the cards
- Talk with your child about the order of these tasks. Decide on a place to post them.
- Invite your child to look at the cards when starting their nighttime routine. When they forget what comes next, reminder her to refer to them.





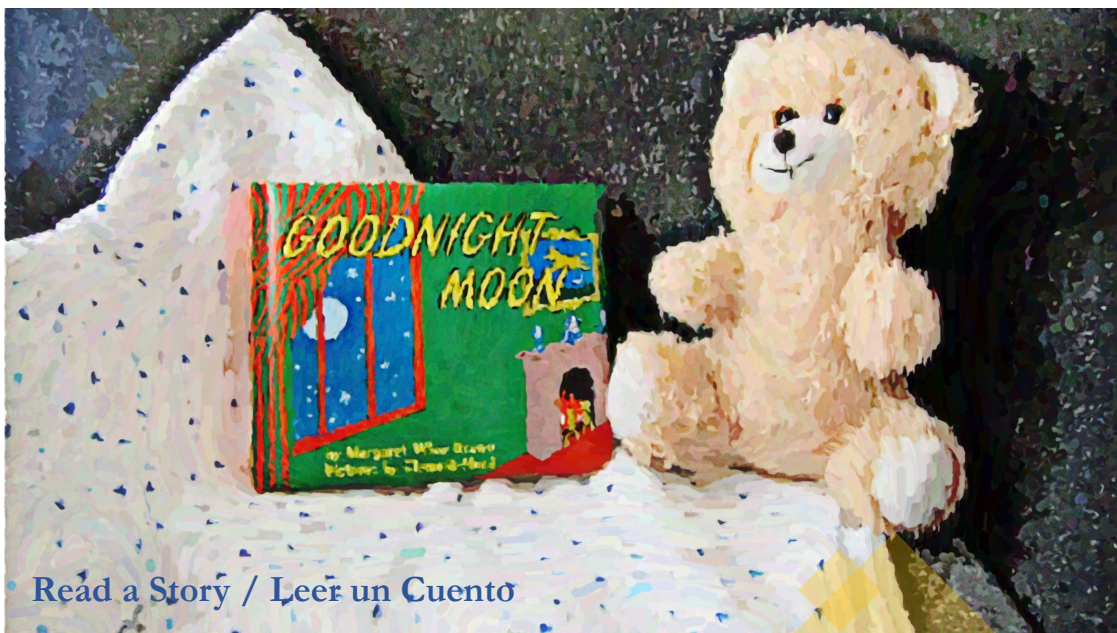
Take a Bath / Bañarse



Brush Teeth / Lavar los Dientes



Put on Pajamas / Ponerse la Pijama



Read a Story / Leer un Cuento