



At-Home Learning for Families

Table of contents



Social Emotional

[Taking turns](#)
[If you're...and you know it...](#)
[Finding the feeling](#)
[My day](#)
[I can help](#)
[Follow me, follow you](#)
[Statues](#)
[Balls in a beach towel](#)
[Who's in the mirror?](#)
[Mirror, Mirror](#)
[Tell me a joke](#)
[Sharing Stories](#)
[Sharing Foods](#)
[Hello](#)

Math

[Siblings](#)
[Shoe number line](#)
[Where's my lid?](#)
[Puzzles](#)
[Meal time conversations](#)
[Large and Small bags](#)
[Tube Tunnels](#)

Other

[Obstacle course](#)
[Germ](#)
[Draw your day](#)

Social Studies

[What's in a name?](#)
[Pieces of Me](#)
[Pets are family too](#)
[Family Portrait](#)
[Bumper Sticker](#)
[Sharing Music](#)

Science

[Is it magnetic?](#)
[Looking at rocks](#)
[Build a fort](#)
[I spy](#)

Language, Literacy, Communication

[Sounds in the pillowcase](#)
[Polar Bear](#)
[Alarm Clock Fun](#)
[What is it?](#)
[Let's think of words that rhyme](#)
[Rhyming 'I spy'](#)
[Word Pairs](#)
[Use the word rhyme](#)
[Alliterative 'I spy'](#)
[Clapping names](#)
[Where's MY letter?](#)
[Word Detective](#)

Taking Turns



Learning Goal (COR): Building relationships with adults (COR E); Conflict Resolution (COR H)

This activity focuses on helping the child feel confident in pausing or waiting to allow someone else to take a turn.

Materials Needed: Your choice (see below)

Directions: Sit on the floor with your child and play with a toy or game that offers a chance to take turns (shape sorter, basketball hoop, cars on a track, simple board game, etc.). Allow the child to take a turn, then say, 'my turn.' Say what you are doing ('I'm putting the circle in the round spot...'). Then say, 'it's your turn,' and say what the child is doing ('you're putting the square block in the square shape spot...'). Continue, saying 'my turn...your turn...' as you name the child's actions and yours.

Please send us photos or notes about how your child responded to the chance to take turns!

Source: *Infant Toddler Social Studies*, Carla Goble

Contributed by The Family Connection



If you're ... and you know it ...



Learning Goal (COR): Emotions (COR D)

The goal of singing this song together is to support the child's ability to name emotions and also to connect the physical sensation with the name...this is how I look or move when I feel that way. Plus it's always fun to sing together!

Materials Needed: None, but you can add an extension by creating a feelings 'chart' with photos of different emotions.

Directions: Simply begin singing 'If you're happy and you know it, clap your hands.' Sing slowly and allow the child to join in, with or without words. After you've repeated 'if you're happy and you know it, substitute other emotion words (mad, scared, surprised, excited, curious, proud, etc.). Ask the child how it looks to feel that emotion and repeat or copy the actions.

Please send in photos or video of you and your child singing together. If you made a feelings chart share that with us too!

Source: FC

Contributed by The Family Connection



Finding the feeling



Learning Goal (COR): Emotions (COR D); Book enjoyment and knowledge (COR Q)

The goal of this activity is to help children identify a feeling label and then begin to name the cause of that feeling. Reading together is a wonderful bonding and teaching opportunity.

Materials Needed: favorite books

Directions: As you read the book together, pause and ask the child what they think the character is feeling. Repeat what the child says ('that character looks like he is feeling happy to you...') and then consider a follow up question ('what makes you think he looks happy?'). If the child is up for it, ask another follow up question, 'what made him feel happy?'

Please let us know which book you and your child read together and which feelings were identified!

Source: FC

Contributed by The Family Connection



My Day



Learning Goal (COR): Community (COR G); History (HH)

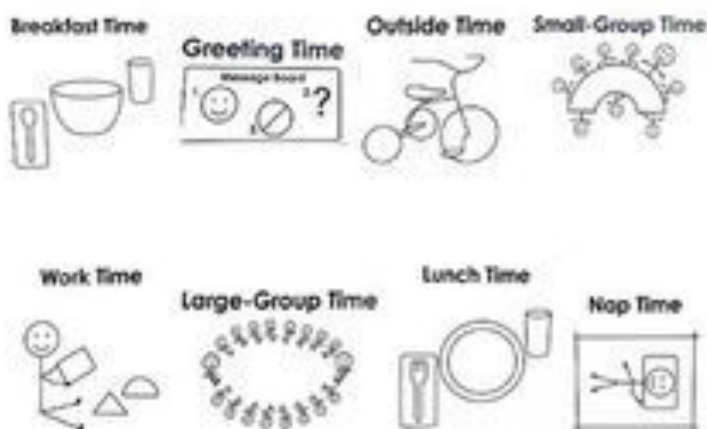
Children need and appreciate routines. The goal of this activity is simply to recognize with your child that the day has a routine and that each part of it can be named and is predictable. Talking about the day also helps the child to realize the expectations you have for each part of the routine.

Materials Needed: picture schedule with names for parts of the child's normal routine. Use simple stick drawings to represent each part of the child's day (meals, naps, play time, outside time, bathroom/diaper change, book time, etc) , the simpler the better! Ask your child to help draw the pictures and name each part of the day.

Directions: Talk through the drawings you've created and name what happens in each part of the day. Use phrases like 'first...then...' ('first we wash hands, then we sit down for breakfast...'). As you go through your day show the child on the picture schedule what has already happened and what will happen next. When there is a change in the day, let your child know what is different. Send us photos of your picture schedule!

Source: FC

Contributed by The Family Connection



I can help!



Learning Goal (COR): Emotions (COR D), Building relationships with adults (COR E), Building relationships with other children (COR F)
This simple activity is a way of building the child's sense of self-identity as well as an understanding of emotions and how to help others.

Materials Needed: Baby dolls or favorite stuffed toys

Directions: As your child plays, sit nearby and pick up a doll or stuffed toy. Pretend the doll is crying or sleepy or hungry. Say what you might do to help the doll feel better ('oh, you're so sleepy. I'm going to find your blankie, it's time for a nap...'). Ask your child how to help the doll or animal he or she is holding. Let your child know that those actions do help! Talk about other ways your child can be helpful. Talk about what helps your child feel better.

Please send us photos or video or notes about how your child helps others feel better!

Source: *Infant Toddler Social Studies*, Carla Goble

Contributed by The F



Follow me, Follow you



Learning Goal (COR): Building relationships with adults (COR E), Building relationships with other children (COR F), Gross motor skills (COR I), Speaking (COR L)

The goal of this activity is to have fun together while taking turns. You are also building the child's vocabulary by naming actions as the child does the action.

Materials Needed: None (but feel free to add music if desired)

Directions: Invite your child to play a game called 'follow me, follow you.' Tell your child that you will begin moving a part of your body and ask the child to copy you. Then ask the child to make a movement and you will copy. Name what the child is doing as you copy. You might begin by simply staying in one place, but feel free to move around the room too!

Please send video or photos or notes about your child's favorite way to play this game. What movements did you copy? How did your child react to the game? Did you add music?

Source: FC

Contributed by The Family Connection



Statues



Learning Goal (COR): Building relationships with adults (COR E); Pretend play (COR AA); Gross motor skills (COR I)

The goal of this activity is to have fun together while helping your child stop and start on cue and begin to learn to control his or her body.

Materials Needed: music (fast or slow, with and without words)

Directions: Tell your child that you are going to play a game together that is called Statues. Talk with your child about what a statue is and talk about times when you might have seen one together. Let your child know that in this game you are going to pretend to be statues by learning to stand stiff and still. Practice standing still 'like a statue.' Tell your child that you are going to put on some music so you can dance together, then when the music stops you will become like the statue! To add even more fun, pretend first to be a feather blowing in the wind and then suddenly turn into a statue!

Send in some photos or video of your child's favorite statue poses. Did your child give the statue a name?

Source: *Lesson Plans for the First Thirty Days*

Contributed by The Family Connection



Balls in a beach towel



Learning Goal (COR): Building relationships with adults (COR E), Problem solving with materials (COR B); Gross motor skills (COR I)

Materials Needed: Beach towel, different size balls

Directions: Invite your child to play a fun game with you that is about keeping balls in the air on a beach towel. Ask your child to hold one side of the towel and you hold the other. Of course any one else at home can join in and hold a side too! Put one ball in the middle of the towel and begin to shake it, inviting your child to do the same. As you and your child get comfortable, add another ball and see if you can keep it on the towel. Keep adding more balls to see how many you can keep moving!

To add math to the play, try to see if you can keep count of how many times you can bounce the ball.

Please send in a note or photo of you and your child playing this fun game together. Let us know how many balls you could keep in the air!

Source: FC

Contributed by The Family Connection



Who's in the mirror?



Learning Goal (COR): Building relationships with adults (COR E); Knowledge of self and others (COR HH); Pretend play (COR AA)

Materials Needed: none, for an extension add drawing paper and actual mirrors

Directions: Invite your child to pretend with you. Tell your child that you will pretend to be a mirror and, just like a real mirror, you will do just what your child does. Ask your child to switch places after you've played for a bit; this time you pretend to 'look in the mirror,' make some funny faces and see if your child copies you.

To extend the play, use a real mirror and invite your child to draw a picture of him or herself. Talk about the face your child draws, naming the parts as the child draws.

Please send in a photo or video of your child's pretending in the mirror and any self-portraits!

Source: FC

Contributed by The Family Connection



Mirror, Mirror



Learning Goal: Social and Emotional development COR item D: Emotions

When children are able to put a name on an expression and feeling, they are more likely to recognize feelings in themselves and others. If your child draws faces and labels the emotions, please share these with your child's teacher.

Materials Needed: any mirror large enough for your child to see their whole face.

Directions: Stand in front of a mirror or hold a mirror in front of your child's face and ask them to make a face as you say an emotion. Practice emotions like happy, angry, sad, scared, excited, and frustrated. Take a turn as well, ask your child to tell you the faces to make. Then, ask your child to make a face for you to guess what they are feeling, and take a turn doing this as well. Do this as many times as your child wants to.

Source: FC

Contributed by The Family Connection



Tell me a joke



Learning Goal: (COR) Social and Emotional Development: E Building relationships with adults

Materials Needed: optional video recorder, paper/pencil

Directions:

Laughter is the best medicine. Do you tell jokes at home? Is someone in your home the 'funny' one? Share a couple of your favorites, make us a video.

If you don't already have any, take some time to look some up and share the laughs today.

What other things make your family laugh?

Source: FC

Contributed by The Family Connection



Sharing Stories



Learning Goal: (COR) Social and Emotional Development: E Building relationships with adults

Materials Needed: optional video recorder, paper/pencil

Directions:

Family stories enrich the relationship between parent and child. Tell your child stories about your parents and grandparents. Have your child tell you stories about what happened on special days like vacation or holidays. If possible record or write down a story that your child would like to share with the class.

Source: FC

Contributed by The Family Connection



Sharing Foods



Learning Goal: (COR) Social and Emotional Development: E Building relationships with adults. Social Studies: FF Knowledge of Self.
Approaches to Learning: A Initiative and Planning

Materials Needed: Paper and pencil

Directions:

We are creating a class cookbook. Please share with us a recipe of a traditional dish shared in your culture, or a family favorite. Can't think of one? Ask your child what their favorite food is and ask them how to make it! Write down each step as they say it. (These could get real silly!)

Source: FC

Contributed by The Family Connection



Hello



Learning Goal: (COR) Social and Emotional Development: F Building relationships with other children, Creative Arts: X Art

Materials Needed: Paper and Markers/Crayons

Directions:

How do you say hello? When you greet someone, which words do you use? Do you speak a language besides English?

Use a piece of construction paper to create a greeting that we can hang on our classroom door to welcome our guests once we are able to be together.

Source: FC

Contributed by The Family Connection



What's in a name?



Learning Goal: (COR) Social Studies FF Knowledge of self and others

This exercise will help the child learn about themselves, their family and their sense of belonging.

Materials Needed: Paper, crayons/markers

Directions: Your name is special: tell us all about it.

What is your full name? Were you named after someone? What does your name mean? Decorate a piece of construction paper to tell us about your name. Send in a photo of your design.

Source: FC

Contributed by The Family Connection



Pieces of Me



Learning Goal: (COR) Social Studies: FF Knowledge of Self

Materials Needed: Items around home

Directions: We want to get to know your child. Help them look for 3-5 items that represent themselves (for example, family photos, a favorite toy, sporting equipment) and take a video of your child sharing why they chose these items. Send video through COR. (must be less than 5 minutes)

Source: FC

Contributed by The Family Connection



Pets are family too



Learning Goal: (COR) Social Studies FF Knowledge of self and others

Materials Needed: Paper, Crayons/Markers

Directions:

Tell us about any pets you may have at home. Please share drawings or photos. We would like to create a display of our pets in the classroom that everyone can enjoy once we are able to be together.

Source: FC

Contributed by The Family Connection



Family Portrait



Learning Goal: (COR) Social Studies: FF Knowledge of self and others. Creative Arts: X Art

Materials Needed: Paper, crayons/Markers, and/or paints, magazines, scissors, etc

Directions:

Please help your child create a family portrait. You can draw, paint, cut out pictures of magazines, or use real pictures. Be creative. Work together. We would like to create a display of our families in the classroom that everyone can enjoy once we are able to be together.

Source: FC

Contributed by The Family Connection



Bumper Sticker



Learning Goal: (COR) Social Studies: FF Knowledge of Self

Materials Needed: Paper and markers/crayons

Directions:

Bumper stickers on the back of a person's car tells a lot about a person and the things that are important to them. Using a piece of construction paper, create a 'bumper sticker' by thinking of things that are important to your child and/or family. An example might be 'Honk if you love hot wheels'.

Source:FC

Contributed by The Family Connection



Sharing Music



Learning Goal: (COR) Creative Arts: Y Music. Social Studies: FF Knowledge of Self

Materials Needed: Phone or stereo- something to play music

Directions:

Preschoolers love to sign and move to the beat. Tell us about your family's favorite musicians or style of music. If possible, create a video of you enjoying this music together.

Source: FC

Contributed by The Family Connection



Siblings



Learning Goal: (COR) Mathematics: W- Data Analysis,
The goal of this activity is to collect, record and interpret data.

Materials Needed: Graph and crayons/markers.

Directions:

Fill out the attached graph telling how many siblings you have. Color in the squares appropriately marking the number of brothers and/or sisters.

Source: FC

Contributed by The Family Connection

Name _____



I have ____ brothers
and ____ sisters.

7 +		
6		
5		
4		
3		
2		
1		
	Brothers	Sisters

Shoe number line



Learning Goal: (COR) Mathematics: S Number and Counting

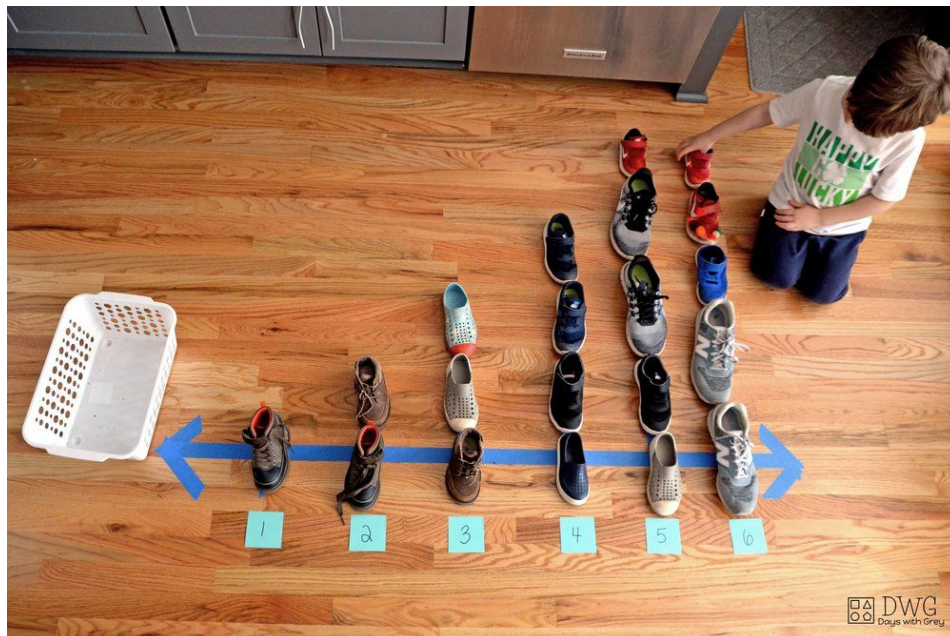
Materials Needed: Tape (painters/masking), post it notes, shoes from around the house

Directions: Tape down a long line of painter's tape to the floor. Add smaller lines for each number. Write the number more on the post-it notes and place it below each vertical line. Add arrows to either side.

Collect shoes from around the house and line them up on number line counting as you go.

Source: <https://dayswithgrey.com/blog/number-line-a-simple-counting-game/>

Contributed by The Family Connection



Where's My Lid?



Learning Goal: Mathematics COR item T: Geometry; Shapes

The goal of this activity is to encourage children to notice what makes a shape a shape and to explore how to match shapes that are similar.

Materials Needed: Clean empty plastic containers of various shapes and sizes with matching lids/tops and two baskets or bins-one to hold the containers and one to hold the lids

Directions: Tell your child you have a bunch of containers that got separated from their lids and now they are all jumbled up. Show your child the two baskets (one with containers and one with lids) and ask them to help you figure out which top goes on which container. Please send in photos or video of your child's explorations with the lids and containers. Add any notes about shape words that your child uses!

Source: The First 30 days

Contributed by The Family Connection



Puzzles



Learning Goal: Mathematics COR item: T Geometry; Shapes

The goal of this simple activity is to help your child to see the parts and the whole. It also is an opportunity to encourage your child's persistence toward the completion of a task.

Materials Needed: 1 puzzle and a bag

Directions: Place the puzzle pieces inside the bag, then give the puzzle base or frame to your child. Ask your child how he/she might put the puzzle together. As your child puts the puzzle together make specific comments on what you see your child doing, "You have all of the corner pieces done." Avoid putting the pieces in for your child, instead point out similar colors or shapes, "I see this side has a curve, can you find a curved part on the puzzle?"

Please send in any photos or video of your child completing the puzzle. What words did your child use while completing the puzzle?

Source: The First 30 Days

Contributed by The Family Connection



Meal Time Conversations



Learning Goal: Mathematics COR item: T Geometry (Spatial awareness)

The goal of this activity is to support children as they explore objects and the positions among them--where are the objects in space and in relation to where the child is.

Materials Needed: None

Directions: When your child is eating, use language that describes the position of things. "You put your mustard *on* your bun," "Your cup is *between* your plate and fork," "You are sitting *next* to your sister." Such simple conversations help highlight for children the way that things in the world have a place and a position and that those places and positions can be noticed and named.

Please send notes or photos of sharing meal time conversations with your child!

Source: The First 30 Days

Contributed by The Family Connection



Large and Small bags



Learning Goal: Mathematics COR item: U Measurement

The goal of this activity is to have fun with comparing objects, which is bigger or smaller, heavier or lighter. Children love to notice differences and similarities and with your help can use measurement language and terms to describe them!

Materials Needed: 1 large bag and 1 small bag

Directions: Ask your child to get one thing he/she played with today and bring it back in one of the bags. Ask, “Do you think you will need a small bag or a large bag to bring back your item?” When your child brings back the object have him/her share what he/she did with it.

Please send notes, drawings, photos or video of your child engaging in this fun activity with you!

Source: The First 30 Days

Contributed by The Family Connection



Tube Tunnels



Learning Goal: Mathematics and Science/Technology COR item: U Measurement, BB Observing and Classifying, CC Experimenting, Predicting, and Drawing Conclusions

This fun activity covers a lot of math and science concepts! Children love to explore and they notice similarities and differences among them. They can make predictions with your help and use science to test those out.

Materials Needed: Paper towel, toilet paper tubes and cars (at least 2)

Directions: Encourage your child to explore and describe the tubes; if he/she does not comment that the tubes are different lengths point that out. Give them the cars (cars should fit in tubes) and let them experiment by putting the cars in the tubes. You might ask, "Which car went faster/slower?" "How far did the car go in the short tube/long tube?" "What could you do to make the car go faster?" Encourage them to experiment with the tubes at different heights and angles. Use the word 'predict' as you ask your child to make a 'guess' about which car might go faster, and *why* they think so.

Please send us photos or video of your child as a scientist!

Source: The First 30 Days

Contributed by The Family Connection



Is it magnetic?



Learning Goal: (COR) Science and Technology: CC. Experimenting, predicting, and drawing conclusions. EE Tools and technology

Materials Needed: Magnetic wand

Directions:

Invite your child to roam the house or yard with the magnetic wand to see what might be magnetic and what isn't. Before touching an object with the wand, ask them if they think it might be magnetic or not. Why do they think it is or it isn't? This is a great opportunity for kids to learn about making predictions. Talk about what might have surprised you. Share a photo or video of your exploration time.

Source: FC

Contributed by The Family Connection



Looking at rocks



Learning Goal: Science COR items: BB Observing and Classifying, DD Natural and Physical World

Young children are natural scientists and they love to talk about what they find. The goal of this activity is to bring the outside world in and engage in rich conversations about all the amazing things your children notice!

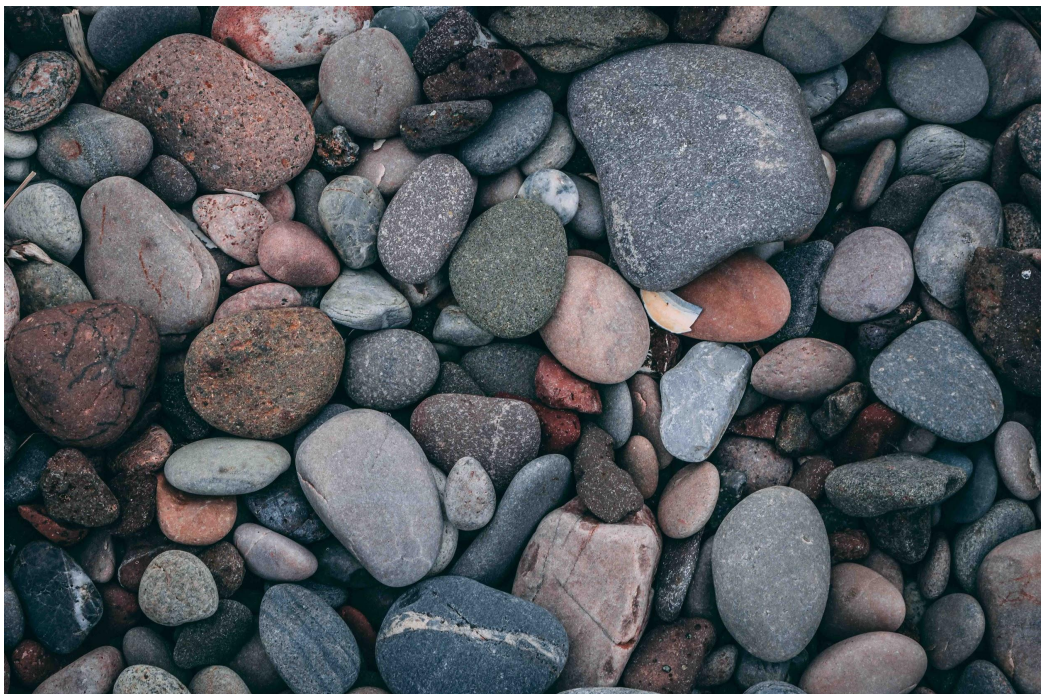
Materials Needed: Rocks or pebbles, paper and pencil

Directions: Have your child gather rocks from outside. Once inside have your child examine each rock. On a piece of paper write down the words your child uses to describe the rocks. Draw attention to common attributes that all the rocks possess as well as the differences. EX: smooth, rough, shiny, flat, round, rough, porous

If your child is able, do a drawing together of the rocks. Send any drawings, photos to us; include notes of any words your child uses.

Source: The First 30 Days

Contributed by The Family Connection



Build a Fort



Learning Goal: (COR) Approaches to Learning: B Problem Solving with materials. Science and Technology: EE Tools and technology.

Materials Needed: Sheets/blankets, Pillows and/or furniture cushions, String, and Stacks of heavy books

Directions: Using materials like those listed above help your child build a fort. Drape a sheet over the table, stack couch cushions to create walls, be creative. Forts will create hours of imaginative play that makes the 'mess' worth it! Send us a picture of your fort!

Check out this video for some ideas and to learn about the engineering involved in fort making - <https://youtu.be/7aaPBp2gw3k>

Source: Sci Show Kids

Contributed by The Family Connection



I Spy



Learning Goal: Science and technology COR item BB: Observing and Classifying

When we are specific to a child about where to focus their attention, they are more able to be successful in their ability to be observers. Share with your child's teacher some of the things your child was able to "spy"!

Materials Needed: none

Directions: Begin an "I Spy" in a room in your home by describing something by its color. Do this several times. Once your child understands how to play, change the color/item. If ever they can't guess, give them another hint by describing the shape. If they need extra hints, narrow down the location. Try to limit the clues to color and shape to focus on those two characteristics only. When your child fully understands the game, take turns. For younger children, an entire room may be too overwhelming. Play the game using a page from a magazine, book or catalogue.

Source: High Scope (paraphrased and shortened from the original)

Contributed by The Family Connection



Sounds in the Pillowcase



Learning Goal: (COR) IV. Language, Literacy and Communication M. Listening and comprehension

This activity focuses on helping the child to listen to different sounds and be able to discriminate between each sound.

Materials Needed: Pillowcase, Objects that make sounds

Directions: Show the child the objects before putting them in the pillowcase. Pull out 1 object so that the child can not see it. Make a noise with the object and have the child guess what it is.

Please send us photos, videos showing how your child was able to guess the different sounds!

Source: Preschool Readers and Writers

Contributed by The Family Connection



Polar Bear



Learning Goal: (COR)Language, Literacy and Communication M. Listening and comprehension

The goal of singing this song together is to support the child's ability to listen and to name the different sounds they hear in their home and outside. Remember - it's always fun to take a walk together!

Materials Needed: Book: Polar Bear, Polar Bear, What Do You Hear?

Directions: Read the book and follow it up with asking children what sounds they hear in their homes or take a walk and ask your child what sounds they hear outside.

Please send us photos or notes showing how your child responded to this listening activity!!

Source: Active Experiences for Active Children: Literacy Emerges

Contributed by The Family Connection



Alarm Clock Fun



Learning Goal: (COR) Language, Literacy, and Communication: N Phonological Awareness

Materials Needed: Alarm clock/kitchen timer/cell phone alarm

Directions: Have your child stand outside the room. Set the alarm to go off in just a few minutes. Hide the alarm clock in a place that is accessible to your child. Have your child come back into the room and begin searching for the alarm. When the alarm goes off, have your child use the sound as a clue for locating the laram. This could be done inside or outside!

Source: Devereux Early Childhood Initiative

Contributed by The Family Connection



What Is It?



Learning Goal: (COR)Language, Literacy and Communication M. Listening and comprehension

Children love to play games! This game helps them to develop skills in choosing different sounds and having you guess what they are.

Materials Needed: None

Directions: Have child choose three things in their home that make different noise. Cover your eyes and have the child make a noise with one of the items. Guess what item the child is making the noise with. Repeat for each item

Please let us know what things your child chose for you to listen to. Were you able to guess the sound?

Source: Active Experiences for Active Children: Literacy Emerges

Contributed by The Family Connection



Let's Think of Words that Rhyme



Learning Goal: (COR) Language, Literacy and Communication N. Phonological awareness

When playing rhyming games, children often make up “nonsense” words. This is fine! The idea of the game is to have children listen to the sound of the word and generate their own rhyming words.

Materials Needed: None

Directions: Say to your child, *“Let’s think of words that rhyme with sat.”* (Any rhyming or nonsense word will do: hat, bat, that, crat...)

When children are familiar with this game, try making rhyming phrases with them. *“I saw a goat sailing on a_____.”* (any rhyme will do: boat, moat, coat, zoat..)

Please send us a note or video letting us know what rhyming words your child came up with!

Source: Preschool Readers and Writers

Contributed by The Family Connection



Rhyming “I Spy”



Learning Goal: (COR) Language, Literacy and Communication N. Phonological awareness

Word play and rhyming are fun for children, but also incredibly important to their emerging phonological awareness.

Materials Needed: None

Directions: Initially the adult leads, when the child understand the idea they lead the game. Start with nearby objects: *“I spy something that rhymes with call.” “I spy something that rhymes with bug.”*

Please send us a note or video letting us know what rhyming words your child came up with!

Source: Preschool Readers and Writers

Contributed by The Family Connection



Word Pairs



Learning Goal: (COR) Language, Literacy and Communication N. Phonological awareness

In order to hear two words that rhyme a child must listen to the way the ends of a word sound and ignore the different beginning sounds.

Materials Needed: None

Directions: Provide a series of word pairs for your child. When the words rhyme have your child jump. For example, *“When you hear two words that rhyme like goat and boat jump up high. Okay here are the words: Cat, pan .(pause) Hill, ball. (pause) Clock, block.”* Please send us a note or video letting us know what rhyming words your child able to pick up!

Source: *Fee, Fie, Phonemic Awareness*

Contributed by The Family Connection



Use the Word Rhyme



Learning Goal: (COR) Language, Literacy and Communication N. Phonological awareness

Rhymes are abundant in many children's books. Enjoy time with your child reading their favorite book and looking for words that rhyme.

Materials Needed: A Book with rhyming words

Ex: Brown Bear, Brown Bear What Do You See?

Directions: As you read the book pause often to identify words that rhyme. For example: *"Hickory, Dickory dock. The mouse ran up the clock. Do you know what Clock sounds like dock. They both end with the sound -ock. Clock and dock rhyme!"*

Please send us a picture or video of you reading with your child and looking for rhyming words!

Source: *Fee, Fie, Phonemic Awareness*

Contributed by The Family Connection



Alliterative “I Spy”



Learning Goal: (COR) Language, Literacy and Communication O. Alphabet Knowledge

Alliteration is when two words begin with the same initial sound. Alliteration is an important step as children progress towards learning to read.

Materials Needed: None

Directions: During the day, challenge your child to find objects that begin with a particular sound. For example you might say, “*I see something on the table that starts with the /b/ sound.*” Your child offers basket. You reply, “*Basket starts with the /b/ sound Can you think of any other words that start with the /b/ sound like basket?*”

Please send us a note or video letting us know what objects your child found!

Source: *Fee, Fie, Phonemic Awareness*

Contributed by The Family Connection



Clapping Names



Learning Goal: (COR)Language, Literacy and Communication N. Phonological Awareness

This game introduces children to the nature of syllables as they clap and count the syllables in their own name. Materials Needed: None

Directions: Introduce your child to the nature of syllables as they clap and count the syllable in their own name. For example say, “I wonder how many syllable Tara has in her name. Let’s clap it out. Tar (clap) -A (clap). 2 claps, 2 syllables. Let’s try your name.” In the beginning clap with your child. Try other names, friends family..

Please send us a note or video letting us know how your child did with clapping their name!

Source: *Fee, Fie, Phonemic Awareness*

Contributed by The Family Connection



Where's MY letter?



Learning Goal: Language, Literacy and Communication COR Item O: Alphabetic Knowledge

This activity will help your child become more aware of the first letter in their name. Children are very interested in anything that is about them, which makes this letter activity very motivating. Maybe take a picture of your child with their letter that they found and share with their teacher.

Materials Needed: None

Directions: On a walk or errand, purposefully look for the initial letter in child's name. Use all environmental print nearby which can include: signs, license plates, magazine and book covers, clothing, menus.

Add a Mathematics component through COR item S: Numbers and Counting to keep track of how many of the letters the child and family finds.

Source: FC

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Word Detective



Learning Goal: Language, Literacy and Communication COR item R: Writing

Children gain confidence in themselves as writers the more they practice. Your child's teacher would love any samples sent by you!

Materials Needed: something for your child to write with, small notebook or several pieces of blank paper folded over many times and stapled (to create a mini-book). Write "Detective (your child's name)" on the front. This activity can be done while on a walk, in the car, at home, wherever.

Directions: Tell your child that you and they will be detectives today and try to uncover "clues" about letters and words. Have some questions in mind—depending on where you plan to be while doing this activity to prompt your child to help find letters and/or words. Examples include:

- How many words can we find in our neighborhood?
- How many letters are in our street's name?
- Can we find words in the neighborhood that begin with the first letter in your name?

If your child would rather "draw" the letters this is OK.

Additional fun: use a toilet paper tube to "spy" on the letters and words.

Source: High Scope (paraphrased and shortened from the original)

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Obstacle Course



Learning Goal: (COR) Physical Development and Health: I Gross-Motor Skills.

Materials Needed: Things to jump over, onto, or from. Things to crawl under or through. Things to throw. Things to balance on. Heavy things to carry or drag.

Directions: Build an obstacle course for hours of fun. The best way to play 'Obstacle Course' is by building several stations, each with their own challenge. Some examples: Balance beam. Knock down all the cans. Jump from block to block. Crawl through the tunnel (or row of chairs). Drag a heavy thing past the line. Walk a ping pong ball with a spoon.

Source: Fatherly <https://www.fatherly.com/play/how-to-build-an-obstacle-course-living-room/>

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Germs



Learning Goal: Physical Development and Health COR item K: Personal care and healthy behavior

A practical activity that shows children that they have some control over getting sick. If your child draws a picture of how they “got those germs”, send a picture of it to their teacher.

Materials Needed: tissue box, soap, low-hanging towel, garbage can, step stool, book about germs (any that is appropriate for young children). Examples: *Germs Are Not for Sharing* by E. Verdick, *Germs Make Me Sick!* By M. Berger

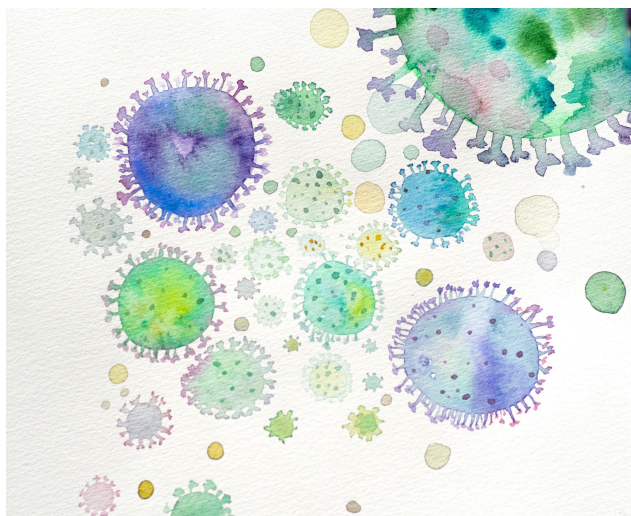
Directions: After reading the story ask questions like:

- “Do you remember where germs come from?”
- What do you think we can do to get rid of germs?

Walk with your child to a tissue box in your home. Say, “Take one and blow your nose.” Say, “Some germs may have sneaked onto your hands!” Then walk to the bathroom. Say, “Toss the tissue in the garbage. Now it’s time to wash hands.” Talk your child through the steps. Sing the ABC song as your child washes. Next, have your child talk YOU through the process! Ask your child to help sing the ABC song as you wash your hands.

Source: High Scope (paraphrased and shortened from the original)

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Draw Your Day



Learning Goal: COR Approaches To Learning Item A: Initiative and Planning

Children are more confident and less stressed when they know what is going to happen. Please share your posted daily routine pictures with your child's teacher!

Materials Needed: Blank paper, stickers, markers or crayons, tape

Directions: In the beginning of the day, talk with your child about the day's plans. Ask your child to draw a simple picture for each part. As each part of the day is completed, have your child put a sticker on it.

Children may not be able to draw with representation. They might just draw whatever they want. Ask, "Which part of our day is this?" Put them in order for your own daily schedule. Example:

- Get dressed
- Eat cereal
- Go to the store
- Have a nap

Source: High Scope (paraphrased and shortened from the original)

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