Family Fun Activity Guide

Winter Quarter
Acknowledgements

I wish to thank the following people for their input and contributions in developing these Family Fun Activity Guides.

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For more information about the Early Learning Initiative or the Eau Claire 4 Tomorrow Program contact the Eau Claire Area School District, Early Learning Office at 715-852 –3077 or eli@students.ecasd.k12.wi.us

Sincerely,
Robin Weishoff
Early Learning Support Teacher
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♥ means can be done at bath time.
✓ means can be done during meal time or while making the meal.
≈ means can be done while picking up the toys.
◆ means can be done while in the car or running errands.
♥ means can find detailed directions in the Parent Implementation Guide.

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♫ means can be done while picking up the toys.
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Welcome to the
Family Fun Activity Guide

We are so glad that you are investing your time and energy in your child today for their benefit tomorrow! These packets are for your use in the home with your 4-year-old child. Children learn constantly through everyday experiences. Now is the time to make these experiences the best that they can be.

A child’s learning can be grouped into five areas or domains. The Wisconsin Model Early Learning Standards were developed to include these five areas and identify learning targets for young children. The five areas are listed below and will be explained in more detail in the following sections of this guide:

| I.  | Health and Physical Development |
| II. | Social and Emotional Development |
| III. | Language Development and Communication |
| IV. | Approaches to Learning |
| V. | Cognition and General Knowledge |

These packets have two main sections. The first section, Family Fun Activity Guide, is provided quarterly and consists of specific seasonal activities. The second section, Parent Implementation Guide, provides more detailed instructions and rationale to assist the parent in implementation of the quarterly activities. The ♥ in front of a quarterly activity indicates that further explanations can be found in the Parent Implementation Guide. You are welcome to substitute any materials or equipment you need to follow the objectives of these activities.

For more information or questions contact the Eau Claire Area School District, Early Learning Office at 852 – 3077 or eli@students.ecasd.k12.wi.us.

Check out the Early Learning web page to access all of the Family Fun Activity Guides and general Early Learning information at: http://www.ecasd.k12.wi.us/departments/ci/headstart/eli.html
Purpose of the Family Fun Activity Guide

This is a fun-filled guide to give parents and caregivers some new ideas to promote growth during the critical learning years. These preschool activities, in the areas of Health and Physical Development, Language Development and Communication, Social and Emotional Development, and Cognition and General Knowledge are appropriate for four year olds and most require parent participation. You are your child’s best teacher. Take the time and make a difference.

These activities and learning experiences are designed to be done at home or with the family. They do not take much time, use minimal and everyday materials and many can be used during routine times. Watch for these symbols that indicate an activity that can be done during these routine times of your day:

- Meal times
- Bath times
- Car times
- Clean up times

♥ Find detailed directions in the Parent Implementation Guide
**Tips on using the Family Fun Activity Guide**

- **Choose activities from each developmental area.** The activities in these packets reflect the *Wisconsin Model Early Learning Standards*. It is suggested that you choose activities from all areas of development listed below each week to provide a well-rounded educational experience for your child. You are your child’s first and best teacher. You may pick and choose activities from this guide that fit your child and family’s style. Feel free to be creative and expand, adapt or substitute activities and materials as needed.

|-----------------------------------|----------------------------------|---------------------------------------|-------------------------|----------------------------------|

- **Follow your child’s interests** and expand on those interests. Following your child’s interests will make these activities more meaningful and will have a greater impact on your child’s development.

- **Do the activities with your child.** It is our hope that these activities will be fun, educational and rewarding for both child and adult alike. You may want to follow these steps when introducing an activity:
  - Show the child how to do the activity (for example: you can go through the obstacle course).
  - Let your child **PRACTICE** AND TRY IT AGAIN AND AGAIN.
  - Mastery (This may take months in activities such as writing your name or minutes in activities like the obstacle course.)

- **Keep the time short** that is spent on each activity. It is typical for young children to have short attention spans.

- **Have your child explore.** Trying and learning are more important than having a project that looks perfect. The learning process is more important than the product.

- **Set aside a special time for your child.** So turn off the TV, the phone, and ask friends to come another time. Enjoy this time you have with your child. It passes quickly.

- **Establish a routine.** Children find security in structure and routine. Following a predictable schedule most days will help your child learn to manage his or her time.

- **Use routine times as learning times.** Many of the activities in this guide can be used during routine times of the day. Use time in the car, at meals or during bath time to promote learning. Capture these teachable moments.
Wisconsin Model Early Learning Standards

*Wisconsin Model Early Learning Standards* specify developmental expectations for children upon kindergarten completion supported by practiced-based evidence and scientific research. These standards recognize that children are individuals who, though they typically develop in similar stages and sequences, have diverse patterns of behavior and learning that emerge as a result of the interaction of several factors. These factors include:

- Genetic predisposition (including individual temperament, inclinations and talents) and physical characteristics
- Socio-economic status (including access to educational opportunities, health, nutrition, and care); and
- The values, beliefs, and cultural and political practices of their families and communities.

Because brain development and social-emotional development are most active in the early years of a child’s life, all of the child’s experiences are of critical importance to the child and our society. As such, these standards support the development of optimal learning experiences that can be adapted in response to the individual developmental patterns of children.

The *Wisconsin Model Early Learning Standards* are divided into five areas of development. They are:

- **Health and Physical Development**: This includes physical health and well-being and motor development.
- **Social and Emotional Development**: This includes emotional development, self-concept, and social competence.
- **Language Development and Communication**: This includes listening and understanding, speaking and communicating, and early literacy.
- **Approaches to Learning (Create and Imagine)**: This includes curiosity, engagement and persistence, invention and imagination, and cognitive skills.
- **Cognition and General Knowledge**: This includes mathematical and logical thinking, scientific thinking and problem solving, and social systems understanding.

The *Wisconsin Model Early Learning Standards* reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children. The standards can be found online at [www.collaboratingpartners.com](http://www.collaboratingpartners.com)
Wisconsin Model Early Learning Standards

Guiding Principles

The Early Learning Standards Advisory Committee has established the following Guiding Principles to inform the development and application of Early Learning Standards in Wisconsin. These guiding principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families.

1. All children are capable and competent. Development and learning begins at birth, for all children and in all settings. The Early Learning Standards support practices that promote development and protect young children from the harm that results from inappropriate expectations. In this, they are aligned with ethical principles of the early childhood profession.

2. A child’s early learning and development is multidimensional. Developmental domains are highly interrelated. The Early Learning Standards reflect the interconnectedness of the domains of children’s development: social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.

3. Expectations for children must be guided by knowledge of child growth and development. The Early Learning Standards are based on research about the processes and sequences of young children’s learning and development, and the conditions under which children develop to their fullest potential.

4. Children are individuals who develop at various rates. The Early Learning Standards recognize that there are individual rates of development and learning across any age range.

5. Children are members of cultural groups that share developmental patterns. The Early Learning Standards acknowledge that children’s development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments.

6. Children exhibit a range of skills and competencies within any domain of development. The Early Learning Standards support the development of optimal learning experiences that can be adapted for individual developmental patterns.

7. Children learn through play and the active exploration of their environment. The Early Learning Standards reflect the belief that children should be provided with opportunities to explore and apply new skills through child-initiated and teacher initiated activities, and through interactions with peers, adults and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts.

8. Parents are children’s primary and most important caregivers and educators. Families, communities and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to advantage of those learning opportunities.
Helping Your 4 Year Old Child

The following checklist, although not exhaustive, can help to guide you as you prepare your child for school. It's best to look at the items on the list as goals toward which to aim. They should be accomplished, as much as possible, through everyday routines or by enjoyable activities that you’ve planned with your child. If your child lags behind in some areas, don't worry. Remember that children grow and develop at different rates. If you have any questions about your child’s development, please call the Early Learning Office at 715-852-3077.

Good Health and Physical Well-Being...

*My Child:*

- Eats a balanced diet.
- Gets plenty of rest.
- Receives regular medical and dental care.
- Has had all the necessary immunizations.
- Runs, jumps, play outdoors, and does other activities that help develop his/her large muscles.
- Works puzzles, scribbles, colors, paints, and does other activities that help develop his/her small muscles.

Social and Emotional Preparation...

*My Child:*

- Is learning to explore and try new things.
- Is learning to work well alone and to do many tasks for himself/herself.
- Has many opportunities to be with other children and is learning to cooperate with them.
- Is curious and is motivated to learn.
- Is learning to finish tasks.
- Is learning to use self-control.
- Can follow simple instructions.
- Helps with family chores.

Language and General Knowledge...

*My Child:*

- Has many opportunities to talk and listen.
- Is read to every day.
- Has access to books and other reading materials.
- Is learning about print and books.
- Has his/her television viewing monitored by an adult.
- Is encouraged to ask questions.
- Is encouraged to solve problems.
- Has opportunities to notice similarities and differences.
- Is encouraged to sort and classify things.
- Is learning to write his/her name and address.
- Is learning to count and plays counting games.
- Is learning to identify and name shapes and colors.
- Has opportunities to draw, listen to and make music, and to dance.
- Has opportunities to get first-hand experiences to do things in the world to see and touch objects, hear new sounds, smell and taste foods, and watch things move.

*Used with permission of the School District of La Crosse.*
General Materials List
For Family Fun Activity Guide

- Scissors – child size with rounded tips
- Multi-color pack of construction paper
- Pencil of normal width
- Pens
- Glue stick and bottle of glue
- Watercolor markers
- Crayons
- White paper
- Tempera or poster paints
- Watercolor paints
- Plastic container/tub about the size of a dishpan
- Muffin tin or containers for sorting
- Container to store supplies in
- Old plastic tablecloth and old paint shirt for messy projects
- Zipper closure bags to store counting items

Field notes:

- ■ means can be done at bath time.
- ✖ means can be done during meal time or while making the meal.
- ☔ means can be done while picking up the toys.
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Developed by the Eau Claire 4 Tomorrow Program. For more information: call ECASD Early Learning Office @ 715-852-3077
**Standard I: Health and Physical Development**

**Why:** Children’s future health and well being are directly related to the development and strengthening of their large and small muscles, sensory experiences, and practicing healthy behavior. Good physical health and motor development allow for full participation in learning experiences. When children take an active role in caring for their bodies, maintaining a clean and healthy environment, and preparing food, they feel a sense of pride and accomplishment in their independence.

<table>
<thead>
<tr>
<th>Self Help Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zippy</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong> Coats, jackets, sweaters</td>
</tr>
<tr>
<td><strong>Do:</strong> Teach your child how to zip a two-piece zipper. You might try this rhyme:</td>
</tr>
<tr>
<td>1. <strong>Meet your mate</strong> (put the zipper part into the base)</td>
</tr>
<tr>
<td>2. <strong>At the starting gate</strong> (pull it down so both pieces are even)</td>
</tr>
<tr>
<td>3. <strong>Hold them tight</strong> (hold both pieces steady)</td>
</tr>
<tr>
<td>4. <strong>Pull up with all your might!</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dress self in outerwear</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong> Outerwear: hats, boots, mittens, jacket, snow pants, scarf</td>
</tr>
<tr>
<td><strong>Do:</strong> Have your child dress for outside independently. You might want to use the zipper rhyme above and the mitten rhyme at the back of this guide to assist your child. You may want to lay each item out on the floor in the order needed. Or you could use pictures of the clothing to make a pictorial order chart. Also, you may want to allow extra time on these learning days.</td>
</tr>
</tbody>
</table>

When I play dress up I can:
- Practice hand and finger coordination
- Feel proud that I can dress myself
- Take different perspectives
- Experiment expressing a variety of emotions.
### North Pole Sandwiches (serves 5)

- 2 cups nonfat or low fat vanilla yogurt
- 1 small package vanilla or sugar-free chocolate instant pudding mix
- 10 graham crackers

1. Combine yogurt and dry pudding mix with a wire whisk or hand beater until smooth. You will have extra filling.
2. Spread a spoonful of the mixture between 2 crackers.
3. Freeze for 2 hours until firm.
4. Store in an airtight container or in a freezer bag in the freezer.

### Orange Smoothie (serves 10)

- 6 ounces frozen orange juice concentrate (do not add water)
- 1 cup milk - 1% or skim
- 1 cup water
- ½ teaspoon vanilla
- 5-10 ice cubes (can use frozen strawberries in place of ice cubes)
- 1 banana optional

1. Combine all ingredients in a blender.
2. Turn blender to the chop setting and blend.
3. When all the ice cube chunks are broken, pour smoothie into a glass.
4. Substitute other fruits such as peaches or strawberries along with, or instead of, the banana.

### Spinach Wrappers

- 8 oz. low-fat cream cheese, softened
- ¼ cup shredded carrot
- ½ cup sunflower seeds
- ½ bag Spinach leaves

1. Mix cream cheese, shredded carrot and sunflower seeds until well blended.
2. Spread cream cheese mixture on a spinach leaf.
3. Roll. Enjoy!

### Number puffs (serves 4)

- 4 graham crackers
- peanut butter
- wheat puffs cereal

1. Get 1 graham cracker.
2. Frost with peanut butter.
3. Think of a number. Have the child write that number into the peanut butter.
4. They can fill in the peanut butter number with wheat puffs.
5. Write the number on paper for practice.
Sweetheart Sandwiches

2 slices of whole-wheat or white bread
1 tablespoon of strawberry or raspberry jam
1 tablespoon of low fat cream cheese, softened

Optional fillers:
soft, ripe bananas, mashed
1 tablespoon of peanut butter

1. Use cookie cutter to cut slices of bread into heart shapes.
2. Spread half of slices with cream cheese and the rest with the jam.
3. Combine jam slices with cream cheese slices to make sweetheart sandwiches.

Variation: Substitute bologna and cheese for jam and peanut butter. Try different cookie cutters for different shapes.

Rudolph Reindeer Sandwich (serves 4)

1 slice bread
4 tablespoons peanut butter
8 raisins
2 maraschino cherries (cut in half)
10 Dutch-style pretzels

1. Cut bread diagonally into 4 sections.
2. Spread peanut butter on bread.
3. Have bread positioned as an upside-down pyramid. Place raisins on bread for eyes.
4. Cut the maraschino cherry in half and place on the tip for the nose.
5. Add pretzels for each ear and antlers.

Munchable Monster Toast

butter or margarine
slices of white bread
½ cup milk - 1% or skim
4 colors of food coloring

1. In a cup, mix together several drops food coloring with approximately ½ of the milk.
2. Repeat step #1 with 3 different colors of food coloring (make your paint brightly colored)
3. Toast slices of white bread.
4. Paint wild monster faces.
5. Butter the toast and munch your monsters.

Bear Biscuits (serves 6)

10 oz. tube of refrigerated biscuits
raisins
maraschino cherries
honey

1. Separate biscuits. Cut 3 biscuits into 1/8's. Leave 6 whole.
2. For each bear biscuit, round 3 of the small dough pieces for the ears and nose.
3. Firmly press onto one of the whole biscuits - face.
4. Press raisins for eyes and nose.
5. Add ¼ maraschino cherry to each ear.
6. Bake on a cookie sheet for 8-10 minutes at 400 degrees. Enjoy with honey, of course!

When I help with cooking I am learning:
-Nutrition and different tastes
-How heat and cold change things
-Basic math concepts

Developed by the Eau Claire 4 Tomorrow Program. For more information: call ECASD Early Learning Office @ 715-852-3077
Movement

**Why:** Children use the large muscles for movement such as running, jumping, pedaling, and for balance and coordination. Small muscles are used in writing, cutting, working a puzzle, and building with blocks or Legos. Movement helps children grow healthy and strong. As children explore and interact with the world through movement, they develop thinking and communication skills, as well as self-confidence. It is important to talk with your child as the moving is taking place. Now is the time when conversations about size and position are important. For example, you might have your child tell you that he/she is crawling behind the tree, throwing the apple above the box, or is taking big/little steps. Movement is one of the earliest ways children express their thoughts and feelings. Try to incorporate movement opportunities every day, even during routine times. For example, they could jump or gallop to the car instead of just walking.

Sensory Activities

**Why:** Sensory activities allow the body to take in information from the senses to inform the muscles. These activities help develop body awareness, self-regulatory skills, and body image. Including sensory activities will give your child practice with problem solving and planning movements. It is an excellent opportunity to name body parts.

<table>
<thead>
<tr>
<th><strong>Partner log roll</strong></th>
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<tbody>
<tr>
<td><strong>Do:</strong> Two children lay down and wrap arms around each other to form the “log” and then roll. They can be head-to-head or head-to-feet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Snow plow partners</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Do:</strong> Have the child pretend to be a pile of snow and lay on the floor. You or another child can pretend to be a snowplow and gently roll the “snow” to the designated area such as the corner. Have the “snow” try all different laying positions such as in a ball or laying flat. Discuss the differences in plowing and being the “snow”.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Rolling pins</strong></th>
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</table>
| **Materials:** Rolling pins or round small canisters like Pringles can.  
**Do:** Have the child use the rolling pin to roll on various parts of their body. You can pretend to be making rolled out cookies that will turn into gingerbread boys and girls. This is a good follow up after reading *The Gingerbread Boy.* |
### Large Muscle Activities

**Why:** Good physical health and motor development allow for full participation in learning experiences. Movement can help prepare your child to learn because it uses both sides of the brain.

<table>
<thead>
<tr>
<th><strong>Obstacle course</strong> for winter <strong>North Pole Expedition</strong> (at home or on a playground)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain Climb – climb up the slide/stairs or piled bedding/blankets and plant the flag to claim your country.</td>
</tr>
<tr>
<td>Snowball Throw – throw the snowballs/rolled socks into a bushel basket from the top of mountain.</td>
</tr>
<tr>
<td>Iceberg Skate - put wax paper under feet and skate on carpet or skate in socks on hard floor.</td>
</tr>
<tr>
<td>Penguin Jump – jump and waddle on two feet like a penguin.</td>
</tr>
<tr>
<td>Snowflake Toss – catch paper flakes or white socks or scarves.</td>
</tr>
<tr>
<td>Snowflake Blow - use cotton balls and blow them across the table or floor into a small box tipped sideways.</td>
</tr>
<tr>
<td>Glacier Pull - tie a rope or scarf to couch leg and sit down, grab the rope or scarf and pull yourself across the “glacier” to the couch.</td>
</tr>
<tr>
<td>Plow Push - use a child’s plastic shovel or cookie sheet and clear a path in the snow, which is really a path of pillows.</td>
</tr>
<tr>
<td>Polar Bear Balance Beam – walk on a scarf or rope laid on the rug (can be too slippery on floors). Be careful not to fall in the “freezing water”!</td>
</tr>
<tr>
<td>Iceberg Crossing – step only on the mittens placed on the floor between the polar bear balance beam and igloo.</td>
</tr>
<tr>
<td>Igloo Homecoming - worm crawl between two piles of pillows and under a blanket set over table. REST. Repeat several times but go through like a snow monster or a mouse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Walking on snowballs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong> Empty egg cartons</td>
</tr>
<tr>
<td><strong>Do:</strong> Turn cartons upside down onto the carpet. Walk on top of them in stocking feet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tracking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong> When playing outside, slide feet through leaves or snow to make tracks. Have your child follow your tracks. Change your tracks to steps. Now change them to different size steps, such as giant steps, baby steps, sideways steps, or backwards steps. Look for tracks made from other people or animals and follow them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Play the Duck, Duck, Goose game.</strong> This is great to do when company comes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Play Ring around Rosie.</strong> (See the rhyme section in the back.)</td>
</tr>
</tbody>
</table>

---

placed image: Meanings of symbols:  

- F means can be done at bath time.  
- T means can be done during meal time or while making the meal.  
- W means can be done while picking up the toys.  
- P means can be done while in the car or running errands.  
- ♥ means can find detailed directions in the Parent Implementation Guide.  

Developed by the Eau Claire 4 Tomorrow Program. For more information: call ECASD Early Learning Office @ 715-852-3077
<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play broom hockey</td>
<td>Broom, a soft ball or foil crunched into a ball shape</td>
<td>Designate a goal or target. Have the child use a broom to bat or push the ball towards the goal/target. Hallways are a good place to learn.</td>
</tr>
<tr>
<td>Go skating</td>
<td>Skates or just wear winter boots and slide on the ice</td>
<td>Call the Parks and Recreation Department (715) 839-5032 to find open rink times and location.</td>
</tr>
<tr>
<td>Go cross country skiing or snowshoeing</td>
<td>Snowshoes and cross country skis</td>
<td>Call the Parks and Recreation Department (715) 839-5032 to find trails in the city or there are rentals and trails at Beaver Creek Reserve (715) 877-2212.</td>
</tr>
<tr>
<td>Kick an iceberg</td>
<td>Two - four Balloons</td>
<td>Stand at opposite ends of a hallway. Pretend that the balloons are icebergs and kick them out of the way which will put them in the way of the other player. They will kick the balloons out of their way, which will be right back at you. This could be an endless game!</td>
</tr>
<tr>
<td>Roll a snowball to make a snow folk</td>
<td>Two - four Balloons</td>
<td>Stand at opposite ends of a hallway. Pretend that the balloons are icebergs and kick them out of the way which will put them in the way of the other player. They will kick the balloons out of their way, which will be right back at you. This could be an endless game!</td>
</tr>
<tr>
<td>Have a snowball target practice</td>
<td>Snowballs, socks, beanbags and a vertical target, such as a tree</td>
<td>Throw snowballs at a target (indoors - use rolled up socks or beanbags). This is a good opportunity to use tally marks in the snow or on paper to keep score of how many times you hit the target.</td>
</tr>
<tr>
<td>Snowball push</td>
<td>Cotton balls, shoebox or designated line on the floor</td>
<td>Use your nose to push the cotton balls into a shoebox or designated area. You can also blow the cotton balls with or without the help of a straw.</td>
</tr>
<tr>
<td>Body parts balance</td>
<td></td>
<td>Tell the child to have a specific number of body parts or name the specific parts touch the floor, i.e. balance with three body parts touching the floor, or balance with your head, one foot and one knee on the floor.</td>
</tr>
<tr>
<td>Dressing in outerwear relay</td>
<td>Outerwear that is big for the child</td>
<td>Have the child run to one end of the room and put on one outerwear item, such as a hat. They can run back and tell you what they put on. Then they run back and put on another item and run back and tell you what it is. Continue until all items are gone.</td>
</tr>
<tr>
<td>Play Twister</td>
<td>Twister game or paper plates taped to the floor</td>
<td>You can practice color and body part recognition with the Twister board or write letters on the shapes and practice letter or sound recognition while having fun playing twister. Print letters or colors on to some paper plates and tape the plates to the floor instead of using a Twister game board. Call out a body part and a color/letter. The child touches that color with that body part.</td>
</tr>
</tbody>
</table>

Move to the song, Head Shoulders, Knees, and Toes (See the rhyme section.)

---

<table>
<thead>
<tr>
<th>FAQs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F</strong> means can be done at bath time.</td>
</tr>
<tr>
<td><strong>T</strong> means can be done during meal time or while making the meal.</td>
</tr>
<tr>
<td><strong>M</strong> means can be done while picking up the toys.</td>
</tr>
<tr>
<td><strong>¥</strong> means can be done while in the car or running errands.</td>
</tr>
<tr>
<td>♥ means can find detailed directions in the Parent Implementation Guide.</td>
</tr>
</tbody>
</table>

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## Relaxation Activities

**Why:** Relaxation activities help to develop self-regulation. This will allow the child to transition from an active task like running to get a book and then sitting quietly and listening to a story. The child’s activity level matches the task’s demands.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Snow folk melt</strong></td>
<td><strong>Do:</strong> Stand tall like a snowman. Turn the lights out. When you turn the lights on again pretend the lights are the bright hot sun which will slowly melt you. Try melting from the feet first and then try melting from the head first.</td>
</tr>
</tbody>
</table>
| **Floating flakes** | **Materials:** Paper snowflakes –optional  
**Do:** Observe how real or paper snowflakes gently float to the ground. Now pretend to be one of those flakes. Try to take 10 seconds to land. Good counting opportunity! |
| **Back walking**    | **Do:** Have the child lay on their stomach. Pretend your hands are feet and gently but firmly “walk” on their back. Try using your fingertips to “walk on tiptoes”. They can guess how the feet are moving. For instance, running, tiptoes, jumping, skating, or galloping. |
| **Quietly read a book** | **Materials:** Child’s storybook  
**Do:** Let the child get really comfortable. Read the book in a quiet voice or whisper. Sometimes just read it without showing them the pictures. Have them shut their eyes and “draw” the pictures in their mind. For a different twist, try telling a story or family event instead of reading a book. |
| **Rock in a chair** | **Do:** Hold the child on your lap and rock in the chair while reading a book, or just talking about the day or about fun times coming up. Hearing and feeling your heartbeat as they sit on your lap is very calming. |
Small Muscle Activities

**Why: Children need to develop strength and control in their hands. This strength and control will be needed when they learn to write, cut, or handle small objects.**

<table>
<thead>
<tr>
<th>♥</th>
<th>♻</th>
<th>Printing made fun</th>
<th>Use the following items to print letters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>♻</td>
<td>Shaving cream spread on the bathtub wall and use fingertips to write letters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♻</td>
<td>Pipe cleaners formed into objects or letters, numbers, or shapes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♻</td>
<td>Cookie dough used with ABC cookie cutters or make rope letters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♻</td>
<td>Yarn can be used on carpet, fabric cushions, or sandpaper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♻</td>
<td>Trace name in a cake pan of snow or salt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♻</td>
<td>Hair gel put in a zip lock bag then write on wax paper for finger painting. Or keep it in the bag and write letters on top of the bag.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>♻</th>
<th>ABC shopping list</th>
</tr>
</thead>
<tbody>
<tr>
<td>♻</td>
<td>Materials: Paper, pencil, marker, food boxes or cans</td>
</tr>
<tr>
<td>♻</td>
<td>Do: Circle the main name (Cheerios) or just one word (salt) that you want your child to copy. Have your child copy the name of the food to make a “grocery list.” You could find foods that start with the same letter and discuss the beginning sounds that are the same (noodles, napkins). Start with only two containers. It is hard work for those little fingers!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>♻</th>
<th>Sensory tub fillers</th>
</tr>
</thead>
<tbody>
<tr>
<td>♻</td>
<td>Materials: Snow- Make an obstacle course for plastic little people to go on. Or use unusual items and push into the snow to make tracks. Take turns guessing what made that track.</td>
</tr>
<tr>
<td>♻</td>
<td>Shredded paper- Hide plastic animals or other small items (wrapped candy canes).</td>
</tr>
<tr>
<td>♻</td>
<td>Water and icebergs- Icebergs can be ice cubes or freeze colored water in plastic containers.</td>
</tr>
<tr>
<td>♻</td>
<td>Do: Put a small amount of fillers listed above into a plastic tub or dishpan. Adding scoops and a variety of utensils make this also a small muscle exercise. Try tweezers, tongs, ice cream scoops, ¼ teaspoons, whisks, or chopsticks. Have the child scoop, pour, and compare capacity of the different containers. This is also a great time to bring in vocabulary about positions. For instance, build a snow hill and the people are at the top, in the middle, or behind the hill.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>♥</th>
<th>♻</th>
<th>Cutting fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>♥</td>
<td>♻</td>
<td>Materials: Child’s scissors, construction paper, or paper plate</td>
</tr>
<tr>
<td>♥</td>
<td>♻</td>
<td>Do: Have the child cut on the lines of three circles of descending size. Give them experience of cutting on the lines of other shapes such as triangles for scarf or nose, squares or rectangles for the buttons, boots, or hat.</td>
</tr>
</tbody>
</table>

---

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### Stitches

**Materials:** Styrofoam trays, yarn, plastic needle or dip tip of yarn in glue and let dry or wrap tape around tip, paper punch  
**Do:** Cut or draw a shape onto the tray. Simple pictures work best such as snowman, truck, shapes, cookie, train, rocket, wagon, or sled. Punch holes around the outside of the tray or cut shape. Have your child sew the yarn in and out of the holes, working along the outsides. Buttons could be stitched on for wheels or eyes.

### Mitten feely

**Materials:** Child’s mittens (not gloves), pillowcase, items small enough to fit in their hands. (Crayon, paperclip, spoon, small toy, tissue, sock, button, pencil, watch, barrette)  
**Do:** Have the child put on their mitten and reach inside a brown bag or pillow case and find the item that you asked for. Discuss the difficulty or ease they have finding items.

### ♥ Rubbing-letters in name

**Materials:** Letters in child’s name that are cut out of cardboard or thick plastic like milk jugs, crayons without paper on them, paper  
**Do:** Place the letter under the paper and use the side of the crayon to rub on the paper and over the letter.

### Snow folk stuffing

**Materials:** Newspaper, large white plastic bags  
**Do:** Have the child wad up a newspaper page and stuff it into a white grocery or trash bag. When the bag is full have them decorate it to look like a snow folk.

### Snowflake cutting

**Materials:** Paper or tissue paper, child’s scissors  
**Do:** Have the child fold the paper in half at least three times. Have the child cut to round the edges. They can also cut slits, snips, and small triangles into the folded paper. Open to find a snowflake.

### Simon Says for writing

**Materials:** Paper and writing tools  
**Do:** Have the child copy the shapes that you draw. Play a version of Simon Says by saying, “Simon Says “Draw a ____”. The child draws only if Simon says. Good practice for shape recognition. You could write letters too.

### Snowball letters

**Materials:** Cardboard (cut from a cereal box), glue, mini marshmallow, lentil beans, lima beans, or cotton balls  
**Do:** You write the child’s name in letters at least three inches tall on the cardboard. The child covers each line of the letter using mini marshmallows, lentils, cotton balls or beans.

### ✗ Circle the letter

**Materials:** Newspaper or store flyers, pen  
**Do:** Have the child circle the letters of their name in the paper. Then have them draw a line to connect the letters in the proper order like a dot-to-dot.
Standard II:
Social and Emotional Development

Why: This standard includes children’s feelings about themselves and others, their ability to form relationships with adults and children, ability to understand the perspectives and feelings of others, and skills needed to succeed in a group setting. There is a direct relationship between a child’s social and emotional well-being and overall success in school and life. Emotional development is a complex process, involving a range and intensity of emotional reactions, perceptions of emotions in self and others, emotional self-regulation, and behavioral expressions of emotions. Healthy social and emotional competence is developed from infancy, continues through the toddler and preschool years, and beyond. Children’s early relationships are the foundation for social and emotional competence and cognitive development.

<table>
<thead>
<tr>
<th>♥ ≈ I Remember...</th>
<th>♥ ≈ ≈ Pretend times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: Optional: photos of event</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Do: Help the child to remember a recent (not last year) special occasion such as a weekend outing, a party, or a holiday. Try to include emotions into the retelling such as “you looked really surprised when…”</td>
<td>Materials: Dishes, order pad, menus, apron, fake food</td>
</tr>
<tr>
<td></td>
<td>Do: Take turns being the wait staff and the customer. Using menus and order pads will provide opportunities to read and write.</td>
</tr>
<tr>
<td></td>
<td>Doctor’s office</td>
</tr>
<tr>
<td></td>
<td>Materials: Band-aids, stickers, charts, appointment book, magazines, plastic gloves, stethoscope</td>
</tr>
<tr>
<td></td>
<td>Do: Take turns being the patient. Label uncommon body parts such as elbow, wrist, ankle, jaw, knuckle, calf, or shin as you check the patient.</td>
</tr>
<tr>
<td></td>
<td>Bathub pretend</td>
</tr>
<tr>
<td></td>
<td>Do: Pretend the bathtub is a racecar, spaceship, or plane. Or it is a ship and use ice cubes for floating icebergs.</td>
</tr>
</tbody>
</table>

Help me get ready for school by encouraging me to finish difficult or frustrating tasks once I start them.

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### Turn taking

**Materials:** Ball, pillow, or rolled socks, laundry basket  
**Do:** Take turns throwing the ball into the basket. Try at clean up time with soft, safe toys.

### Share a monster drawing

**Materials:** Paper and coloring tools  
**Do:** Take turns sharing the crayon. On each turn draw one more thing on the monster. Monsters work well because they can have many body parts.

### Tea party

**Materials:** Crackers or snacks, cups, teapot or small pitcher  
**Do:** Have a tea party. Be sure to have the child practice good manners and ask to have the snack and “tea” passed instead of reaching for the items. Use please and thank you. For bath time, skip the crackers and have the child do the pouring or “tea” and pretend to drink.

### Mirror, mirror, who do you see?

**Materials:** Mirror  
**Do:** Fill in the missing word to have the child change their face to match the emotion. Discuss what would make them or you feel that way.

“**Mirror, mirror, who do you see?**  
I see a ___face looking at me.”

---

They are learning:  
- Math concepts like division, multiplication, addition, and subtraction  
- To compromise and negotiate  
- To cooperate and be considerate of others’ needs  
- To use manners

---

“**It’s your turn.**”

“**Let’s share.**”

---

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Standard III: Language Development and Communication

Why: Language has an essential impact on the rapid development of a child’s brain that occurs during the first years of life. Children increase their language and communication skills by engaging in meaningful experiences with adults and peers that require them to effectively express their ideas and feelings, listen, and understand others. Children learn to communicate in a variety of ways, such as using symbols; by combining oral language, pictures, print, and play into a coherent mixed medium; and creating and communicating meanings in a variety of ways. Early experiences define children’s assumptions and expectations about becoming literate as they learn that reading and writing are valuable tools. Long before they can exhibit reading and writing production skills, children acquire basic understandings of concepts about literacy and its functions. Regular and active interactions with print, in books and in the environment, allow children to consolidate this information into patterns, which is essential for later development in reading and writing.

**Book talk**

Materials: Children’s book

Do: Have the child help turn the pages from the front to the back of the book. Occasionally, point to the text as you read, always left to right. Or use pointers such as a pencil, perhaps with a fun eraser, to point to the words. The child can also help point to the words.

**Stop and go signs**

Materials: Old picture books, green and red marker

Do: Remind the child that green lights mean go and red means stop. Use a green marker and place a green circle on the front cover and a red circle on the back cover. Use a green dot to mark the title and beginning of each page and use a red dot to mark the end of each page.

Did you know that speaking and listening are the first steps to reading and writing?
**Reading Routine**

Materials: See below

**Do:** Make reading fun with **book nooks.** Convert any space into a snuggly place to read. Here are some ideas:

<table>
<thead>
<tr>
<th>Behind a couch</th>
<th>Use or make a tent</th>
<th>On the closet floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under a table that is draped with a sheet</td>
<td>Use a big box and a flashlight</td>
<td>In a corner filled with pillows</td>
</tr>
<tr>
<td>Laundry baskets filled with blankets</td>
<td>Upper bunk</td>
<td>Behind furniture that is put at an angle</td>
</tr>
<tr>
<td>Under a desk (perhaps while you are working at the computer)</td>
<td>Hammock (tie 2 ends of a sheet up to a cross beam)</td>
<td>Comfy chairs (bean bag chair, rocking chair)</td>
</tr>
</tbody>
</table>

Establish a “special spot” for the child to read and look at books. A paper grocery sack with the edges rolled down makes an instant basket to hold their favorite books.

**Fun with Folktales**

Materials: Gather folktales from the library or online [http://childhoodreading.com/index.html](http://childhoodreading.com/index.html)

**Do:** Read folktales with the child. Perhaps look for different versions. Act them out.

♥ **Retell – An Event** - How a storm/snow changed my backyard!

**Do:** Observe a snow or rainstorm. Notice changes that happened outside because of a storm, such as branches blown down or snow covering the walk. Start the story by saying “Once upon a time” or “Last night.” Have your child help tell the story, noticing the changes and guessing how they happened.

**Writing Center**

**Feely Counting book**

Materials: Cotton balls, glue, cardboard/stiff paper

**Do:** Write a numeral on each page. Have the child glue that many cotton balls onto the page in either random placement or incorporate them into a winter picture. For example a snowman could be on the #3 page.

**Calendar book**

Materials: Yearly calendar, paper the same size as the calendar, glue

**Do:** Glue a sheet of paper over each calendar grid leaving the pictures visible. Then write the child’s dictated ideas about each monthly picture on the sheet of paper opposing the picture. This book is already bound for you.

**Present giving story**

Materials: Pieces of wrapping paper and photos if possible

**Do:** Have the child write /dictate about giving a present to someone special. You can cut out a piece of the wrapping paper used and glue it into the text to represent the word “gift.” I gave Mommy a ☃ on her birthday.

♥ **Eating cereal how-to book**

Materials: Favorite breakfast cereal

**Do:** Make a how-to book about eating cereal. This book can be about the steps...
taken to eat cereal, such as first, getting down a bowl. Second, getting out the milk. Third, choosing the cereal.

**Do:** Or the story can be a counting book. Each page will tell/show how many pieces of cereal you have left in the bowl (drawn on each page of the book).

<table>
<thead>
<tr>
<th>p.1</th>
<th>p.2</th>
<th>p.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ooo</td>
<td>ooo</td>
<td>o</td>
</tr>
</tbody>
</table>

- **♥ Lists**
  - Materials: Grocery flyers, toy catalogs/flyers, use wrappers or box labels
  - **Do:** Have your child make a list using some suggestions listed below. This list can be written, drawn, or cut pictures from the flyers and glued onto the list. The child can add their own words.
    - Favorite food
    - Things that are cold
    - Favorite toys
    - What you pack in a suitcase if you go to…
    - All the food you would make/order at a restaurant

- **Listening games**
  - Materials: Mittens of various size, color and designs, pillowcase
  - **Do:** Spread the pillowcase on the floor or table. Describe each mitten and dictate where it goes on the pillowcase i.e. striped mitten goes in the corner. The blue glove goes in another other corner; switch the brown mitten with the blue one. Move the striped one to the center and replace it with the smallest mitten.

- **Soundly Cleaning up**
  - Materials: Toys
  - **Do:** Put toys away that start with the same sound. For example, /b/sound and you put away the ball, baby, Blues Clues, blocks, Barbie, big truck.

- **Monster talking**
  - **Do:** Help your child to become aware of the sounds within words by slowing down their speech. Pretend to be a monster. Start in the squat position. Slowly rise up as you say a word in a monster voice. For example, “man” could be “mmmmaaaaannn”.

- **Rhyming- Willoughby, Wallaby, Woo**
  - **Do:** Say the rhyme with your child. Substitute child’s name for the “you” and adjust the rhyme. Optional: Pretend that a sponge or washcloth is the “elephant” and substitute body parts for “you” and adjust the rhyme.
    
    **Willoughby, wallaby, woo**
    **An elephant sat on you.**

    For example: **Willoughby, wallaby, wustin**
    **An elephant sat on Justin.**

    Or: **Willoughby, wallaby, weg**
    **An elephant sat on leg.**
Silly Willie Names

Materials: Wee Willie Winkie rhyme, toy clock
Do: Change the rhyme using the names of family, friends, neighbors
For example: Silly Super Susan runs through the town. Act it out for exercise and you can practice telling time.

Wee Willie Winkie
Runs through the town,
Upstairs and downstairs
In his nightgown.
Rapping at the windows,
Crying through the lock,
“Are the children all in bed?
For it’s now eight o’clock.”

Which is longer: car or ambulance

Do: Pronounce a pair of words. Ask the child which one is longer. Show them the words in print so they can see if their answers were correct. Here are some pairs to get you started:

<table>
<thead>
<tr>
<th>Ant</th>
<th>Brontosaurus</th>
<th>Dog</th>
<th>Giraffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bee</td>
<td>Butterfly</td>
<td>Elephant</td>
<td>Cat</td>
</tr>
<tr>
<td>Bus</td>
<td>Motorcycle</td>
<td>Mosquito</td>
<td>Truck</td>
</tr>
<tr>
<td>Car</td>
<td>Snowmobile</td>
<td>Tree</td>
<td>Flower</td>
</tr>
<tr>
<td>Cow</td>
<td>Ladybug</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I spy

Do: Use adjectives of color, size, shape, or function to describe the item. For example, “It is thin, long, and can be sharp” – pencil. Or “I use this to write a note” – pencil.

Sing the song, If You Are Happy and You Know It

Do: Sing repeatedly but change the verb to show other ways to show you are happy. Have the child perform the action. For example, “If you are happy and you know it wiggle your toes.”

If you're happy and you know it
Clap your hands!
(clap clap)

If you're happy and you know it
Then you really ought to show it!
If you're happy and you know it
Clap your hands!
### Sing the song, *Row, Row, Row Your Boat*

**Do:** Change the action/verb. For example, Swim your boat, rock your boat, or paddle your boat. Try changing the tempo, rowing fast or slow.

### Sing the song, *Bear Went Over the Mountain*

**Do:** Change what he could see to include a variety of nouns. Act it out as you walk through the house or yard.

- The bear went over the mountain,
- The bear went over the mountain,
- The bear went over the mountain,

To see what he could see.

And all that he could see, And all that he could see
Was the other side of the mountain, (lake, river, car, kitchen)

The other side of the mountain,
The other side of the mountain
Was all that he could see.

### Shopping spree 1

**Materials:** Paper, writing instrument

**Do:** Make a shopping wish list. You can set the category so everything that they include is within that category. For example, the categories could be clothing, furniture, food, pets, or toys. This list can be written, drawn, or spoken. Take turns adding to the list.

### Shopping spree 2

**Materials:** Grocery bag, various objects to use for “shopping”

**Do:** Give the child the bag and send them on a shopping spree. Cover your eyes while the child chooses an object to put in the sack. When the child returns with the bag to you, they recite:

- I’ve been shopping,
- Now I’m back
- Can you guess
- What’s in my sack?

Ask the child a question about the object. For example: Is it bigger than an apple? Does it have parts that move? Can I eat it? Is it hard or soft? Let the child answer your question. Try to guess what the object is.
### Trivia

**Do:** Ask trivia-type questions. Customize the questions according to the child’s interests and knowledge. Keep giving clues until the child answers correctly. Try to include a variety of the “wh” questions (who, what, when, where, why, how).

Here are some general ideas:

- What scared Little Miss Muffet?
- Who did Jack go up the hill with?
- What number comes after 7?
- When do you brush your teeth?
- Where is the telephone in our house? (Which room?)
- How does a frog move?
- Why did the squirrel run up the tree when we come outside?
- What animal is green, hops and says ribbitt?

### Teeny tiny tale

**Do:** Tell a story using a small voice about teeny tiny times. The child uses a tiny voice also to help you tell an open-ended story such as the following:

Once upon a time there was a teeny tiny ____ who lived in a teeny tiny ____. He/she had a teeny tiny ____. One day, he/she went to a teeny tiny ____ and got a teeny tiny _____...

### Scarf letters

**Materials:** Long winter scarves

**Do:** Write a letter on paper or chalkboard. Have your child make that letter on the floor using a scarf.

### Name writing

**Materials:** Letters of child’s name printed on index cards or popsicle sticks

**Do:** Have the child put the letters of their name in the correct order.

---

Knowing the letter names will really give me a boost when it comes to learning to read. Knowing nursery rhymes also helps me when I start reading.
### Perfect pairs

**Materials:** Gather items or pictures of items that go together. Lay them on the table in random order.

**Do:** Have the child match things that go together. Or you can divide the pairs so each has one item from the pair. Each person takes turns asking for the other piece to the pair. For example, you would say “Do you have something that goes with salt?” The other player gives you the pepper. Here are some ideas:

<table>
<thead>
<tr>
<th>Salt - pepper</th>
<th>Pencil - paper</th>
<th>Cup - saucer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoon - fork</td>
<td>Hat - mittens</td>
<td>Bat - ball</td>
</tr>
<tr>
<td>Sock - shoe</td>
<td>Hairbrush - comb</td>
<td>Needle - thread</td>
</tr>
<tr>
<td>Toothbrush - toothpaste</td>
<td>Keys - lock or car</td>
<td>Paper - scissors</td>
</tr>
<tr>
<td>Soap - towel</td>
<td>Pillow - blanket</td>
<td>Jar - lid</td>
</tr>
<tr>
<td>Sneaker - shoelace</td>
<td>Hammer - nail</td>
<td>Spaghetti noodles – sauce</td>
</tr>
</tbody>
</table>

### Lost zoo/farm

**Materials:** Pictures of animals from the zoo or farm (optional)

**Do:** Practice blending the beginning sound with the remainder of the word. Pick an animal from the pictures. Can also be played in the car without the pictures.

Sing the following verse to the tune of *A Hunting We Will Go.*

*A searching we will go, a searching we will go,*
*We’ll find a /h/ and add a /orse/.*
*And now we found the horse.*

### Rainbow alphabet

**Materials:** Twenty-six paint samples of all the colors of the rainbow. Arrange the samples in rainbow fashion and print the alphabet on them using one letter on each sample.

**Do:** Have the child put the alphabet in order and create a rainbow.

### Name skyscrapers

**Materials:** Toilet paper, gift wrap or paper towel tubes, marker

**Do:** Cut tubes into graduated sizes. Print one letter on each section, starting with the first letter of their name being the shortest section. Each letter section will be gradually taller. This will allow the child to put the letters of their name in order and is self-correcting, as the skyscrapers gradually get taller. The child places the skyscraper letters of their name in order. ROBIN

### ABC beach ball

**Materials:** Beach ball with the alphabet letters randomly written on with a permanent marker

**Do:** The child catches the ball and says the letter, the letter sound or a word that “starts” with the letter that their hands are touching.

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| means can be done while picking up the toys. |
| means can be done while in the car or running errands. |
| means can find detailed directions in the Parent Implementation Guide. |

Developed by the Eau Claire 4 Tomorrow Program. For more information: call ECASD Early Learning Office @ 715-852-3077
<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabet Supermarket</strong></td>
<td>Three paper bags with a letter written on the outside, variety of small items whose names begin with the sounds of the letters on the bags</td>
<td>The child takes the objects and sorts them into the bags according to their first sound. You might need to help them get started by saying, “What letter is this? How does this letter sound? Can you find the groceries that will go into this bag?”</td>
</tr>
<tr>
<td><strong>Name teacher</strong></td>
<td>Paper or index cards with child’s name written on it with markers</td>
<td>Tape the name in many appropriate places in the home, such as on the ceiling above their bed, on the bathroom mirror, and put one letter on each step. Have the child spell their name as they lay in bed before story time, as you brush their hair, or as they climb the stairs.</td>
</tr>
<tr>
<td><strong>Clapping clean up</strong></td>
<td>Toys</td>
<td>Clap/stomp out each syllable while naming the toy intended to be put away. For example, two claps could put away the ba-by or leg-os. Repeat stomping and naming as you walk over to put it in the toy box or shelf to reinforce a steady beat.</td>
</tr>
<tr>
<td><strong>Read Number books</strong></td>
<td>Gather number books (see book list of number books below), pointers: spoon, screwdriver, pencil, decorated popsicle stick</td>
<td>As you read with your child, have the child use the pointer to count the items.</td>
</tr>
</tbody>
</table>

When I hear stories I am learning:
- That letters on a page represent words
- To become a better listener
- To make up my own stories
- To recognize certain words when I see them in print
- To use more and more complex language patterns in my own speech
- To follow the development of thoughts and ideas in the plot of a story
- The names of the letters in the alphabet
- To discuss the story’s events and my feelings and thoughts about the story

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷</td>
<td>means can be done at bath time.</td>
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<td>✤</td>
<td>means can be done during meal time or while making the meal.</td>
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<td>means can be done while picking up the toys.</td>
</tr>
<tr>
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<td>means can be done while in the car or running errands.</td>
</tr>
<tr>
<td>♡</td>
<td>means can find detailed directions in the Parent Implementation Guide.</td>
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</table>

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Books Count! Number Fun for Young Children

Compiled by Merri V. Lindgren
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This bibliography was developed for the Child Care Information Center Newsletter (Issue 48, 2004) published by the Child Care Information Center operated by the Wisconsin Department of Public Instruction with funding from the Department of Workforce Development. Go to http://www.education.wisc.edu/ccbc/books.


Lee, Huy Vuon. 1, 2, 3, Go! Henry Holt, 2000. Ages 4 - 7


Standard IV: Approaches to Learning
Create and Imagine

Why: All children can and do acquire knowledge. Children’s approaches to learning are often determined by their openness to and curiosity about new tasks and challenges, task persistence and attentiveness, reflection and interpretation of experiences, imagination and invention, and individual temperament.

Winter’s day song.

Do: Sing the song, substitute underlined words for actions and act the actions out. Discuss how you feel as music is played. Ask the child to move as if you are a bulldozer or a ballerina. Are the movements different?

What can you do on a winter’s day, a winter’s day, a winter’s day?
What can you do on a winter’s day when you can’t go out to play?
I’m a spinning top and I spin, spin, spin, spin, spin, spin, spin, spin, spin
I’m a spinning top and I spin, spin, spin
I spin on a winter’s day.

(Sing to the tune of London Bridges)

Animal rhythms

Materials: Optional- picture book of animals
Do: Say the name of an animal rhythmically. Repeat the name and clap on each syllable. For example, po-ny has two claps, dog has one clap, kan-ga-roo has three claps.

Musical Movements

Materials: Piano, xylophone, guitar, or other musical instrument
Do: Play several musical notes on an instrument. Ask the child to listen for higher and lower sounds. Next, the child pretends to be a thermometer. As the child hears a high note, they stand on tiptoe, stretching their arms and fingers. When they hear a low note, the child stoops low or lies flat. When they hear an in-between tone, they stand normally. Encourage the child to play the instruments after they learn this simple game. Song suggestions include: Frere Jacques; Rock-a-Bye Baby; Twinkle, Twinkle Little Star.

Collage

Materials: Glue, cardboard, variety of materials
Do: Provide a variety of materials and allow the child to create and glue the items anywhere on the cardboard they want. Here are some ideas for materials to create a collage: wrapping paper, ribbons, bows, tissue paper, noodles of all shapes and sizes.

♥ means can find detailed directions in the Parent Implementation Guide.

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| Print | **Materials:** Paint, paper, trays or plastic lids, various pieces  
**Do:** Spread the paint on the tray or lid. Stamp the item into the paint and then on to the paper. Continue stamping with other items and colors. Here are some ideas of items to stamp with:  
- Toys  
- Body parts like thumbs, feet, or elbows |
| Snow glue | **Materials:** Equal parts of glue and shaving cream, cardboard  
**Do:** Have the child paint with the snowy glue on the cardboard. It will dry foamy. |
| Rubbings | **Materials:** Lightweight paper, crayons with paper removed from the sides, various textured items  
**Do:** Lay paper over the item. Rub with the side of the crayon over the top of the item. The image of the item should appear on the paper. Place another item under the paper in a different location and repeat rubbing steps. Here are some ideas to use for rubbings:  
- String  
- Around the house: grates, keyholes, wall paper/paneling, tile or wood floor |
| Draw | **Materials:** Paper, crayons, chalk, pencils, markers  
**Do:** Allow your child many opportunities to draw. Be sure the paper size is at least 9x13 to allow enough space. Sometimes it helps to give your child some suggestions for drawing. Here are some ideas:  
- Draw something funny  
- Draw something blue |
| Sculpt | **Materials:** Snow, Mini-marshmallows and toothpicks, white clay, Bake-able clay  
1 cup cornstarch  
1 ½ cups baking soda  
1 cup cold water  
Combine cornstarch and soda in saucepan. Cook on medium until it boils and is a clay-like consistency. Knead on cornstarch-dusted surface. When cool enough to handle, cover with damp cloth and cool. Store in plastic bag in cool place. Form into shapes. Can be baked at 250 degrees for 1-½ hours to harden.  
**Do:** Promote 3-D creations by creating something like a snowman or birthday cake. Show your child how to make a 3-D creation. |
### Tempo Talks

**Materials:** Recorded music: jazz (selections by Duke Ellington, Louis Armstrong, Miles Davis, or Billie Holiday), marching (Beethoven’s “Turkish March” or Mozart’s “Magic Flute”), and waltzing (Chopin’s “Minute Waltz” or Poldini’s “The Dancing Doll”) tempos, scarves or paper streamers, drums, and shakers

**Do:** As music of different tempos is played, rock or swing the child slowly, medium, or fast to correspond to the speed of the music. Say aloud, “faster,” “slower,” as appropriate. Other children can swing or rock a rag doll to the music. Play the recorded music again and ask the child to shake the shakers to the jazz temps, tap drums to the marches, and wave streamers or scarves to the graceful waltzes. Encourage the child to match the instrument’s tempos accurately with the tempo of the music.

### Igloos

**Materials:** Sugar cubes, glue

**Do:** Create an igloo by gluing sugar cubes together.

### Keys to Cultures

**Materials:** Children’s and adults’ recording of music from different cultures, world map

**Do:** Play the recordings from a number of different cultures, for example, Hispanic, Vietnamese, Korean, Greek, or Irish. Talk about the country of origin and locate it on a map. Look at the recording covers for pictures of children and adults dancing. Discuss how they dance and move to the music. Have the child listen to and sing the songs on the recordings from other cultures. They can dance to the rhythms and tunes. After practicing, they may discuss and compare the movements, beats, and feelings of each type of music. Perhaps you can attend an ethnic celebration. Sample and discuss the music, food, and activities. Discuss how these activities make people happy and keep them in touch with their heritage. This is a great opportunity to get a closer look at the instruments and how they are played.

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<table>
<thead>
<tr>
<th>I am learning to hear differences in sounds, which I need when I learn to read.</th>
</tr>
</thead>
</table>

When I dance I am learning:
- To express myself
- To be conscious of the moods and rhythms of music
- Balance and coordination

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**Instruments**

**Materials:** Use items from the following areas to create music

**Do:** Play a favorite song or music and have the child play along with the music. Reggae or Calypso pieces are great accompaniments. Make a band together!

**Bathroom:** Combs with paper over the teeth and blow like a harmonica, toilet paper tube kazoo

**Bedroom:** Drawers sliding, doors creak and slam, alarms, Velcro, zippers, snaps, jingle jewelry

**Maracas:**
- **Paper cup maracas** - Put some beans or rice in a cup and tape the other cup upside down on top of the first. Play maracas by shaking them.
- **Paper sack or balloon maracas** - Drop some beans or rice into a paper sack and tape securely at the top to make a quick maraca. Or put some paper clips into a balloon and then blow it up and knot securely.

**Bells:** Put bells on to a large pipe cleaner and then twist it around into a bracelet shape. Shake your wrist to play. Or use bread ties or garbage ties to secure the bells to an embroidery hoop. This makes a wonderful sounding tambourine.

**What if...**

**Materials:** Question strips

**Do:** Cut the suggestions into strips and put into a container (Think Tank) and pull one out each day. This can be done during meal prep time or car rides. Have everyone finish the sentence. You may discover new things about all the members of your family!

- What if you could ride on snowflakes? Where would you go?
- What if you were Jack Frost? What would your frosty pictures look like?
- What if you could change the color of snow? What color would you choose?
- What if snow was gluey and never melted?
- What if you hibernated all winter? Would you have to go to bed every night?
Standard V: Cognition and General Knowledge

**Why:** Children acquire knowledge by linking prior experiences to new learning situations. As a child applies and extends prior knowledge to new experiences, he or she refines concepts or forms new ones. In this area, children develop the ability to acquire, organize, and use information in increasingly complex ways to satisfy their curiosity. Cognition is an ongoing process by which children use thinking skills to conceptually develop a construct of the world, which in turn enables active learning. General knowledge is a product of cognition, which expands and grows through learning and self-expression.

<table>
<thead>
<tr>
<th>♥  X  Sort and classify</th>
<th>See the Parent Implementation Guide for directions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do: Sort and classify the following items. Ask the child if there is another way you can sort the items?</td>
<td></td>
</tr>
<tr>
<td>Gift cards</td>
<td>Pieces of wrapping paper/ribbon</td>
</tr>
<tr>
<td>Mittens/gloves</td>
<td>Barrettes and hair supplies</td>
</tr>
<tr>
<td>★ Silverware</td>
<td>Nails and screws</td>
</tr>
</tbody>
</table>

What’s next?

**Materials:** Items that have been sorted

**Do:** Start a pattern with only two groups. Demonstrate how you take one item from one group and then one from the other group. Keep repeating this pattern. Ask the child “what will come next?” Have them continue the pattern. For example, have a group of red items and a group of blue items. Make a line pattern that would be red, blue, red, blue or using blocks and beans your pattern might be block, bean, block, bean.

Footprints in snow

**Materials:** A fresh snow or frost

**Do:** Have child walk in the park or yard and count their steps. Then they can write that number with a stick or finger in the snow.

When I sort I learn:
- To notice details, essential skill for reading and math
- Concepts of color, size, and shape
- Logical reasoning
- Numerical concepts of more and less
<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Snowballs</strong></td>
<td>Snowballs or crumpled paper snowballs</td>
<td>Count how many snowballs you make. Count them as you throw them in a basket or at a target.</td>
</tr>
<tr>
<td><strong>Steps count</strong></td>
<td></td>
<td>How many steps from the TV to your bedroom? Daily counting helps children understand numbers and their quantity. This can be charted and mapped with discussions about which is farther/closer.</td>
</tr>
<tr>
<td><strong>Snack roll</strong></td>
<td>Dice, small snack items such as gold fish crackers</td>
<td>Have the child roll the dice and count out that many snacks. Eat and count some more.</td>
</tr>
<tr>
<td><strong>Calendar cut up</strong></td>
<td>Old calendars. Scissors</td>
<td>Make number cards by cutting apart the days in a month from calendars. Use these numbers to match up to other numbers or to groups of items. The child can put the numbers in order or take random numbers and line them up from least to greatest (2, 6, 9, 14). Pointing to the numbers while counting will help the child learn the numerals.</td>
</tr>
<tr>
<td><strong>Culinary combinations</strong></td>
<td>Cups or bags to put snack combinations in, snack items such as pretzels, peanuts, cereal, mini crackers, or chocolate chips</td>
<td>Have the child count items in the pre-filled bag/cup. Now have them write the or say the combination. For instance, I have 6 snacks: 3 chips and 3 pretzels. 3+3=6.</td>
</tr>
<tr>
<td><strong>The big fish</strong></td>
<td>Caregiver, hungry child, and any food, optional-paper and pencil</td>
<td>Tell the child that they are a BIG FISH (or whatever animal) that is hungry. Ask the child how many pieces they have. You tell the fish how many bites to take and count with your child the bites the fish takes. For example, the fish wants 2 bites. You can use playing cards or dice to randomly dictate the number of bites to take. This gives the child a picture of the number along with the counting. Now state or write the problem. For example, you started with 7 pieces and ate 2 and now you have 5 left. Continue counting bites until the food is gone.</td>
</tr>
<tr>
<td><strong>Pick and guess</strong></td>
<td>Deck of playing cards with aces and face cards removed</td>
<td>Pick a card from the deck; do not show it to the others. Clap, snap, stomp, jump, or click your tongue the number that is on the card. The other player has to count the noises and guess what number card you picked. Show your card to check. Take turns.</td>
</tr>
</tbody>
</table>
### You finish

**Materials:** Deck of playing cards with aces and face cards removed  
**Do:** Pick a card. Bounce the ball or clap ONLY a portion of the number picked. The child bounces the remaining needed to match the number on the card. For instance, if you pick a 5, you clap and count 1, 2…. and the child continues the clapping and counting 3, 4, 5.

### Orderly eating

**Materials:** Plate of food with at least three different foods  
**Do:** Discuss with the child the amount of food in each group. For example, there are 4 pieces of chicken, 6 fries, and 2 carrot sticks. Now eat the food groups in order from least to greatest. So you would eat the 2 carrot sticks, 4 pieces of chicken and then the 6 fries.

### Share fair

**Materials:** Snack with more than 4 pieces (6 crackers, 8 olives)  
**Do:** When you sit down for snack, put it all on one plate. Ask the child to pass out or divide the snack so everyone gets the same amount. Comment when they are finished. For example, “You had 6 mini muffins and you gave 2 muffins to 3 people. And now we all have the same amount. Teddy bears make great guests.”

### Colorful caterpillar

**Materials:** Colored circle cereal (Fruit Loops), string or pipe cleaner  
**Do:** Have the child sort the cereal into colors. Then tell them to make a caterpillar using 2 pieces from each color. Ask how many pieces they used in all. For example, “you took 2 pieces from 4 different colors and now the caterpillar has 8 pieces.” Eat and repeat with different numbers.

### Measurement

### Snowman waist

**Materials:** Use the measurement tools such as scarves, handprints (use a mitten or hand to make a handprint indentation on the snowman), tape measures, rulers, yardsticks or use your and others arms  
**Do:** Measure the waist of the snowman. Now compare it to the head size. Have a discussion about big/little and what would happen if the two were reversed.

### Heavy or light snowballs

**Materials:** Coat hanger balance scale made in science section below, small snowballs or other small items  
**Do:** Make a small snowball and put it in one of the zip bags. Ask the child to make a heavier ball and put it in the bag to check the weight. Now try making a lighter ball.

### Melting measuring

**Materials:** Containers of snow, measuring cups  
**Do:** Bring the snow in, measure it before it melts. Let it melt and measure it after it becomes water. Try putting the same amount of snow in various places in the house and predict which will melt first.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cupfuls</strong></td>
<td>Scoops from laundry detergent lids, plastic cups or containers of various sizes (Cool Whip, Tupperware) tub of water or snow or during bath time</td>
<td>Have child use the small containers to scoop up water and pour into another container. Count how many scoops it takes to fill the container. If it is bath time you can use shaving cream to write that number on the shower stall wall.</td>
</tr>
<tr>
<td><strong>Hat sizes</strong></td>
<td>Hats of various sizes, measuring tools mentioned in <em>Snowman height</em> activity below to compare sizes</td>
<td>Lay out the hats and have the child put them in order of smallest to largest.</td>
</tr>
<tr>
<td><strong>Snowman height</strong></td>
<td>A snowman made from snow or paper or pillows, measurement tools: use scarves, footprints (use a shoe or boot to walk up and make a footprint indentation on the snowman) spoons, shovel, tape measures, rulers, yardsticks</td>
<td>Use measurement tools to measure how tall the snowman is.</td>
</tr>
<tr>
<td><strong>Does it fit?</strong></td>
<td>Hats, mittens, scarves, boots, and items for facial features. These could be actual items or made from paper or felt</td>
<td>Match /measure snow folk for hats, mittens, and facial features that fit their sizes. For example, the small snowman will probably have a small nose. Or you could ask for a specific size and the child will have to measure items to find that one. For example, you might say, “This snowman wants a carrot that is eight inches long or as long as your pinky finger for his nose.”</td>
</tr>
<tr>
<td><strong>Ribbon lengths</strong></td>
<td>Ribbons, bows recycled from gifts</td>
<td>Compare the lengths by laying them side-by-side. Use language that includes longer, longest, shorter, shortest, less, more, least, greatest.</td>
</tr>
<tr>
<td><strong>Great gifts</strong></td>
<td>Two gift bags/boxes of same size, items of various and obviously different weights</td>
<td>Put one item into each bag. Make sure they are obviously different weights. Have the child lift and compare the weight of each bag and say which one is heavier/lighter. Replace the items with 2 different items.</td>
</tr>
<tr>
<td><strong>Filling game</strong></td>
<td>Clear empty soda pop bottles filled with colored water in increasing amounts in each bottle</td>
<td>Have the child line the bottles up in order of amount. Start a discussion of which bottle has the least or most.</td>
</tr>
</tbody>
</table>

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**Science and Problem Solving**

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**Feely Bag - What’s in the mitten?**  
**Materials:** Large mitten and small item (penny, button, magnetic letters, wrapped candy)  
**Do:** Hide an item in the mitten. Have your child reach into the mitten and tell you what the item is.

**Outrageous ooze**  
**Materials:** Newspaper, measuring cups, 1 cup of dry cornstarch, large bowl or pan, ½ cup of water  
**Do:** Put the newspaper down on your table. Put the cornstarch into the bowl. Add water slowly, mixing the cornstarch and water with your fingers until all the powder is wet. Keep adding water until the Ooze feels like a liquid when you’re mixing it slowly. Then try tapping on the surface with your finger or a spoon. When Ooze is just right, it won’t splash—it will feel solid. If your Ooze is too powdery, add a little more water. If it’s too wet, add more cornstarch. Play around with your Ooze. Pick up a handful and squeeze it. Stop squeezing and it will drip through your fingers. Rest your fingers on the surface of the Ooze. Let them sink down to the bottom of the bowl. Then try to pull them out fast. What happens? Take a blob and roll it between your hands to make a ball. Then, stop rolling. The Ooze will trickle away between your fingers.  
**Why:** Ooze is made up of tiny solid particles of cornstarch suspended in water. It is not dissolved into a liquid. It therefore resists when pressure is applied but with little pressure it will flow like a liquid.

**Coat hanger balance scales**  
**Materials:** Coat hanger, wire preferred, zipper close bags, paperclips or string, item to weigh  
**Do:** Cut the middle section out of the bottom part of a wire hanger. Cover the two sharp ends with masking tape and bend them up slightly. Or tape paperclips to each corner. Punch a hole into the top of the plastic bags. Thread the paper clip through the holes and hang them at each corner of the hanger. To use the scale, place a small object in each bag. Balance the coat hanger scale on your finger or doorknob and ask your child to tell which of the objects is heaviest and lightest. Repeat with other objects.

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When I do experiments I am learning:  
- To group objects into categories  
- New vocabulary

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### Days and Nights (beginning astronomy)

**Materials:** Magazine pictures showing day or night activities, small ball, flashlight, marker, scissors, pin

**Do:** Divide the pictures into daytime or nighttime activities. Discuss the reasons. Use a small ball or wadded paper; the child imagines that the ball represents our home, the earth. Mark an X on the ball to represent where they live. Push a pin into the ball. The child holds the ball upright and imagines that the flashlight is the sun shining on the earth. They shine the light on the ball and slowly use the pin to spin the ball. The child understands that when we are in the sunlight we have day and in the shade, night. With the ball and flashlight, the child then demonstrates each of the changes-day and night.

### Finding machines

**Materials:** See chart below

**Do:** Machines are all around us, but they all are made up of one or more of six simple machines. The six simple machines are listed along with some examples. Talk with the child about each kind of machine and help them find some more examples around your home.

- **Lever:** shovel, teeter totter, light switch
- **Inclined plane:** stairs, slide, ramp
- **Pulley:** drapes, tow truck
- **Wheel and axle:** bike, door knob, wagon
- **Screw:** vise, nut and bolt
- **Wedge:** ax, chisel, doorstop

### Speed Racers

**Materials:** Small racer cars, incline plane (make a ramp from a board or book)

**Do:** Set up the inclined plane. Set two cars at the top and predict which will go the farthest. Check your predictions.

### Pulley Trick

**Materials:** Two brooms or dowels, a length of rope

**Do:** This will demonstrate that machines (pulleys) make work easier. Tie the rope to one of the brooms and wrap it around both brooms as shown. Have two people hold one broom and two more hold the other broom. Give the free end of the rope to the fifth child. Have the people holding the brooms try to keep the brooms apart while the fifth child pulls on the rope and brings the brooms together. The four children will not be able to keep the brooms apart because the rope forms a pulley system that makes it much easier for the fifth child to bring the brooms together. One can do more work than four.

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### Notes

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### Social Studies (systems)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Finger puppets of the family** | **Materials:** Old glove, markers  
**Do:** Have the child decorate the fingers of a glove to look like family members. Use these finger puppets to retell an event even as common as dinnertime or as special as a birthday celebration. |
| **Where’s Waldo or be your own OnStar** | (or any name of a stuffed animal you have)  
**Materials:** Stuffed animal  
**Do:** Put a stuffed animal in a room in the home. Do not hide it. Have your child listen to your directions that will get them to the room with the animal. For instance, if you put the animal in the bathroom, you might say go to the hall, go half way down or take 4 steps away from the kitchen. Turn right or towards the backyard. Go 2 more steps. There’s Waldo. This is a pre-map skill. |
| **My address** | **Materials:** Paper and pencil  
**Do:** Write your address down on the paper and read it with your child. Point out the street signs that reflect your address. Every time you are done with errands and heading home, pretend that you are the chauffeur and ask your child “Where to now, Boss?” Help your child answer with your house address. Taping the address to the inside of the car or car door will help them remember all the information. |

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When I play with puppets I am learning:
- To express with words
- To role play
- To communicate with many voice tones
- To use my imagination

---

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>✈️</td>
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</tr>
<tr>
<td>☁️</td>
<td>can be done while in the car running errands.</td>
</tr>
<tr>
<td>♥️</td>
<td>can find detailed directions in the Parent Implementation Guide.</td>
</tr>
</tbody>
</table>

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## Adventures

### Eat in a restaurant

**Do:** Go to a restaurant and notice the letter/words on/in the menu. Are the foods sorted into categories like desserts, beverages?

**Do:** Emphasize how all the people work together to get your meal onto the table. Try to imitate the teamwork and assembly line philosophy when making a meal like sandwiches. One person gets the bread laid out, the next worker spreads the mayo/butter, the next adds the filling and the last puts the top slice on and onto the plate.

**Do:** Ask for a menu or flyers or order pad to take home for pretend times.

### Visit a beauty shop/barber

**Do:** Observe how they wash, dry, cut and curl hair. Notice the different sizes of brushes, curlers, and scissors. Notice the variety of machines used including the lever action of raising the chairs.

### Visit a building supply center

**Do:** Visit a building supply center. Notice the different departments (that’s sorting!) Locate a map of the store and departments. Go on a scavenger hunt with a real list or pretend. Try to include an item from each department. Instead of buying or gathering the items, have the child write down how much it costs or what color it is or how many different kinds there are. This is a wonderful place to discuss the variety of sizes.

### Enjoy skiing/snowshoeing

**Materials:** Can be rented for small fee at Beaver Creek Reserve (BCR). And enjoy the trails at BCR or other parks/trails. Note the changes nature has made since your hike in autumn. Beaver Creek Reserve 715-877-2212

[www.beavercreekreserve.org](http://www.beavercreekreserve.org)

### Go sledding

**Materials:** Sleds, saucers, toboggans, other material for sledding such as cookie sheets, shovels, boxes, inner tubes, plastic. Have fun creating a different sled.

**Do:** Count how many steps to the top of the hill and how many seconds it takes to get to the bottom. Can you make the sled go faster, slower, in a direction? What did you do?

### Visit the Children’s Museum of Eau Claire

715-832-5437 [www.cmec.cc](http://www.cmec.cc)

### Visit the Chippewa Falls Museum of Industry and Technology

715-720-9206 [www.cfmit.org](http://www.cfmit.org)

### Visit the Chippewa Valley Museum

715-834-7871 [www.cvmuseum.com](http://www.cvmuseum.com)

### Tour a fire station

**Do:** Call the closest station and arrange a visit. You might only ask to view the truck and skip a full tour or to see a whole firefighter’s outfit. Make a list of all the garments they wear.

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Family Fun Activity Guide Resources/Bibliography


Trostle, Susan and Yawkey, Thomas. Integrated Learning Activities for Young Children. Allyn and Bacon, 1990.

Websites

http://www.childfun.com
http://www.kidsdomain.com
http://www.kindersite.org
http://www.perpetualpreschool.com

http://www.smart-central.com
http://www.nea.org/parents

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## Rhymes

### Chubby Snowman

<table>
<thead>
<tr>
<th>Rhyme Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was a chubby snowman</td>
</tr>
<tr>
<td>With a carrot nose</td>
</tr>
<tr>
<td>Along came a bunny</td>
</tr>
<tr>
<td>And what do you suppose?</td>
</tr>
<tr>
<td>That hungry little bunny</td>
</tr>
<tr>
<td>Looking for some lunch</td>
</tr>
<tr>
<td>Ate that chubby snowman’s nose</td>
</tr>
<tr>
<td>Nibble, nibble, CRUNCH!</td>
</tr>
</tbody>
</table>

### Head, Shoulders, Knees and Toes

<table>
<thead>
<tr>
<th>Rhyme Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head, shoulders, knees and toes,</td>
</tr>
<tr>
<td>Knees and toes,</td>
</tr>
<tr>
<td>Head, shoulders, knees and toes</td>
</tr>
<tr>
<td>Knees and toes,</td>
</tr>
<tr>
<td>Your eyes and ears,</td>
</tr>
<tr>
<td>A mouth and a nose.</td>
</tr>
<tr>
<td>Head, shoulders, knees and toes</td>
</tr>
<tr>
<td>Knees and toes.</td>
</tr>
</tbody>
</table>

### Thumbs in the Thumb Place

<table>
<thead>
<tr>
<th>Thumbs in the Thumb Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingers all together</td>
</tr>
<tr>
<td>This is the song we sing in mitten weather.</td>
</tr>
<tr>
<td>When it is cold,</td>
</tr>
<tr>
<td>It doesn’t matter</td>
</tr>
<tr>
<td>Whether mittens are wool or made of finest leather</td>
</tr>
<tr>
<td>Thumbs in the thumb place</td>
</tr>
<tr>
<td>Fingers all together</td>
</tr>
<tr>
<td>This is the song we sing in mitten weather.</td>
</tr>
</tbody>
</table>

### Diddle, Diddle, Dumpling

<table>
<thead>
<tr>
<th>Diddle, Diddle, Dumpling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diddle, diddle, dumpling,</td>
</tr>
<tr>
<td>my son, John,</td>
</tr>
<tr>
<td>Went to bed</td>
</tr>
<tr>
<td>with his trousers on,</td>
</tr>
<tr>
<td>One shoe off</td>
</tr>
<tr>
<td>and one shoe on!</td>
</tr>
<tr>
<td>Diddle, diddle,</td>
</tr>
<tr>
<td>dumpling,</td>
</tr>
<tr>
<td>my son, John!</td>
</tr>
</tbody>
</table>

### 1, 2, 3, 4, 5, Fish

<table>
<thead>
<tr>
<th>1, 2, 3, 4, 5, Fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>One, two, three, four, five –</td>
</tr>
<tr>
<td>Once I caught a fish alive.</td>
</tr>
<tr>
<td>Six, seven, eight, nine, ten –</td>
</tr>
<tr>
<td>Then I let it go again.</td>
</tr>
<tr>
<td>Why did I let it go?</td>
</tr>
<tr>
<td>Because it bit my finger so.</td>
</tr>
<tr>
<td>Which finger did it bite?</td>
</tr>
<tr>
<td>The little finger on the right.</td>
</tr>
</tbody>
</table>

### Hey, Diddle, Diddle

<table>
<thead>
<tr>
<th>Hey, Diddle, Diddle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hey, diddle, diddle,</td>
</tr>
<tr>
<td>The cat and the fiddle,</td>
</tr>
<tr>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td>The little dog laughed</td>
</tr>
<tr>
<td>To see such sport,</td>
</tr>
<tr>
<td>And the dish ran away with the spoon.</td>
</tr>
</tbody>
</table>

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**Jack Sprat**

Jack Sprat could eat no fat,
His wife could eat no lean,
And so betwixt the two of them
They licked the platter clean.

**Little Bo Peep**

Little Bo Peep has lost her sheep.
And can’t tell where to find them.
Leave them alone,
And they’ll come home,
Wagging their tails behind them.

**Old King Cole**

Old King Cole was a merry old soul,
And a merry old soul was he.
He called for his pipe, and he called for his bowl,
And he called for his fiddlers three.

Every fiddler had a fiddle fine,
And a very fine fiddle had he, had he.
Tweedle dum, tweedle dee, went the fiddlers three,
Tweedle dum dee, dum dee de Collect your toys.

Tweedle dum, tweedle dee, went the fiddlers three,
Tweedle dum dee, dum dee de Collect your toys.

**Star Light**

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

**Ring around the Rosie**

Ring a-round the rosie,
A pocket full of posies,
Ashes! Ashes!
We all fall down!

**This Little Piggy**

This little piggy went to market,
This little piggy stayed home,
This little piggy had roast beef,
This little piggy had none,
And this little piggy cried,
”Wee, wee, wee.”
All the way home.

**Willoughby, Wallaby**

Willoughby, wallaby, woo
An elephant sat on you.
Willoughby, wallaby, we
An elephant sat on me.

Say the rhyme with your child. Substitute a name for the “you” and accompanying rhyme.

For example:
Willoughby, wallaby, wustin
An elephant sat on Justin.

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<table>
<thead>
<tr>
<th><strong>Winter’s Day</strong></th>
<th><strong>The Bear Went Over the Mountain</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What can you do on a winter’s day, a winter’s day? What can you do on a winter’s day when you can’t go out to play? I’m a spinning top and I spin, spin, spin, spin, spin, spin, spin, spin. I’m a spinning top and I spin, spin, spin, spin, spin, spin. I spin on a winter’s day.</td>
<td>The bear went over the mountain, The bear went over the mountain, The bear went over the mountain, To see what he could see.</td>
</tr>
<tr>
<td></td>
<td>And all that he could see, And all that he could see, Was the other side of the mountain, (lake, river, car, kitchen) The other side of the mountain, The other side of the mountain Was all that he could see.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>If You’re Happy and You Know It</strong></th>
<th><strong>There was a Crooked Man</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you’re happy and you know it Clap your hands! (clap, clap) If you’re happy and you know it Clap your hands! (clap, clap) If you’re happy and you know it Then you really ought to show it! If you’re happy and you know it Clap your hands! (clap, clap)</td>
<td>There was a crooked man Who walked a crooked mile. He found a crooked sixpence Against a crooked stile. He bought a crooked cat Which caught a crooked mouse, And they all lived together In a crooked little house.</td>
</tr>
</tbody>
</table>

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