

Hale County School System



Review and Enrichment Practice

Pre-K

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Superintendent

Pre-K Activities

Parents, you are encouraged to assist in the following ways:

- Make a plan to complete the activities with your child.
- Provide a time and quiet space for your child to work on these assignments.
- Help your child to complete the activities.
- Review and discuss your child's responses.
- Provide positive feedback and praise for sincere effort and independence.
- Read daily to your child.
- Read to your child daily, listen to him/her read, or share the reading.

Thank you for helping your child be successful

Pre-Kindergarten

Day 1

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Literacy Activity: Me, Too!

- See the "Me, Too!" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw and write about the story. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 2

Parent/Guardian Support with Math:

- Practice math skills (e.g. counting, sorting, sequencing, comparing objects) during everyday activities like doing the laundry with your child.
- Have your child identify numbers with you and trace the numbers on paper or make the numbers with playdough.
- Have your child identify and repeat simple patterns started by you.

Math Activity: Five Little Monkeys

- See "Five Little Monkeys" handout in the packet for more details.

Math Writing:

Provide your child with paper and crayons to draw and create number sentences. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 3

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Approaches to Learning Activity: Story Skits

- See "Story Skits" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw and write about the story. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 4

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Literacy Activity: Rhyming Tubs

- See the "Rhyming Tub" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw and write about the story. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 5

Parent/Guardian Support with Math:

- Practice math skills (e.g. counting, sorting, sequencing, comparing objects) during everyday activities like doing the laundry with your child.
- Have your child identify numbers with you and trace the numbers on paper or make the numbers with playdough.
- Have your child identify and repeat simple patterns started by you.

Math Activity: The More, the Better?

- See "The More, the Better?" handout in the packet for more details.

Math Writing:

Provide your child with paper and crayons to draw and create number sentences. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 6

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Approaches to Learning Activity: Scavenger Ball

- See "Scavenger Ball" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw and write about the items they sorted. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 7

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Literacy Activity: Clothesline Storytelling

- See "Clothesline Storytelling" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw and create a greeting card to a character in the story. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 8

Parent/Guardian Support with Math:

- Practice math skills (e.g. counting, sorting, sequencing, comparing objects) during everyday activities like doing the laundry with your child.
- Have your child identify numbers with you and trace the numbers on paper or make the numbers with playdough.
- Have your child identify and repeat simple patterns started by you.

Math Activity: Go Fish

- See "Go Fish" handout in the packet for more details.

Math Writing:

Provide your child with paper and crayons to draw and create number sentences. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 9

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Approaches to Learning Activity: Wash and Sort

- See "Wash and Sort" handout in the packet for more details.

Journal Writing:

Provide your child with paper, crayons and pictures to draw himself/herself as a worker in a laundromat. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 10

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Literacy Activity: Coupon Match

- See "Coupon Match" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw their favorite part of the story you read to them.. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 11

Parent/Guardian Support with Math:

- Practice math skills (e.g. counting, sorting, sequencing, comparing objects) during everyday activities like doing the laundry with your child.
- Have your child identify numbers with you and trace the numbers on paper or make the numbers with playdough.
- Have your child identify and repeat simple patterns started by you.

Math Activity: B-I-N-G-O

- See "B-I-N-G-O" handout in the packet for more details.

Math Writing:

Provide your child with paper and crayons to draw and create simple patterns (create an example for him/her). Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 12

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Approaches to Learning Activity: Meet the Grocer

- See "Meet the Grocer" handout in the packet for more details.

Journal Writing:

Provide your child with paper, crayons and pictures to draw himself/herself as a worker in a grocery store. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 13

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Literacy Activity: Today's News

- See "Today's News" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw their plan for the day (see Today's News handout). Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 14

Parent/Guardian Support with Math:

- Practice math skills (e.g. counting, sorting, sequencing, comparing objects) during everyday activities like doing the laundry with your child.
- Have your child identify numbers with you and trace the numbers on paper or make the numbers with playdough.
- Have your child identify and repeat simple patterns started by you.

Math Activity: Stepping Stones

- See "Stepping Stones" handout in the packet for more details.

Math Writing:

Provide your child with paper and crayons to draw and create simple patterns (create an example for him/her). Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Day 15

Parent/Guardian Support with Reading:

- Read a story of your child's choice to him/her.
- Discuss the characters and illustrations in the book with your child.
- Discuss vocabulary that your child may or may not be familiar with.
- Ask questions for example What happened in the story?; What would happen if?; Can you think of a different ending for the story?

Social Emotional Activity: Feelings on Plates

- See the "Feelings on Plates" handout in the packet for more details.

Journal Writing:

Provide your child with paper and crayons to draw and create a book about emotions/feelings. Write your child's sentences under the drawing and read it to him/her. See the "Keeping a Journal" handout in the packet for more details.

Notes:

Me, Too!

Primary Objectives

15b. Notices and discriminates alliteration

Why It's Important

Children enjoy listening and movement games. In this activity, your child has a chance to do both as she listens for the beginning sound of her name and performs an action that begins with the same sound.

Materials

None

What You Do

1. Invite your child and her friends or family members to join you in a listening and movement game.
2. Explain that you are going to say several words that begin with the same sound. Give a few examples, emphasizing the initial sound of the words. *Listen for words that start with the same sound, like water, wash, and wiggle.*
3. Ask your child and the others to listen and determine if the words begin with the same sound as the sound heard at the beginning of their names. *If your name begins like meat, mat, and mitt, please stand up. Mary is standing up. Mary, meat, mat, and mitt all begin with the /m/ sound.*
4. When the children understand the concept of similar beginning sounds, you can ask them to perform actions that also begin with the same sound. *If your name begins like tiny, tight, and telephone, touch your toes.*
5. Continue for as long as your child and others in the group are interested. You can also use this activity as a transition between activities. *If your name begins like boat, bubble, and biscuit, please put your jacket on.*

Keeping a Journal

Primary Objectives

19b. Writes to convey meaning

Why It's Important

This is a great time for your child to start keeping a journal. Having her own personal space to write about what is important to her will help your child develop her writing skills. It will also encourage her to think about and reflect on what she finds interesting.

Materials

Paper; markers, pens, pencils, or other writing tools; glue; cardboard; collage materials: a variety of papers (small pieces), glitter, leaves, feathers, pom-poms, fabric swatches, pipe cleaners, foam shapes, beads, small shells, colored sand, magazines, greeting cards

What You Do

1. Talk with your child about the purpose of a journal. Explain that it is a place where she can write anything she wants and that she may share it with others or keep it to herself.
2. Invite your child to make a journal. Help her fold the paper in half, punch holes in it, and then bind the blank book together with yarn. Allow her to choose the colors of paper and yarn she would like to use. If she is interested, encourage her to use the cardboard and collage materials to make a cover for the journal.
3. After the journal is bound together, invite your child to make her first journal entry. *What would you like to write about in your journal today?* Explain that she may make an entry each day about something that happened that day.
4. Encourage your child to write her own words, if appropriate, or copy words that you have written. Allow her to choose how she would like to make entries in her journal.
5. Together, read over what she has written in past days. Ask questions about what she wrote. *How did you make that tower you wrote about in your journal yesterday? What did you eat when you had dinner at Grammy's house?*
6. After your child is finished writing in her journal each day, encourage her to put it back where it belongs so that she can find it easily the next time she wants to write in it.

Five Little Monkeys

Primary Objectives

5. Demonstrates gross-motor manipulative skills
20a. Counts

Why It's Important

Movement activities that involve counting help your child to learn number sequences while developing motor skills.

Materials

Markers; scissors; medium-sized paper grocery bags

What You Do

1. Cut a hole big enough for your child's face to show through on one of the large rectangular sides of each bag. Draw ears next to the hole to look like monkey ears.
2. Invite your child and four others to play "Five Little Monkeys" with you. Ask each child to put on a monkey mask.
3. Count the children with the monkey masks. *One, two, three, four, five. There are five monkeys.*
4. Sing the song: *Five little monkeys jumping on the bed. One fell off and bumped his head. Mama called the doctor and the doctor said, No more monkeys jumping on the bed! Four little monkeys jumping on the bed....*
5. Continue until there are no more monkeys in the song. As you sing, encourage the children to jump up and down.
6. As each monkey "falls off the bed," have one of the children pretend to fall and then sit next to you.
7. After each monkey falls off the bed, recount the children. Encourage the children who are no longer jumping to count with you. *Can you help me count the rest of the monkeys? One, two, three. Only three monkeys left to jump.*
8. When the song is finished, encourage the children to sing it again on their own. Keep the monkey masks with your child's other toys for her to use at a later time.

Story Skits

Primary Objectives

14b. Engages in sociodramatic play

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

You can reinforce your child's enjoyment and comprehension of books by encouraging her to act out the main events from the story. If she includes others in her play, she will also gain experience in cooperation and teamwork.

Materials

Glue stick; pencils; crayons; notebooks

What You Do

1. Choose a few books that you think your child may enjoy acting out. Make sure the stories are familiar to her and have characters with active roles, such as Goldilocks from *Goldilocks and the Three Bears* or the peddler from *Caps for Sale*. Have your child pick a book from the collection. *Which book do you like best?*
2. If you want to include more children, choose a book with multiple active roles.
3. After your child chooses a book, create a simple outline of the events from the story. Talk with your child about what happens in the beginning, middle, and end of the story, as well as any important parts of the plot. Next, talk about the characters and roles that your child and the others will play.
4. Encourage your child to practice how her character might speak and move. Remind her that it is not important to repeat the words exactly from the story, but to relay what the character is like and what happens to him/her.
5. When your child is ready to act out the story, you can serve as the narrator by reading the story or talking about upcoming events.
6. Encourage your child to act out the story for others if she is interested.

Rhyming Tubs

Primary Objectives

15a. Notices and discriminates rhyme

Why It's Important

Creating new opportunities for children to listen for and create rhyming words keeps them interested in developing this skill. As your child explores a collection of objects to find those with rhyming names, she also improves her vocabulary and thinking skills.

Materials

Plastic tub; bag or small box; pairs of objects that rhyme such as duck/truck, hat/cat, sock/block, etc.

What You Do

1. Before you begin the activity, place one object from each rhyming pair in the tub. Gather the remaining objects together and have them ready near the tub. Explain to your child that you are going to play a rhyming game using the rhyming tub. Offer some examples of words that rhyme, and invite your child to do the same.
2. Invite your child to explore each item in the tub. Ask her to name each object she sees.
3. Next, show her the half of the collection that is not in the tub. Explain that the name of each piece in the tub rhymes with a piece in that collection. Recite the following: *Rub-a-dub, dub, rhyming things in the tub. Let's see if you can name one.*
4. Ask your child to choose an object from the tub and find its rhyming match in the other collection. Offer assistance, as needed.
5. Have your child identify both objects she chooses and check to see if they rhyme. *Do duck and truck rhyme? Yes, you're right. They do!*
6. Continue the game for as long as your child is interested. Encourage her to play the game later with a friend or family member.

The More, the Better

Primary Objectives

20b. Quantifies

Why It's Important

This activity will support your child's growing ability to compare the quantities of small groups of objects and correctly use comparison words, such as more and less. Becoming more aware of "number" words will help him begin to use comparison words in daily conversation.

Materials

Paper; glue; small objects (rocks, paper clips, beanbags, seashells, etc.); two small jars or clear cups; cotton balls

What You Do

1. Before you begin, place six cotton balls in a small jar. Fill another jar with ten cotton balls. Place the jars on two separate pieces of paper.
2. Invite your child to explore the jars and guess which jar holds more cotton balls. Write the words *more* and *less* on the jars he designates.
3. Explain that he can check his prediction. Encourage him to empty one of the jars and glue the cotton balls on the paper. Ask him to count the cotton balls. Write the number of cotton balls on the bottom of the paper.
4. Repeat with the other jar. Provide assistance, if needed, as he counts and glues the cotton balls.
5. Once your child has counted both sets of cotton balls, ask him which paper has more and which has less.
6. Continue the activity for as long as he is interested. You can vary the game by using collections of other small objects.

Scavenger Ball

Primary Objectives

13. Uses classification skills

Why It's Important

As your child attempts to make sense of his world, he begins to recognize similarities between objects and group or sort them by color, shape, size, or use. Using toys and games to build on these skills is a fun way to support your child's increasing ability to compare objects and to classify those that have similar characteristics.

Materials

Grocery bag; large basket

What You Do

1. Invite your child to go on a scavenger hunt around the house. Let him know that he is going to collect the items as he finds them and put them in the shopping bag.
2. Ask your child to go around the house and collect all of the round objects he can find.
3. When he is finished, set up the baskets or tubs in a row. Invite your child to lay out his collection of objects so they can all be seen together. Ask questions that prompt him to think of the various ways the objects can be grouped. *We know that all of these are round, but what else do you notice about them?*
4. Encourage your child to sort the objects by size, color, or use. Observe how many ways he can think of to group and compare the items.
5. After your child has sorted the objects by one characteristic, encourage him to sort them again. *Can you think of a different way to group these? Now that you sorted them by color, how could you sort them again? Yes, you can sort them further by looking at their sizes.*
6. Invite your child to explain his groupings when he is finished. Have him help you return the items to the proper place in the house.
7. Look for other opportunities throughout the day for your child to sort objects.

Clothesline Storytelling

Primary Objectives

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

Children enjoy hearing a favorite story over and over again. They often join you in retelling familiar or repetitive parts of the story. Pictures and other story props serve as visual prompts for your child. These items provide concrete references for story details, help him organize his thoughts, and suggest things that he might do or say.

Materials

White paper; markers; lamination supplies; storybook with a simple plot; six feet of clothesline and clothespins; paper star; large zippered bag

What You Do

1. Pick a story with a simple plot, a familiar sequence of events, or repetitive language. Prepare a clothesline story by making illustrations that show the major events or characters in the story. Include a card or illustration depicting the title and author of the story and another with the phrase *The End*. Laminate the pieces or cover them with clear self-adhesive shelf liner.
2. Tie a clothesline in a quiet location away from traffic. Write the words *Begin Here* on a star and attach it to the left-hand side of the clothesline. This will indicate where the story begins.
3. Invite your child to sit facing the clothesline. Explain that you will retell a familiar story using the clothesline and pictures illustrating what happened in the story. Show the pictures to your child and discuss them so he will know how each picture illustrates the text.
4. Point to the star at the left-hand side of the clothesline and read the words *Begin Here*. Explain the directionality of reading. *When we read, we begin at the left and move towards the right. I will do the same thing when I retell the story.*
5. Introduce the story to your child, clipping the title illustration to the clothesline by the star at his left. Continue telling the story, clipping each subsequent illustration on the clothesline (from your child's left to his right) and concluding with *The End*. As you model the retelling, explain how you decide what to tell and which picture to choose.
6. Invite your child to contribute repetitive or familiar language from the book at the appropriate time or let him assist you in clipping the illustrations on the clothesline.
7. Encourage your child to tell what he liked best about the story. Unclip the illustrations and store them in a zippered bag along with the book. Tell him where the clothesline illustrations and book will be so he can use them again later.

Go Fish

Primary Objectives

20c. Connects numerals with their quantities

Why It's Important

Playing with a deck of cards gives your child the opportunity to practice numeral recognition. For numbers he may not yet recognize, he can count the symbols on the card to determine the number. Using cards for simple games also teaches cooperation and turn taking.

Materials

Deck of cards

What You Do

1. Invite your child to play a card game with you. Ask him to give seven cards to you and seven to himself. Offer assistance, as needed. Encourage him to hold his cards in his hands or to lay them cards out on the table, if that is easier for him.
2. Explain that he will start by asking if you have the same card as one that is in his hand. For example, if he has a seven, he should ask you if you have a seven. If you do, give it to him. If you don't, say *Go fish!* He then picks up a card from the pile to see if he can get a seven. If he doesn't get a seven, then it is your turn to ask. When someone gets a pair of matching cards, they should take the matched pair out of their hands and place it on the table before taking another turn.
3. If your child has difficulty recognizing the numeral on his card, encourage him to count the number of symbols showing.
4. The game is over when one of you finds matches to all of the cards in your hand. The players then count how many pairs they have.
5. Continue the game for as long as your child is interested.

Wash and Sort

Primary Objectives

13. Uses classification skills

Why It's Important

While observing your child and his playmates engaged in pretend play, you might hear him say something like, *Let's put all of the shirts in this drawer and the shoes on this shelf. Look! Here are the shoes that buckle and the shoes that tie.* Statements like these indicate that he is beginning to notice that objects are similar in some ways, but different in other ways. This activity gives your child the opportunity to practice grouping or sorting objects into subgroups.

Materials

A large selection of washcloths, rags, or cloth pieces of different colors, shapes, sizes, and textures

What You Do

1. Invite your child to pretend that he is a worker in a laundromat. Explain that his job is to make sure all of the washcloths are separated, folded, and put into neat stacks.
2. Put a large pile of washcloths on a table. Ask your child to compare them. Talk with him about which ones are alike and which ones are different.
3. Encourage your child to choose how you will separate the washcloths into two piles.
4. Together, separate the washcloths according to his instructions, fold them, and stack them neatly.
5. Next, put all of the washcloths back together into one pile and invite him to sort the washcloths into three piles. Observe him to see if he sorts them according to size (small, medium, or large), pattern (solids, stripes, or prints), or some other means. Fold and stack the washcloths according to his suggestion. Encourage him to find out how many different ways he can sort the washcloths.
6. Throughout the activity, have conversations with your child, encouraging him to explain why he put the washcloths together in a particular way.

Coupon Match

Primary Objectives

17b. Uses print concepts

Why It's Important

Children begin to recognize letters and words on cereal boxes, snack wrappers, and food labels at a very early age. Involving your child in activities using print in his environment encourages him to use his emerging reading skills to make print meaningful.

Materials

Empty food and other commercial product containers or brand-name labels; coupons that correspond to the products

What You Do

1. Put a collection of product containers or labels in the paper grocery bag. Put their corresponding coupons in an envelope and place the envelope in the same bag.
2. Invite your child to explore the contents of the bag with you. Take one item out of the bag at a time. Sweep your hand underneath the words on the label and ask, *Do you know what these words are?*
3. Make comments that will help your child recognize what he sees. *This word starts with the same letter that begins your name.* Continue to call attention to similarities in words (e.g., *wheat* and *wafers*).
4. Take the envelope of coupons out of the bag. Lead a brief discussion about the coupons, asking your child if he knows what they are and how people use them. Show your child how each coupon is printed with a product name and picture.
5. Explain that there is a coupon to match each product. Spread the coupons out on the floor or table and have your child choose a coupon. Read the product name, and then ask your child to find the matching container. Point out visual clues to help your child, if needed. *These labels both have a blue circle. What else do you see that's the same?*
6. Encourage your child to talk about the similarities he sees between the coupons and the corresponding products.

B-I-N-G-O

Primary Objectives

- 5. Demonstrates balancing skills
- 23. Demonstrates knowledge of patterns

Why It's Important

An engaging way to illustrate a pattern is by singing a song. The repetition of a song's refrain helps your child anticipate what comes next.

Materials

Wall chart with the words to "Bingo": *There was a farmer had a dog and Bingo was his name-o. B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.*

What You Do

1. Hang the song chart on the wall in an area where your child can easily see it.
2. Invite your child to sing a song with you. Explain that you will sing the song together and clap your hands while spelling out the name *B-I-N-G-O*.
3. Start singing slowly so that your child learns the tune and the words. Refer to the song chart as you sing.
4. Repeat the song several times using different motions each time. *This time when we sing, let's jump for each letter when we say Bingo's name.*
5. Encourage your child to lead the song and decide what the motion should be.
6. Encourage him to teach the song and body movements to a family member or friend.

Meet the Grocer

Primary Objectives

14b. Engages in sociodramatic play

Why It's Important

Children often take on the roles of memorable people they encounter in their lives: firefighters, doctors, and dentists. They may also take on the roles of people they see every day, such as the clerk at a local grocery store. Assuming the role of the person who runs the store is a great way for your child to enhance her pretending skills as she performs and talks about the actions she associates with that role.

Materials

Paper, markers, or crayons; scissors; a toy telephone or an unused real one; medium-sized paper grocery bags; toy register or box with a pull-out drawer; recycled containers from the grocery store (empty shaving cream cans, cereal boxes, washed juice or milk containers, empty rice or pasta boxes, etc.); dress-up clothes; grocery circulars

What You Do

1. Collect old coupons, circulars, and empty containers for various grocery items.
2. Talk with your child about the kinds of things she would see at a grocery store. Keep a written list of the things your child names. Brainstorm with her and encourage her to use her imagination to create the store. *Think about what you saw the last time we went to the grocery store. What things could we include in our store?*
3. Help her cut or tear rectangular pieces of paper and color them to make pretend money. Place the money into the pretend cash register. You can also keep the money in a box next to a calculator.
4. Let your child take the lead in the pretend play. Make suggestions to keep her engaged, such as cutting out pictures from the circulars and putting them on the shelves to represent grocery items. Ask questions and provide additional materials to help facilitate her play.
5. Allow your child to play for as long as she is interested. Suggest other roles she and other children can play as part of the grocery store scenario.

Today's News

Primary Objectives

17b. Uses print concepts

Why It's Important

Children learn to understand written words when the context is interesting or familiar to them. Writing down and discussing a plan for the day will help your child think about what types of things she wants to do and accomplish.

Materials

Large piece of paper; markers

What You Do

1. Talk with your child about some of the things you are planning to do the next day. You can discuss what kinds of chores you will be doing, what errands you will run, which books you will read together, what you will have for dinner, etc.
2. The next day, explain that you are going to make a newspaper to read with your child. Write "Today's News" at the top of a large piece of paper. Underneath the heading, write what will happen that day. *Today at lunch time we will have tuna salad. Before bed we will read Goldilocks and the Three Bears.*
3. When you are finished writing, encourage your child to read the "news" with you. Encourage her to follow along by moving her hand under the words as you read. It says, *"Today, at story time we will read...."*
4. Listen to the comments your child makes about the news. Talk about familiar features of the print. Comment on her observations. *Yes, we stop reading when we get to the period. The next word starts with an uppercase letter. That's the beginning of the next sentence.*
5. After reading the news together, invite your child to choose what she would like to do first or which book she would like to read. Encourage her to point out her choice on the paper.
6. At the end of the day, invite her to go back to the newspaper and see which things she did that day. Before she goes to bed, talk about what will be in tomorrow's newspaper.

Stepping Stones

Primary Objectives

- 4. Demonstrates traveling skills
- 21a. Understands spatial relationships

Why It's Important

Many children love to move their bodies through space in different ways. This activity encourages your child to be active while helping him master spatial concepts.

Materials

Masking tape; sidewalk chalk; large open floor space or outdoor area

What You Do

1. Use chalk outdoors or masking tape indoors to create a path of "stepping stones" around the space.
2. Invite your child to jump from stone to stone. As he moves, help him notice where he is in relation to his surroundings. *I see that you are near the door, but you are far from the window.*
3. Encourage him to describe where he is in relation to you or any other people participating. *Whom do you think is closest to you? Who is behind you?*
4. Switch places, and continue the activity by moving along the stones and asking your child to describe your position as you move. *Where am I now? What am I next to?*
5. Vary the game by placing the stones in a different area of the room or outdoor space. Continue the activity for as long as your child is interested.

Feelings on Plates

Primary Objectives

2b. Responds to emotional cues

Why It's Important

As your child becomes increasingly aware of the feelings of people around him, he may be overwhelmed or intimidated by some emotional displays. When you give your child numerous opportunities to identify feelings and teach him ways to respond to those feelings, you are helping him to expand his capacity for compassion and empathy.

Materials

Photos or drawings of faces depicting emotions; markers or crayons; glue; paper plates; craft sticks

What You Do

1. On paper plates, draw faces or glue cutouts of faces depicting a variety of emotions, one per plate. Glue a craft stick to each plate to use as a handle.
2. Use the face plates when your child appears distressed or disinterested by the emotions of others or when he has difficulty labeling emotions.
3. As you are reading a book or telling a story to your child, spread the faces in front of him and ask him to hold up the face that matches the emotion of the character in the story. Encourage him to explain each choice. *You're holding an excited face. Is the character in the book excited?*
4. Use the face plates at other times to point out the feelings of a playmate, characters in a song, or the people in a picture that he draws. Encourage him to use the plates to recognize feelings.
5. You can extend this activity by using various words, facial expressions, and tones of voice and asking your child to identify each feeling by holding up a face plate. *I'm so glad to see you!* (light, cheerful voice), or *It's my turn with the truck!* (firm, loud voice), or *Good-bye, Grandpa, we'll see you next month* (quiet, sad voice).