



# **BUILDING STRONG CHILDREN: ONE BLOCK AT A TIME**



[buildingstrongchildren.usu.edu](http://buildingstrongchildren.usu.edu)

**EXTENSION**   
**UtahStateUniversity**

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# WELCOME TO BUILDING STRONG CHILDREN!

The Building Strong Children Resource Guide and website were created in an effort to support babysitters and day care providers with quality materials that are easily accessible and affordable to use. Our goal is to share our love of children and learning with those who also love children and learning.

The Building Strong Children Resource Guide consists of fourteen chapters, an introduction and a resource website that can be used by child care educators -- youth and adults. Each lesson was designed to support research of the five developmental domains and provide a resource that incorporates the objectives from the Utah State Office of Education Child Care Licensure requirements. The materials were created as a resource and not a complete curriculum for state licensure.

The chapters are as follows:

- Chapter 1: Self-Awareness – Who Am I?
- Chapter 2: Diversity – The World Around Me
- Chapter 3: Stories
- Chapter 4: Puppets
- Chapter 5: Finger Plays
- Chapter 6: Music
- Chapter 7: Indoor Activities
- Chapter 8: Outdoor Activities & Playground
- Chapter 9: Environmental Science
- Chapter 10: Math & Money
- Chapter 11: Foods & Nutrition
- Chapter 12: Health & Safety
- Chapter 13: Art Awareness
- Chapter 14: Educational Toys & Games

## THE CHAPTERS

Each chapter begins with the relationship of that topic to the five developmental domains. The learning objectives contained in each lesson comes from the objectives outlined by the Utah State Office of Education for State Licensure requirements for day care providers. Each chapter contains 3-4 lessons with ideas for implementing the information in a child care or babysitting setting.

## MATERIALS

The Building Strong Children Resource Curriculum is supported by the [buildingstrongchildren.usu.edu](http://buildingstrongchildren.usu.edu) website. The website contains links to additional lesson plans, activities, and resource materials. The goal of the website is to provide a variety of materials that can be accessed and used by day care providers to develop and enhance their teaching with a minimal amount of time and money.

## 4-H AND YOUTH DEVELOPMENT

The curriculum is easily adapted for babysitting instruction and/or 4-H babysitting projects. Each chapter contains activities that can be made for a babysitter kit or 4-H fair project. Each chapter contains a variety of activities and skill levels to involve youth of various ages. The completion of projects in each of the chapters may help to fulfill requirements necessary for state licensure.

# AGES AND STAGES

The following list includes basic “ages and stages” from infancy through the pre-school years. This can be used as a guide in determining learning activities for your child or group.

## 1-4 MONTHS

By four months, a baby should be able to hold his head upright, roll from his side to back, and push up on arms when lying on his tummy. He also should be able to sit with support and reach for and grasp objects. A baby of this age begins exploring with his mouth and is fascinated with moving objects. He recognizes familiar faces and can imitate facial expressions. A baby communicates mostly through crying which is most frequent during the first three months.

## 5-8 MONTHS

An 8 month old baby is able to roll over, sit up, and may start to crawl. He can pick things up using a finger and thumb and can transfer things from one hand to the other. He grows his/her first baby teeth and can now eat cereal and soft fruits and vegetables. A baby in this stage understands simple cause and effect and anticipates an expected action. He will laugh in response to playing and communicates more through eye contact, sounds, and gestures.

## 9-12 MONTHS

A baby in this stage is becoming more mobile. He can crawl, climb, stand alone, and begin to walk. He can solve problems through trial and error and explores cause and effect through banging, dropping, throwing, etc. objects. He enjoys imitating people in his play. By 12 months, a baby may begin to say his first words and responds to simple verbal requests. Also, he has developed a strong attachment to his caregivers and shows fear when separated from them.

## 12-18 MONTHS

During this stage, a baby becomes good at walking without help and is able to carry toys around while walking. Hand gestures such as clapping and waving goodbye become easy and a lot of communication is done through pointing and gesturing. He is able to say a handful of single words and will repeat words when prompted. A baby in this stage enjoys playing peek-a-boo. He also enjoys being read to and can identify objects in books. He is able to recognize himself in pictures and mirrors.

## 18-24 MONTHS

By 24 months, a toddler should be starting to run, climb onto and off of furniture, kick or roll a ball, and pick up toys without falling over. He knows between 200 and 300 words and can speak in short, simple phrases. He imitates others and enjoys the company of other children, but may have difficulty sharing toys. He can also identify objects and body parts when asked.

## 2 YEARS

A toddler is able to walk backwards and climb up and down stairs using support. He enjoys pushing, pulling, dumping, filling, and stacking toys. He participates in parallel play. At this stage, a toddler begins to be able to sort shapes and colors and begins to participate in make-believe play. He likes to look at books and can turn the pages. Listening to stories, rhymes, and songs is enjoyable. The number of words he is able to say continues to increase and he can say the names of objects when asked.

## 3 YEARS

A three-year-old continues to develop his gross and fine motor skills and is able to run easily, pedal a tricycle, and can walk up and down stairs using alternating feet. He can hold writing utensils in the writing position. Potty training is usually started during this stage. His speech is becoming more understandable and he can talk in short, complete sentences. He can answer questions about his name, age, and sex. During this stage, a child begins to understand “mine” and “his/hers” and is able to take turns during a game.

## 4 YEARS

A four-year-old is able to walk in a straight line, jump over objects, and hop on one foot. He can dress and undress himself without much help. He is able to draw simple shapes and use scissors. He may be able to recognize letters and print his name, and he understands counting. A child this age is able to follow two to three part commands. He can get along with other children and can take turns, share, and follow rules. He is increasingly more creative in his fantasy play.

## 5 YEARS

A five-year-old continues to grow stronger physically and can throw overhand, catch balls, and may learn to skip. He can use a fork and knife well, cut on a line with scissors, and may be able to print letters. He knows basic colors, can count higher than ten, and better understands the concept of time. He understands that stories have a beginning, middle, and end and is able to recall and retell longer stories. At this age, a child is more sensitive to others feelings and friends become very important to have and be like.



# CHAPTER 1: SELF-AWARENESS - WHO AM I?

Susan Haws

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Having a positive self-concept encourages a positive attitude toward learning.

### LANGUAGE DEVELOPMENT

As children become physically aware of themselves, they become aware of feelings. Children develop language skills when they learn to recognize and name body parts and feelings. As young children express their feelings, they connect feelings to words and words to feelings.

### PHYSICAL DEVELOPMENT

A positive self-awareness includes an acceptance of the physical body. Young children recognize the differences and similarities between themselves and others and recognize gender as a constant.

### SOCIAL/EMOTIONAL DEVELOPMENT

Being aware of self and feeling good about social experiences enhances a child's total self-image. Children can develop social competence when they feel good about themselves and have positive social experiences with others.

### COGNITIVE DEVELOPMENT

When children feel good about themselves, they have a positive attitude about learning, which influences success. Children with positive attitudes will say things such as, I think reading is fun, or I am really good at math, or science is my best subject.

## INTRODUCTION



Young children ages three to five are developing a sense of self-awareness that shapes their self-concept. Their self-concept or self-identity is the mental picture they have of themselves in relation to the world around them. As self-awareness becomes more complex, it works interdependently with two other components, self-regulation and self-esteem. Preschool classrooms and environments can support the positive development of a child's self-awareness and self-esteem. Children with a positive self-esteem are more resilient and better able to cope with change.

As preschoolers become self-aware, they will become aware of their bodies. Activities that encourage body self-awareness help children understand how their bodies move and work. Full length mirrors or height charts that show growth or movement activities all teach about the body and help preschoolers have a positive connection with the body.

Preschoolers recognize similarities and differences between themselves and others. They will notice the differences before they are able to identify their similarities. The recognition of differences and similarities helps children to accept themselves and others. Preschool children want to explore their characteristics and can correctly answer the question: "Are you a boy or a girl?" They also understand that gender is constant.

Children at this age are learning what their whole self includes and are beginning to understand how to use self-control or self-regulation. Preschoolers learn many self-regulation skills from watching others around them. Preschools can provide opportunities for children to learn and practice self-regulation skills.

Children need practice in self-awareness. Listed below are some things you can do to help children practice this.

- "Ask children open-ended questions that encourage them to reflect and process their ideas.
- For young children, provide words for experiences and feelings.
- Allow children to plan and add input to activities and projects.
- Provide problem solving strategies for children.
- Offer choices instead of demands.
- Practice role playing.
- Provide activities for practicing physical control: stop and go games, listening games, etc.
- Provide activities for partnering.
- Provide journal materials.
- Read stories that relate to self and self-awareness."

For examples visit the website:

<http://www.betterkidcare.psu.edu/TIPS/Tips1106.pdf>

## OBJECTIVES

- The child develops self-awareness and positive self-esteem.
- Demonstrates awareness of abilities and preferences.
- Develops growing capacity for independence.
- Expresses self in different roles and mediums.
- Develops skills to interact cooperatively with others.
- Employs positive social behaviors with peers and adults.
- Develops self-control by regulating impulses and feelings.
- Expresses emotions and feelings.
- Develops skills to solve conflicts with guidance.
- Respects others and their belongings.

# CHAPTER 1: LEARNING ACTIVITIES

## LESSON 1: WHO AM I?

**Goal:** Children will learn about themselves.

Choose one of the following self-esteem activities for children to share information about themselves.

### ACTIVITY 1: BUILDING SELF-AWARENESS

#### MATERIALS NEEDED

- Book on self-esteem
- Spiral binder

#### DIRECTIONS

Select a book from the list below or one of your choice, then share it.

- “Wemberly Worried” by Kevin Henkes
- “Chrysanthemum” by Kevin Henkes
- “I’m Gonna Like Me” by Jamie Lee Curtis
- “I Like Being Me” by Todd Parr
- “What I Like About Me” by Allia Zobel Nolan
- “ABC: I Like Me” by Nancy Carlsen
- “I Like Myself” by Karen Beaumont
- “You Are Special” by Max Lucado

Have the children create a booklet about themselves to share with the class. Title the booklet: “Who I Am” or “All About Me.” Each page should tell something about the child. Such as:

- My favorite color is \_\_\_\_\_. I like \_\_\_\_\_ because it is \_\_\_\_\_.
- I have a \_\_\_\_\_ for a pet. Draw a picture of your pet.
- My family has \_\_\_\_ members in it. What does your family look like?
- I was born in the state of \_\_\_\_\_. What shape is your state?
- When I look out my door I see \_\_\_\_\_.
- I love when my Mom does \_\_\_\_\_.
- I love when my Dad does \_\_\_\_\_.
- My favorite place to go is \_\_\_\_\_.
- I am special because \_\_\_\_\_.

### ACTIVITY 2: SELF-PORTRAIT

#### MATERIALS NEEDED

- Construction paper
- Drawing supplies
- Mirror
- Hanging Materials
- Frame for self-portrait

#### DIRECTIONS

Have the children look in a mirror and paint or draw a self-portrait. Help them write their name on the picture. Display the children’s self-portraits on a wall in the classroom.

### ACTIVITY 3: YEAR OF HANDPRINTS

#### MATERIALS NEEDED

- Paper
- Paint or drawing supplies
- Booklet materials

#### DIRECTIONS

During each month of the project, children should trace their hands on a piece of paper and decorate their handprints according to the season/holiday. Do this each month, keeping old handprint pictures. After several months (depending on the length of the class/project) take each of the children's handprint drawings and bind them together to create a booklet for them to keep. This booklet will show their growth over time.

- August - My handprint
- September - Fall leaves made out of handprint
- October - White ghost made out of handprint
- November - Thanksgiving turkeys made from handprint
- December - Bare winter trees with snow made from handprint
- January - Handprint snowflakes
- February - Handprint hearts
- March - Green hand four-leaf clovers
- April - Umbrella made out of handprint
- May - A Maypole made out of handprint
- June - Flowers made out of handprint
- July - A flag made out of handprint

### ACTIVITY 4: FACE PUZZLE

#### MATERIALS NEEDED

- Digital camera
- Glue
- Cardstock or construction paper
- Scissors
- Ziplock bag

#### DIRECTIONS

Using a camera, take and print out a picture of each child. Have the children glue the picture to a piece of construction paper or cardstock. Using child-safe scissors, have the children cut out a puzzle design of their choice from their photo. When pieced together, their puzzle will recreate the photo of themselves. Give each child a ziplock bag to put the newly created puzzle in.

### ACTIVITY 5: KIDS IN THE CLASS

#### MATERIALS NEEDED

- Blindfold

#### DIRECTIONS

Play the game "Do you know the kids in the class?" (Sung to the tune of the nursery rhyme, "Do you know the Muffin Man?") Instruct the children to stand in a circle holding hands. Have one of the children be "It." Blindfold and place him or her in the middle. Once blindfolded, have the children sing "Do you know the kids in the class?" and circle around the person who is "It." When the music stops the child who is "It" moves forward and selects a classmate. The child who is "It" then tries to identify their classmate through touching them. The teacher may need to help "It" touch their classmate appropriately (e.g., hands, face, hair, clothes). When a child guesses correctly, he/she then switches places with the classmate, who is now "It."



## LESSON 2: HOW MY BODY WORKS AND MOVES

**Goal:** Children will learn how their body works and moves.

Choose one of the following activities to help children learn about their body and how it works.

### ACTIVITY 1: LIFESIZE ME

#### MATERIALS NEEDED

- Butcher paper
- Markers or crayons
- Scissors

#### DIRECTIONS

Have the children lay down on a piece of butcher paper and remain as still as possible. A partner will trace around the body of the classmate and create a “Lifesize Me.” After getting traced, cut out the “Lifesize Me” and then have the children decorate their picture with markers/crayons to draw clothes, face, hair, etc. Once completed, help the children post their cutout selves on the walls around the room.

### ACTIVITY 2: MY BODY PARTS

#### DIRECTIONS

Direct the children in singing songs that teach them about different body parts such as the Hokey Pokey or Head, Shoulders, Knees and Toes. Select an existing song or create your own. For more songs and ideas go to:

<http://www.everythingpreschool.com/themes/bodyparts/songs.htm>

<http://genkienglish.net/makeaface.htm>

<http://www.preschooleducation.com/sbody.shtml>

Resources for teachers: <http://www.scholastic.com/teachers/article/teaching-children-about-their-bodies>

### ACTIVITY 3: BODY PAINTING

#### MATERIALS NEEDED

- Washable paint
- Paper

#### DIRECTIONS

Have the children paint a picture using their hands or feet to create story pictures.

### ACTIVITY 4: HOW MY BODY MOVES

#### DIRECTIONS

Have the children play movement games like Mother May I or Duck Duck Goose. See Games under Resources.

Here are some additional resources for preschool movement activities about how the body moves:

[www.naeyc.org/files/yc/file/201109/Moving%20Bodies\\_Russo\\_Marigliano\\_Online\\_0911.pdf](http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies_Russo_Marigliano_Online_0911.pdf)

[www.susankramer.com/Toddlers.html](http://www.susankramer.com/Toddlers.html)

[www.everythingpreschool.com/themes/bodyparts/games.htm](http://www.everythingpreschool.com/themes/bodyparts/games.htm)

### ACTIVITY 5: PAPER DOLL

#### DIRECTIONS

Have the children each make a paper doll to which they can add different body parts. An example of blank paper dolls can be found at: <http://printables.atozteacherstuff.com/download/all-about-me/bodypartlabelworksheet-girl.pdf>, or on page 10 of this guide, or you can create your own and use the dolls to add or take away different parts of the body.

## **LESSON 3: WHAT IS DIFFERENT AND WHAT IS THE SAME?**

**Goal:** Children will recognize differences and similarities in themselves and others. Our differences make us unique and our similarities tell us about what we have in common. As we accept the similarities and differences in ourselves and others, we can feel good.

### **ACTIVITY 1: SIMILARITIES AND DIFFERENCES**

#### **MATERIALS NEEDED**

- Butcher paper
- Hanging materials

#### **DIRECTIONS**

The children will see that they all have things in common and different from one another. The children will learn about graphing by comparing similarities and differences. Have a large piece of butcher paper divided into squares like graph paper. Post the paper at the front of the room on a wall or a board. Have a list of questions to ask the class. Ask the questions and have the children move from group to group. Chart the number of children in each group who respond to the questions. Here are some examples of questions you might want to use:

- How many of you have blonde hair?
- How many of you have brown hair?
- How many of you have red hair?
- How many of you have hair?
- How many of you are wearing tennis shoes?
- How many of you are wearing sandals?
- How many of you are wearing boots?
- How many of you have feet?
- How many of you like candy?
- How many of you like fruit?
- How many of you like vegetables?
- How many of you like to eat?

Share with the class that even though we are different, we all still have similarities.

### **ACTIVITY 2: MY SKIN, YOUR SKIN**

#### **MATERIALS NEEDED**

- Colored nylon stockings

#### **DIRECTIONS**

Set out a number of nylon stockings in different colors and have the children try on the different colors on their arms or legs. Ask the children if they can find a stocking that matches their skin. Talk about how everybody's skin is a different color and that different colors are interesting and good.

### **ACTIVITY 3: WHOSE HAIR?**

#### **MATERIALS NEEDED**

- Index cards
- Small samples of children's hair
- Tape to attach hair to card
- Parental involvement

#### **DIRECTIONS**

Have the children's parents cut a small sample of their child's hair to be placed on an index card. Have the children feel the different samples of hair. Talk with children about different hair colors, textures (fine versus coarse), shape (curly versus straight), etc. See if the children can identify whose hair it is on each card.

## LESSON 4: I CONTROL ME

**Goal:** Children will learn they can control what they do, how they act, and how they feel.

### DIRECTIONS

Select one of the activities below. Ask the children to repeat the instructions to you before starting on the activity. Often a child does not pay close attention to what is said, and therefore cannot remember the instructions.

### ACTIVITY 1: DO AS I DO

Select a leader to move their limbs slowly, have the children copy these actions. As the children catch on to the activity, vary the pace of the movements. Instruct the children to go as slowly or as fast as the leader. Children may find it particularly difficult to do slow movements.

### ACTIVITY 2: WATCH, WAIT FOR THE GO SIGNAL, AND THEN DO THE SAME

The leader does a series of three or four simple actions and then indicates to the children (the go signal) to copy the leader's actions. Start with simple arm actions and work up to more complex sequences with more movements.

### ACTIVITY 3: CLAPPING AND DRUMMING RHYTHMS

Drum or Clap a rhythm with multiple beats. The children are to repeat the rhythm. Start with a simple sequence, then build the number and timing of beats. Hand drumming on cardboard boxes or metal can makes a good noise.

### ACTIVITY 4: SIMON SAYS

Games such as Simon Says, where a child has to follow instructions in spite of competing stimuli, keeping the language at the same level throughout, help children to develop focused attention. They can also help to develop the child's ability to control behavior.

### ACTIVITY 5: DO AS I SAY AND NOT AS I DO

The leader gives an action to do. At the same time the leader chooses to do the same action, or does a different action. The children are to follow the verbal instructions.

**Example:** The leader says "Stretch your arms up above your head" and does this action or reaches their arms straight out. Children should only stretch their arms up above their head.

### ACTIVITY 6: STATUES

There are many versions of this game. Instruct the children to move around making different shapes with their bodies. When the leader says "stop," the children must freeze and stay in the position until the leader instructs them to move again. Creating shapes with their bodies helps children to explore ways of moving. They can explore using supporting surfaces such as chairs, rollers, and foam blocks.

### ACTIVITY 7: COLORED CIRCLES

A set of 10 colored circles is placed in a line or set out as a grid. The leader then selects a location or a color for the children to jump to. The game requires attention and listening to instructions. Examples include: jumping on circles in corners or jumping to colored circles.

### ACTIVITY 8: JUMP TO SPECIFIED COLORED CIRCLES

#### MATERIALS NEEDED

- Round colored circles
- Adhesive to stick circles to floor

#### DIRECTIONS

The leader names three or four colors. The children then jump to each colored circle in the correct sequence jumping forward and jumping backward.

## LESSON 4 (CONTINUED)

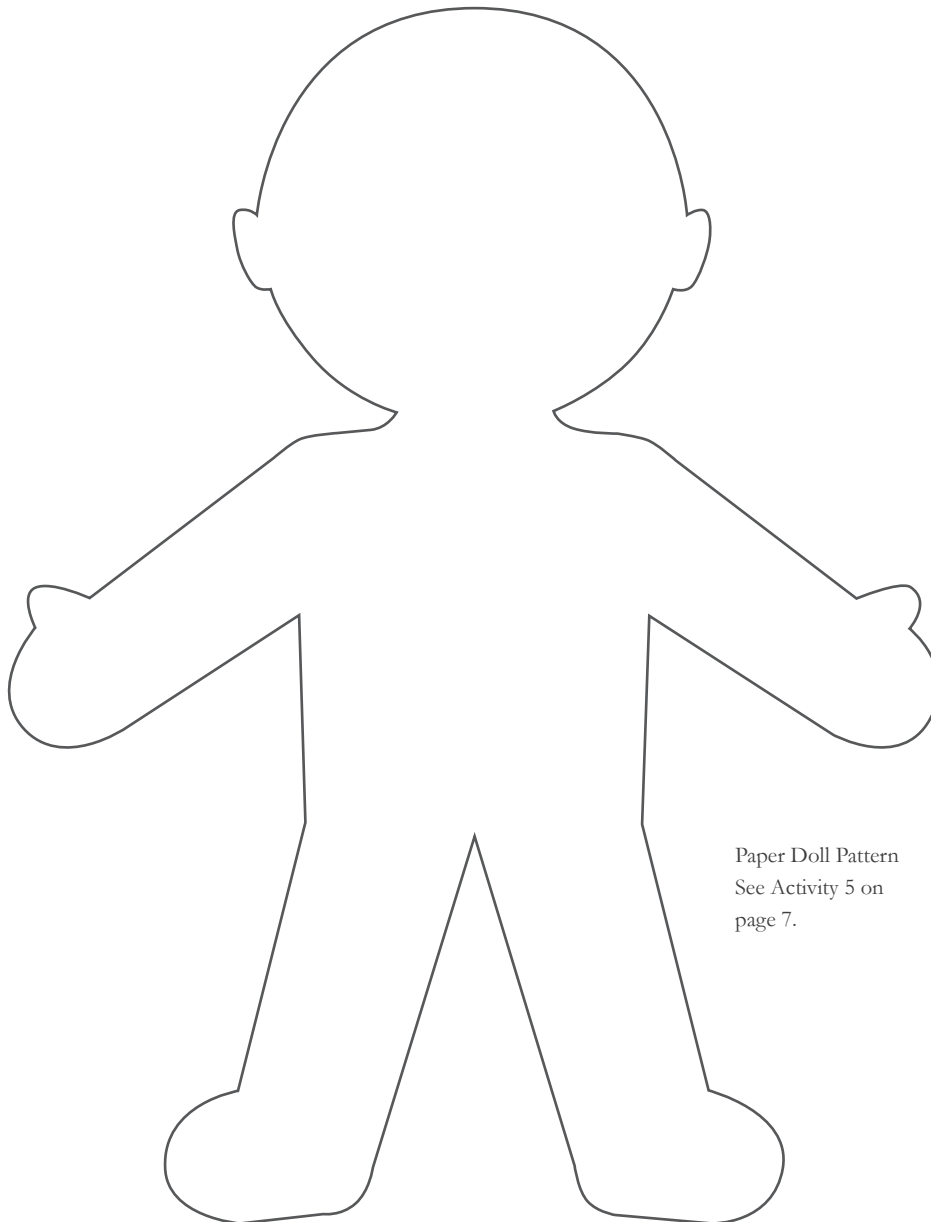
### ACTIVITY 9: JUMP AND STOP ON INSTRUCTION

The children jump forward onto consecutive circles or rings like hula hoops until told to stop. They jump until the leader says to stop. This requires control over landing on each circle as the instruction to stop may come at any time. This also requires attention and control over their body because of the tendency to keep going.

### ACTIVITY 10: KEEPING A STRAIGHT FACE

This activity is great for getting children to control their tendency to react to a funny situation by laughing. The children sit in a semicircle facing the leader. The leader pulls funny faces or assumes comic body postures. The goal is for the children to keep a straightface. The children can take turns being the leader. Make up your own versions of this game.

Source: <http://www.education.com/activity/article/straight-face/>  
<http://www.activityvillage.co.uk/wipe-that-smile-off-your-face>  
<http://www.coolest-kid-birthday-parties.com/kid-party-games.html>



Paper Doll Pattern  
See Activity 5 on  
page 7.



# CHAPTER 2: DIVERSITY - THE WORLD AROUND ME

Joanne Roueche

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Children with positive attitudes toward diversity are more successful in accepting differences in themselves and their peers. The preschool child is curious and often has many questions regarding differences in language or appearance.

### LANGUAGE DEVELOPMENT

A child's vocabulary and understanding is continually growing. Diversity exposes children to new words, ideas, symbols and concepts. Multicultural stories or bilingual children in the classroom expand their language development even further.

### PHYSICAL DEVELOPMENT

Preschool children become aware of different physical features in height, weight, skin color, eye color, hair color and texture. The differences in physical abilities are beginning to be more apparent.

### SOCIAL/EMOTIONAL DEVELOPMENT

Children begin to notice differences among family members and people with whom they associate. They begin to notice hair color, eye shape, skin tones or other characteristics. A child who is comfortable with his/her family and cultural identity will develop a healthy sense of self.

### COGNITIVE DEVELOPMENT

Children become aware of the world beyond their home and family. They begin to develop an understanding of differences in appearances but are generally unable to recognize cultures. Children begin to build a strong ethnic identity.

## INTRODUCTION



Teaching children about diversity has never been more important than it is today. They are experiencing more diversity in the world in which they live—family structure, religious beliefs and those who may look different in size, skin color and physical abilities. Their exposure to cultural diversity is ever present in today’s shrinking world.

During the preschool years children are becoming aware of themselves. That process includes: who am I? And: why are you not like me? Toddlers and preschoolers are aware of the feelings and attitudes of adults around them and begin to mimic those behaviors.

Preschool children are beginning to distinguish differences in physical appearance such as skin color, eye color and shape, height and weight. They are not yet able to distinguish between different ethnic or racial groups. As early as age 4, children begin to prefer one race. In the *Anti-Bias Curriculum* (1989), Louise Derman-Sparks states, “The goals are to facilitate children’s awareness that their racial identity does not change, to help them understand that they are part of a large group with similar characteristics (not “different” from everyone else) and to foster their desire to be exactly who they are.”

Helping children build good self-esteem is an important step to avoiding prejudice. Children who see themselves as important with their own individual talents and strengths are less likely to put others down in order to feel good about themselves.

Creating diversity in everyday lessons will help children broaden their views and be less likely to see the world through stereotypes. Avoid toys that encourage

stereotypes or limit activities based on gender roles. Include a variety of books, foods and music from a wide array of cultures. According to Barbara Biles (*Precious Children, Diversity in the Classroom*), “After age 9, racial attitudes tend to stay the same unless the child has a life-changing experience (Aboud, 1988). Before that, however, we have a good chance to help children develop positive feelings about their racial and cultural identity. We can also challenge the immature thinking that is typical of very young children. That’s important because this type of thinking can lead to prejudice” (York, 1991).

Including a variety of diverse lessons in the preschool classroom will help children become better prepared to succeed in a diverse society. Include lessons related to:

- Physical diversity: Height, weight, color of hair and eyes, physical build, etc.
- Ethnic diversity: Learning to celebrate family heritage and appreciate cultural differences of others.
- Family diversity: Family dynamics are ever changing in today’s world. Understanding that all families have strengths is important, including two parent, single parent, step families, grandparent head of household, etc.
- Religious diversity. Recognizing different beliefs, traditions/rituals, celebrations, and holidays.

Reprinted with permission from the National Network for Child Care—NNCC, Biles, B. (1994). Activities that promote racial and cultural awareness. In Todd, C.M. (Ed.), *\*Family child care connections\**, 4 (3), pp 1p:4. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.

## OBJECTIVES

- Asks questions for further information
- Is aware of and believes in own abilities
- Respects others and self
- Makes friends with peers
- Shows interest in others
- Recognizes that others needs are important
- Connects information and events with real-life experiences
- Understands descriptive words
- Understands comparison words
- Understands alike and different

# CHAPTER 2: LEARNING ACTIVITIES

## LESSON 1: FAMILY DIVERSITY

**Read:** *The Family Book* by Todd Parr (2010). Discuss how every family looks and acts differently.

### ACTIVITY: CREATE FAMILY PICTURES

#### MATERIALS NEEDED

- White paper
- Crayons

#### DIRECTIONS

Have children draw a picture of their family or give children as many paper dolls as the number of members in their family. Have the children color each doll to represent a family member. Have each child share his or her picture or paper dolls with the group, introducing each member of the family. Ask each child to tell about a special tradition or activity that the family does together. Display the pictures or papers dolls so the children can see how every family looks different.

## LESSON 2: TRIP AROUND THE WORLD

This activity can be developed to include as many countries as you wish.

#### MATERIALS NEEDED

- Cardstock to make passports
- Laminator and film (if desired)
- Paper for inside pages
- Stamps or stickers to mark passport as you travel the world
- Stapler

#### DIRECTIONS

1. Copy the passport onto cardstock (see page 14)
2. Cut out
3. Laminate
4. Cut additional pages for inside of passport
5. Staple passport on center fold

You are now ready to travel the world!



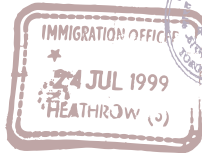
# PASSPORT



BUILDING STRONG  
CHILDREN



BUILDING STRONG CHILDREN  
PASSPORT



PLACE  
PHOTO  
HERE

NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

TRAVELING TO THE FOLLOWING COUNTRIES:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## LESSON 2 (CONTINUED)

### COUNTRY: EGYPT

**Read:** *We're Sailing Down the Nile, A Journey Through Egypt*, by Laurie Krebs and Ann Wilson (2008). Discuss how different the temples and statues are from the ones we see. Most things are very different in Egypt—including ancient writing.

### ACTIVITY: HIEROGLYPHIC BAG

#### MATERIALS NEEDED

- 2 pieces cardstock or construction paper
- 2 sheets of lamination film
- Laminator
- Paper punch
- Scraps of yarn

#### DIRECTIONS

1. Decorate one piece of paper with Egyptian designs (the design shown can be printed from [www.buildingstrongchildren.usu.edu](http://www.buildingstrongchildren.usu.edu)).
2. Write child's name in hieroglyphics from the link on [www.buildingstrongchildren.usu.edu](http://www.buildingstrongchildren.usu.edu).
3. Put the child's name on the decorated sheet and laminate.
4. The sheet used as the back of the bag can be decorated or left plain.
5. Laminate back.
6. Punch matching holes in both sheets of laminated card stock.
7. Lace together with yarn leaving the top open and the string long enough for the child to carry the bag over his or her shoulder.
8. Children can use the bags to carry their passports and keep materials from their journey around the world.

\***Alternate idea:** Laminate a map of the world for the front of bag. Children can mark countries as they travel to each of them.



## LESSON 2 (CONTINUED)

### COUNTRY: CHINA

**Read:** *Kites: Magic Wishes That Fly Up to the Sky* by Demi (1981) (This may be a little long for some pre-school children. You may choose to tell rather than read the story, using the colorful pages in the book.)

Discuss the story with the children. What would be some of the wishes they would send up in the sky on their kites?

*Liang and the Magic Paint Brush* by Demi (1981). An ancient Chinese Folk tale about a poor boy in China and the triumph of good against evil.



### ACTIVITY: WISH KITES

#### MATERIALS NEEDED

The materials needed will depend on the type of kite you select. A simple bee kite can be made using one sheet of copier paper. A newspaper kite is a great way to recycle, or using a white garbage bag will create a stronger kite. Kite patterns and ideas can be found at [www.buildingstrongchildren.usu.edu](http://www.buildingstrongchildren.usu.edu).

**Snack Idea:** Chinese fortune cookies

### COUNTRY: JAPAN

**Read:** *Mr. Lucky Straw*, a traditional folk tale from Japan. Discuss with the children what lessons or messages the book is trying to teach. How does Mr. Lucky Straw look different from the way we look? One of the items that Mr. Lucky Straw traded for was cloth to make kimonos. What is a kimono?

### ACTIVITY: JAPANESE PAPER DOLLS

Print Japanese paper dolls from [www.buildingstrongchildren.usu.edu](http://www.buildingstrongchildren.usu.edu). The children can color and dress the paper dolls in Japanese kimonos.

### ALTERNATE ACTIVITY: JAPANESE LANTERNS

#### MATERIALS NEEDED

- Construction paper
- Glue
- Scissors

#### DIRECTIONS

Have children decorate a piece of construction paper. Cut a 1-inch strip from the short side of the paper for handle. Fold construction paper lengthwise. Make 1-inch cuts from center fold to about 1 inch from the edge, and continue with cuts the full length of paper. Open paper and glue the edges. Attach handle.

**Snack Idea:** Create children's sushi by removing the crust from slices of bread. With a rolling pin, flatten the bread. Spread with peanut butter and jelly. Roll up the bread. Cut in small sushi rounds.



## LESSON 2 (CONTINUED)

### COUNTRY: MEXICO

**Read:** *Off We Go to Mexico* by Laurie Krebs (2008). Discuss different traditions in the book such as the fiesta. Talk about the bright colors used in the illustrations of the book. Tell the children how people in Mec use bright colors to make woven blankets.

### ACTIVITY: WOVEN PLACEMAT

#### MATERIALS NEEDED

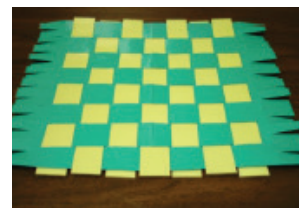
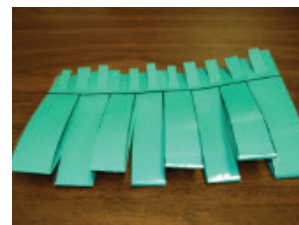
- 2-4 pieces of brightly colored, 8 ½ x 11 inch cardstock or construction paper
- Laminator (optional)
- Scissors
- Ruler
- Pen or marker

#### DIRECTIONS

1. Laminate all the papers to be used.
2. For the base, fold a paper in half width wise.
3. Draw a line 1 ½ inches parallel to the open end of the folded paper.
4. Draw seven lines, spaced 1 inch apart, perpendicular to the fold and previously drawn parallel line. Cut off the ½ inch-excess.
5. Cut along the seven lines. Then cut the fringe. Do not cut past ¼ inch to the parallel line.
6. Cut 1-inch strips of paper width wise from the remaining piece of paper.
7. Weave the strips of paper into the base, alternating the strips going over, under, over and under, over, under.
8. Slide the strips as tightly to one another as possible.
9. Approximately 6-7 strips can be woven into the base, depending on how tightly they are pushed together.

#### Snack Ideas:

- Tacos with small tortillas, beans, cheese and shredded lettuce
- Chips and salsa



### ACTIVITY: BUILDING STRONG CHILDREN PASSPORTS

#### DIRECTIONS

1. Print document (page 17) onto thick cardstock.
2. Cut out cards.
3. Glue cards back to back. Then, score down the center and fold.

## LESSON 3: NATIVE AMERICAN CULTURE

**Read:** *Legend of the Indian Paintbrush* by Tommie dePaola (1996). Discuss how the Native Americans used to paint pictures on buffalo hides to record history and tell stories.

### ACTIVITY: PAINTED BUFFALO HIDES

#### MATERIALS NEEDED

- Paper grocery bags, cut into squares
- Paint
- Paint brushes

#### DIRECTIONS

1. Give each child a square of the paper grocery bag.
2. Have children wrinkle their paper into a ball and then smooth it out flat.
3. Let children paint pictures on the wrinkled paper.
4. Optional: Crush berries and use the juice/pulp as paint.

#### Snack Ideas:

**Popcorn:** Tell children how the Native Americans raised and ate corn and made popcorn over the campfires. Place a clean sheet on the floor. Place air popcorn popper in the middle of the sheet. Pop the popcorn with the top off. The popcorn will pop all over the sheet, making it possible for the children to eat. (Make sure the children stay sitting outside the sheet area so they do not get hit with the hot popcorn.)

#### Cucumber Canoes:

##### Ingredients:

- Cucumbers
- Carrots
- Low fat yogurt/dip
- Tomatos
- Radishes
- Lemon juice

Wash, peel and cut cucumbers in half lengthwise. Remove the seeds and pulp from each half. Wash all vegetables. Trim greens from radishes and peel carrots. Finely chop carrots, radishes and tomatoes. Mix vegetables with yogurt and lemon juice. Carefully spoon the vegetable mixture into the hollowed out canoe cucumber and serve.

## LESSON 3 (CONTINUED)

### ACTIVITY: MEDICINE BAG

The medicine pouch was used by many different Native American tribes. These bags were used to hold plants for medicine and small items such as arrowheads, feathers, etc. The medicine bag was continually worn around the neck and never given to anyone.

#### MATERIALS NEEDED

- 19 x 12 piece felt
- Scraps of yarn
- Decorations for medicine bag (e.g. beads, colored macaroni, foam stickers, etc.)
- Glue



#### DIRECTIONS

1. Cut the piece of felt in half lengthwise.
2. Take one piece and cut a 4 ½ inch square.
3. Take the other half and measure up 2 ¼ inches from bottom. Make a line.
4. Make the pocket by gluing sides and bottom of square piece. Do not glue along the top. Lay bottom glued edge of square against the drawn line on long piece and carefully lay flat.
5. Cut fringe from the bottom up to the square.
6. Measure and cut 1 inch off top of rectangle piece.
7. Fold the top down over the square to form the flap.
8. On the crease, punch two holes 2 inches apart.
9. String yarn through the holes and tie the ends together with the knot on the inside.
10. Sew or glue decorations onto the front of flap.

When the children have completed their medicine bags, take them on a nature hike to find items they would like to place in the medicine bag. When you return to the classroom, discuss what the children found and why they thought it was important.

**Snack Idea:** Give each child a sugar ice cream cone. Have them decorate it with frosting and small candies to resemble a teepee.

## RESOURCES

### General Resources:

Hands-on Celebrations, Art Activities for All Ages.  
Yvonne Y. Merrill

### Native American:

More Than Moccasins. A Kids Activity Guide to Traditional North American Indian Life. Laurie Carlson  
Native Americans. Projects, Games, and Activities for Grades K-3. Diane Teitel Rubins  
Celebrating our Heritage, Traditional Native American Arts & Activities. Arlette N. Braman

### Simple Medicine Bag:

<http://www.naturallyeducational.com/2011/11/native-american-indian-medicine-bag-for-kids/>

### Native American Day at Preschool:

<http://www.brighthub.com/education/early-childhood/articles/123441.aspx>

### Preschool Curriculum Resources:

Foundations—Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success  
[http://www.earlylearning.nc.gov/Foundations/pdf/BW\\_condensed.pdf](http://www.earlylearning.nc.gov/Foundations/pdf/BW_condensed.pdf)

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning  
<http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>

California Preschool Curriculum Framework  
<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>



## CHAPTER 3: STORIES

Joanne Roueche

### THE FIVE DEVELOPMENTAL DOMAINS

#### APPROACHES TO LEARNING

Storytelling promotes curiosity, creativity, independence, cooperation and persistence that enhance early learning.

#### LANGUAGE DEVELOPMENT

Children can develop their language skills when they participate in the storytelling process by repeating or joining in on the chorus. Story tellers use a lot of repetition that gives children the chance to learn and practice. It exposes them to new vocabulary they would not normally hear in everyday speech.

#### PHYSICAL DEVELOPMENT

Stories allow children to participate in actions and gestures, developing their coordination and gross motor skills.

#### SOCIAL/EMOTIONAL DEVELOPMENT

Storytelling is an important social experience where story tellers and children interact. Through this interaction, they take turns listening and telling stories. Storytelling provides the setting for children to experience new things personally.

#### COGNITIVE DEVELOPMENT

The structure of storytelling allows children to understand a story as a whole—that it has a beginning, a middle and an end. The storytelling process helps children understand patterns and relationships, cause and effect, and ways of solving problems in everyday life.

## INTRODUCTION



Stories are a child's first introduction to reading and literature. A positive experience can create a love of reading that will last a lifetime. Select age-appropriate books with a positive message and bright, colorful pictures. Have books readily available for children to enjoy, and teach them to respect and care for the books.

When using books in a group setting to tell a story, the following guidelines will help the storyteller:

- Select books or stories that you personally enjoy and appreciate.
- Choose books or stories that are age appropriate and of interest to the children. Simple stories that convey a single message are easiest for the preschoolers to understand.
- Avoid stories that send mixed messages, may be frightening or suggest violence.
- Know the story well enough that you can keep a comfortable flow, even with distractions.
- Tell the story in a simple manner with feeling and expression.
- Keep pictures at a level so all children are able to see them.
- Keep the book or picture upright and hold it still to not distract from the story.

## STORYTELLING

Storytelling is one of the earliest forms of folk art. Stories have been passed within cultures sharing long-held beliefs about how the world was created, religion and values. Long before printed words, stories were passed from one generation to another and were used as a form of entertainment. Storytelling is a way to preserve history and culture. It is a way to encourage children to move from the spoken word to the written word.

The following checklist may be used as a guide for selecting stories:

1. A simple, well-developed plot with a storyline that is a sequence of events appropriate for children.
2. A large amount of direct conversation.
3. The use of descriptive language that helps children visualize what is happening.
4. A story that is based on familiar places and things.
5. It has a simple and satisfying ending.
6. A main character that children can identify with.
7. The use of repetition, rhyme or catch phrases that children can memorize easily.
8. Colorful, well-designed illustrations with clear and accurate pictures.
9. Has a beneficial message.
10. It is suitable for children's age and life experiences.
  - For example:
    - Two and three-year olds like short, simple stories with many pictures that contain familiar objects. The number of words and sentences per page should be limited.
    - Four and five-year olds enjoy longer stories with a wider range of subject matter and more definite plot.



## TYPES OF STORIES

There are many different ways to tell stories to children. Visuals enhance the story and increase the children's understanding about what they are hearing. The following list includes some of the methods used in storytelling.

**1. One Picture Story.** A single picture is used in telling the entire story. A story with a single concept can be told using this method. An example might be: "The Skinny Kitten" or "Wags the Dog."

**2. Flip Card Story.** A flip card/chart story is an easy method for the story teller. The picture appears on the front page, the wording appears on the page located behind it. It enables the reader to read the story without turning the book around or trying to see in front of the book.

**3. Flannel Board Stories.** Flannel board stories can be made using many different materials. Traditional stories began with flannel figures on a flannel board. Other materials such as pellen or paper story pieces laminated with Velcro or even sandpaper on the back can be used. Illustrations can also be found in magazines or from discarded books. (For instructions on making flannel boards refer to Chapter 14, page 206.)

**4. Action Stories.** Have the children participate with hand or body movements that go along with the story. The story teller can make up the story to fit his or her interests such as "Lets Go for a Walk in the Park." Activities could include walking, looking at the birds, touching a plant, etc.

**5. Repetitive Words or Storylines.** Have the children participate in repeating parts of the story.

**6. Pictures Tell Part of the Story.** Young children are able to participate when some of the words are replaced with a small picture—such as the "The Little Red Hen."

**7. Puppets.** Many different puppets are available and add interest to a story. Sack puppets, finger puppets, stick puppets, glove puppets, etc., can generally be made with a minimal amount of expense. They can be used by either the teacher or the children. The puppet should be a realistic representation of the concept to be taught. They should be used as a learning tool rather than merely entertainment.

## OBJECTIVES

Children will be able to:

- Listen and follow directions and requests.
- Listen for different purposes.
- Respond appropriately to questions.
- Connect information and events with real-life experiences.
- Describe details or descriptions of the story.
- Predict outcomes using pictures or other visuals.
- Connect what is seen with real-life experiences and events.
- Use visual and verbal information to comprehend new words in stories and oral language.
- Understand descriptive words.
- Transfer learned words to a new setting.
- Understand comparison words.
- Answer simple questions.
- Recognize that print is read from top to bottom and left to right.
- Hold books right side up.
- Understand that books have a front and a back cover.
- Understand that illustrations help tell the story.
- Understand that a book has a title.



# CHAPTER 3: LEARNING ACTIVITIES

## LESSON 1: THE LITTLE RED HEN

*The Little Red Hen* is an old folk tale, believed to be either English or Russian in origin. The story was passed down through many generations when, it is believed, Joseph Jacobs, was the first to publish the folk tale. The story has been published widely in the United States since about 1940 when the “Little Golden Books” made it available to the mass market. The story of the little red hen conveys the message to work hard and be personally responsible. The folktale offers repetitive vocabulary which is appealing to young children.

In the story, the little red hen finds a grain of wheat. She wanders through the barnyard asking each of the farmyard animals to help her plant the wheat. None of the animals volunteer to help. Throughout the planting and harvesting process, the little hen continues to ask for help—still to no avail. When the little red hen is successful in milling the wheat and turning it into bread, she again asks who will help eat the bread. When all the animals volunteer, the little red hen declines their help since none had helped in the preparation. She and her chicks eat the whole loaf!

**Goal:** Tell the story of the *Little Red Hen* using a glove puppet as different story telling technique.

### MATERIALS NEEDED

- 1 2-inch red or orange pom
- 2 1-inch red or orange pom
- 1 1 ½-inch gray or beige pom
- 1 1-inch gray or beige pom
- 3 ¼-inch gray or beige poms
- 3 ½-inch white poms
- 3 ¼-inch white poms
- 1 1-inch white pom
- 2 1 ½-inch white poms
- 3 ½-inch white poms
- 1 1 ½-inch pink pom
- 1 1-inch pink pom
- 1 pair small cat eyes (25-30mm)
- 4 small black bead eyes
- Scraps of felt: pink, yellow, beige/gray, red
- Print fabric and trim for apron
- Scraps of ribbon
- Glue and glue gun to assemble
- Glove



### DIRECTIONS

- 1. Hen:** Pull a side wing and a tail out of a 2-inch red or orange pom...that is, pull some of the strands so the pom will be stretched. Glue a 1-inch red or orange pom to top. Add yellow felt beak and red felt comb and wattle, all cut double and glued together in layers. Glue flowered apron to front and add lace edge. Glue hen to index finger of glove.
- 2. Cat:** (Use gray or beige poms) Glue a gray 1 ½-inch pom to middle finger. Pull top away and slip 1-inch gray pom under top of larger one. Glue in place. Add three ¼-inch gray poms VERY close together at bottom of face. Trim them so they are quite a bit smaller. Add small pink felt triangle at top of nose. Cut shank off small cat eyes (25 mm or 30 mm) and glue to face touching the 1/4-inch poms. Cut ears double, glue layers together and glue to top sides of head. Add black painted stripes if desired.
- 3. Pig:** Glue the 1 ½-inch pom to the ring finger. Pull the top edge of the pom forward and glue a 1-inch pom behind it. Cut ears from pink felt, overlap slit bottoms and glue. Fold ends of ears over and glue to front of face so they hang over eyes. If desired, cut irregular dots of brown and tan and glue to tops of head. Glue 1/2-inch pom below head to create fat tummy and glue overalls over it.

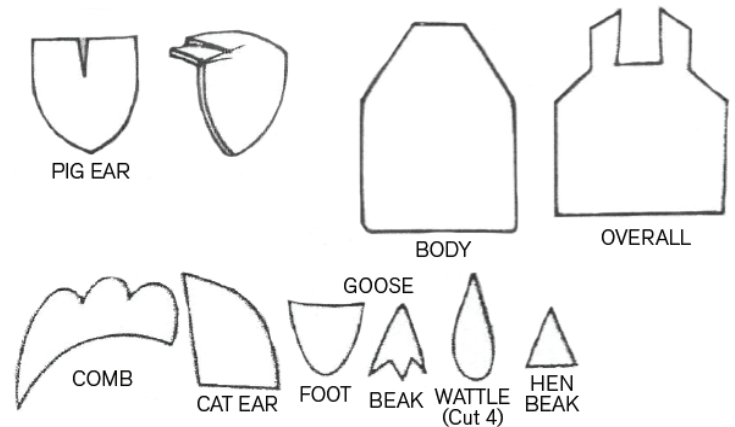
**4. Goose:** Glue white poms together—VERY CLOSE—in the following order, beginning from the top down; one ½-inch, three ¼-inch, one ½-inch, one 1-inch, one 1 ½-inch, and one ½-inch cut pointed for the tail. Add yellow felt beak rolled. Wheat stalks are made with tiny gold cord and gold oat beads, size 5 x 7.

**Note:** If you prefer a duck instead of a goose, glue two 1-inch yellow poms to little finger. Use same beak pattern.

## PATTERN PIECES FOR LITTLE RED HEN GLOVE PUPPET:

### Possible ways to use in a lesson:

1. Tell the story of *The Little Red Hen* using the glove puppet.
2. Children can participate in a variety of hands-on activities such as: grinding the wheat, making the bakers hat and making bread in a bag.
3. Reinforce the sequence of bread making using the activity cards found in the resource website.



## BREAD IN A BAG

When working with small children, have ingredients premeasured and ready for small hands to mix.

### In a zip type freezer bag combine the following ingredients:

- ½ cup all-purpose flour
- 1 package active dry yeast
- 1 tablespoon sugar
- ½ cup warm water (105-115 degrees)

### Open bag and add:

- 1 tablespoon sugar
- 2 cups whole wheat flour
- 1 tablespoon vegetable oil
- 2 teaspoons salt
- 1 cup all-purpose flour
- ¾ cup warm water (105-115 degrees)

## DIRECTIONS

Remove air and seal bag. Work with fingers until ingredients are completely blended. Let rest 15 minutes.

Mix well until the dough pulls away from the sides of the bag — about 5 minutes.

Turn the dough out onto a lightly floured surface and knead 5-6 minutes. Knead in just enough flour to make a soft dough; it should be a little sticky. If too much flour is added, the final product will be dry and low-volume. Divide into thirds. Cover with plastic bag. Let rest 10 minutes.

Press the dough out flat with fingertips into a 4 x 6-inch rectangle. Beginning at a short end, roll the rectangle up tightly like a sleeping bag. With fingertips, pinch the edge to the rest of the dough forming a seam. Fold over the two ends and pinch.

Place dough seam-side down in pan. Cover and let rise until doubled, about 45-60 minutes. Bake in a preheated 400 degree oven for 30 to 35 minutes. Remove from pans; cool on wire rack.

(Recipe found at: [www.skiptomylou.wordpress.com/2007/02/16/making-bread-in-a-bag/](http://www.skiptomylou.wordpress.com/2007/02/16/making-bread-in-a-bag/))

\*\*You may also want to make “Butter Balls” found in the Food Activity Lesson.

## LESSON 2: THE LITTLE ENGINE THAT COULD

*The Little Engine That Could* also known as *The Pony Engine*, first appeared in print in 1930. It was published by Platt & Munk and was “re-told” by Watty Piper. It was later learned that Watty Piper never existed, but was a pseudonym for the publisher Platt & Munk. Great controversy surrounded the book, which eventually ended in court.

The tale is a classic children’s story about a long train that needs to be pulled over a high mountain. Many larger engines are asked, but each refuses. The Little Engine, with its great optimism and hard work, is able to successfully pull the train over the mountain.

**Goal:** Develop the story *The Little Engine That Could* using a different story telling method such as a flannel or story board.

### MATERIALS NEEDED

- Cardstock or heavy weight paper
- Color copies of the story board pictures
- Laminating film or clear contact paper to protect pictures
- Removable adhesive putty to attach pictures to black board or picture board

### DIRECTIONS

1. Color copy story pictures from the resource website [www.buildingstrongchildren.usu.edu](http://www.buildingstrongchildren.usu.edu).
2. Lamination can be done using a small personal laminator or sticky laminator sheets. If using the sheets, place pictures face down on the sticky lamination film. Cut around the lamination, then place back side down on the second sheet. It is a little more work to cut the pictures twice but will prevent the lamination from sticking to itself and causing wrinkles.
3. Use removable adhesive putty to stick to a solid surface.

### Possible Ways to Use Lesson:

1. Tell the story of *The Little Engine that Could*.
2. Children can participate in a variety of hands-on activities such as making a conductors hat or the simple puzzle or matching activity found on the resource website.

## LESSON 3: THE MITTEN

*The Mitten* is a Ukrainian folktale. It is a story about a mitten that is lost by a young boy. Many animals find warmth and shelter in the mitten. The number and type of animals depend on the version or story being told.

### MATERIALS NEEDED

Create a flip card story of *The Mitten*. The story can be created using the [buildingstrongchildren.usu.edu](http://buildingstrongchildren.usu.edu) website or by creating your own version.

- Poster board or heavy weight paper
- Markers, colored pencils or crayons
- Rings to attach the pages

### DIRECTIONS

1. Print or copy the story on to poster board/paper
2. Color story pages
3. Attach pages at the top to create a flip card story

**Tip:** Purchase a small laminator. Laminating your book pages or flannel board characters will preserve them for many uses.

### Possible Ways to Use This Lesson:

1. Tell the children the story.
2. Copy the mitten and animals from [www.buildingstrongchildren.usu.edu](http://www.buildingstrongchildren.usu.edu). Have the children color the animals and mitten. Lace or staple the mitten, leaving the opening on the ribbed edge. The children can now add their animals to the mitten. This activity can be used for sequencing the order of the animals in the story or to help them identify animals they may not be familiar with.

**Snack Idea:** Using a mitten cookie cutter, make mitten cookies or cut bread to make mitten sandwiches.

### WHAT HAVE CHILDREN LEARNED

- Language skills are developed through story telling.
- Storytelling helps children develop motor and cognitive skills.
- Storytelling helps to develop children's creativity.
- Children are active participants in listening and telling the story.
- Children learn the sequencing of a story — beginning, middle and end.
- Children learn the use of different methods for telling stories.

## STORYTELLING RESOURCES

- The Art of Storytelling: [www.eldrbarry.net/roos/art.htm](http://www.eldrbarry.net/roos/art.htm)
- Effective Storytelling: a Manual for Beginners: [www.eldrbarry.net/roos/eest.htm](http://www.eldrbarry.net/roos/eest.htm)
- Check out these short stories: [www.storybird.com](http://www.storybird.com)
- Storytelling Tips: [www.unm.edu/~lhendr/cimte443/tips.htm](http://www.unm.edu/~lhendr/cimte443/tips.htm)
- Storytelling Tips for Teachers: [www.sbac.edu/~media/storytelling\\_tips\\_for\\_teachers.htm](http://www.sbac.edu/~media/storytelling_tips_for_teachers.htm)
- London City Mission Ways to Tell a Story: [www.lcm.org.uk/Publisher/File.aspx?ID=14018](http://www.lcm.org.uk/Publisher/File.aspx?ID=14018)



## CHAPTER 4: PUPPETS

Joanne Roueche

### THE FIVE DEVELOPMENTAL DOMAINS

#### APPROACHES TO LEARNING

Puppets promote social skills, cooperation, confidence, and self-expression while providing children with hands-on experiences to enhance early learning.

#### LANGUAGE DEVELOPMENT

Puppets promote language development providing children with an avenue of self-expression. Puppets increase children's involvement, motivation, and development of reading, oral language, and communication skills.

#### PHYSICAL DEVELOPMENT

The wide variety of types of puppets available allow for fine to gross motor skill development. Through this media children are able to act out stories, experiences, and real-life events.

#### SOCIAL/EMOTIONAL DEVELOPMENT

Puppets provide an important social experience where children will learn to work cooperatively with others, share ideas, and develop social communication.

Puppets provide an avenue for a shy or more introverted child to learn self-expression.

#### COGNITIVE DEVELOPMENT

Puppets can motivate and encourage children to become more interested in reading books and retelling stories. The use of puppets is a powerful motivator in learning. Pre-school children can hear a story, see the pictures, and retell the story through the use of puppets.

## INTRODUCTION



Puppets are fascinating to the young and old alike. According to the Merriam-Webster dictionary a puppet is an object that can be manipulated or controlled by someone. Puppet history is a long and varied one. It is impossible to determine exactly where or when puppetry began but, it is believed to have originated in Egypt as early as 2000 B.C. Wire controlled puppets made of ivory and clay have been found in Egyptian tombs. This ancient folk art can be found in many cultures, but is particularly prevalent in Asian countries. China for example, has a history of shadow puppets dating back 2,000 years. Puppets have played a part in the history of nearly every country.

Television has made puppetry more familiar than live performances; however, live performances still flourish throughout the world. Children today have developed new relationships with televised puppets such as the Muppets and Lamb Chop.

Children who have difficulty with expression and feelings find security in projecting themselves through another character. Creativity and interest develop as children are allowed to express themselves through dramatization with puppet characters.

There are many different types of puppets. They can range in complexity from the very simple finger puppet to a detailed marionette puppet. All can be used effectively in storytelling.

## TYPES OF PUPPETS

Different types of puppets may include:

1. Hand puppets
2. Finger puppets
3. Glove puppets
4. Paper sack puppets
5. Sock puppets
6. Stick puppets
7. Shadow puppets
8. Spoon puppets
9. Marionette
10. Paper mache puppets
11. Moving mouth puppets

The following pages have basic instructions and ideas for the first five types of puppets. If you are interested in more information and ideas, check out:

[buildingstrongchildren.usu.edu/htm/chapter-4-puppets/fun-patterns](http://buildingstrongchildren.usu.edu/htm/chapter-4-puppets/fun-patterns)





# TYPES OF PUPPETS

Careful supervision of puppetry activities should be maintained in order to ensure children’s safety. Small parts of the puppets may be a choking hazard.

## 1. HAND PUPPETS

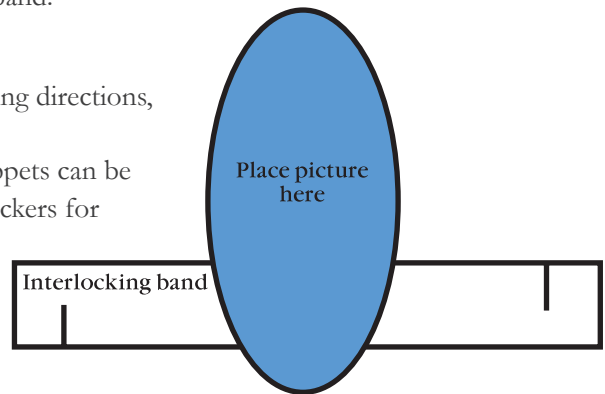
Hand puppets may be simple or elaborate in their construction. See Lesson 2 (page 36) for hand puppet patterns and instructions.

## 2. FINGER PUPPETS

Finger puppets can be constructed from nearly any material and in a variety of ways. A simple paper finger puppet can be created from nearly any small picture by adding an interlocking paper band.

### DIRECTIONS

1. Cut paper strips approximately 1/2” x 3”. Notch each strip, alternating directions, approximately 1/2” from each edge.
2. Place picture in the center of the interlocking band. Pictures for puppets can be found on the [buildingstrongchildren.usu.edu](http://buildingstrongchildren.usu.edu) website, internet, or stickers for desired characters.
3. Laminate and cut out if desired.



## CLOWN FINGER PUPPET

### DIRECTIONS

1. Color clown.
2. Cut out clown and leg holes
3. Place index and middle finger in the leg holes.
4. Bring the clown to life.

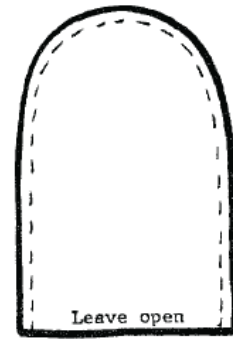


## FINGER PUPPETS (CONTINUED)

Using this simple finger puppet shape, many different variations can be created.

### DIRECTIONS

1. Cut out the provided finger puppet pattern.
2. Place pattern onto a piece of fabric and outline with a fabric pen or marker. Make two outlines of this pattern.
3. Cut out the pattern from the fabric, creating front and back pieces.
4. Carefully sew or glue the front and back pieces together along the dotted line. The bottom should be left open for your finger.



These finger puppets are created from felt (any color), basic circle and square shapes and a fabric marker. They are easy to complete and fun to use for a story, teaching expressions, colors, etc. These finger puppets are great for small children since there are no small parts that can detach.



More complex finger puppets can be made by adding additional fabric details such as: pom poms, bows, hair, and wiggle eyes. Finger puppets provide a great deal of flexibility in telling stories. The puppets can be easily interchanged to tell a variety of stories.



Commercially made finger puppets often include more detail and can add variety to your finger puppet collection.

**Tip:** To make a quick fabric base for your finger puppets, cut the fingers off a glove. This is often a good use for the extra left-handed glove.



### 3. GLOVE PUPPETS

Glove puppets can be created for nearly any story. A story telling glove can be made from felt or fake fur (a regular glove can also be used).

#### DIRECTIONS

1. Sew or purchase a glove.
2. Place one half of a Velcro® dot or square on each fingerprint area.
3. Based on your storytelling needs, create characters for each finger. Use the pattern on page 32 (front half only), pom poms, or other materials to create your characters.
4. Once characters are created, place the other half of the Velcro® dot or square on the back of the character.
5. Place characters onto each finger.



### 4. PAPER SACK PUPPETS

Use the bottom of a paper bag to make the puppet's face. When you put your hand into the sack, you can move the sack bottom up and down. The lower fold will be the puppet's mouth and under the fold of the bottom will be the inside of the puppet's mouth.

#### DIRECTIONS

1. Add character. Use colored construction paper and cut out features such as: arms, legs, or clothes. Secure using a glue stick.
2. Glue on strands of yarn/pipe cleaners for hair or facial hair.
3. Attach buttons for eyes.
4. Decorate with crayons or pens.



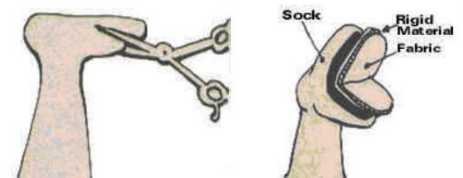
Design created by Tiffany McCoy, Georgia 4-H Technology Leadership Team  
<http://new.4-hcurriculum.org/projects/theatre/TheatreArts/Makingpuppets/Sack%20Puppets.html>

\*Other paper sack puppet patterns can be found at <http://buildingstrongchildren.usu.edu/htm/chapter-4-puppets/fun-patterns/paper-sack-puppets>.

### 5. SOCK PUPPETS

#### DIRECTIONS

1. Put a sock on your hand so that your fingers and thumb are in the toe and the back of your wrist is in the heel.
2. To make room for your puppet's mouth, make a slit in the sock between your thumb and fingers.
3. Cut two ovals 3 inches across and 5 inches long. One of poster board or something semi rigid and one of fabric.
4. Glue the fabric oval to the posterboard (rigid) oval.
5. After the glue has dried, fold the ovals in half the short way and sew it into your sock.
6. Decorate! You could give it eyes, hair, teeth, and clothes; the possibilities are endless. Make several different sock puppets to get ready for a show!



Designed by Tiffany McCoy, Georgia 4-H Youth Technology Leadership Team  
<http://new.4-hcurriculum.org/projects/theatre/TheatreArts/Makingpuppets/Sock%20Puppets.html>

# CHAPTER 4: LEARNING ACTIVITIES

## LESSON 1: THERE WAS AN OLD LADY WHO SWALLOWED A FLY

“There Was an Old Lady Who Swallowed a Fly” is a children’s song with written music by Alan Mills and lyrics by Rose Bonne. The best known version was released in 1953 sung by Burl Ives.

The song tells the story of an old woman who swallowed a fly, then swallowed increasingly larger animals to catch the previously swallowed animal. There have been many subsequent versions created in which the old lady swallows a cheeseburger, shell, or a snowflake.

### MATERIALS NEEDED

- Cardstock to copy the old lady sack puppet and animals
- Crayons or markers
- Small paper bags
- Glue

### DIRECTIONS

1. Copy the old lady sack puppet and animals from the website:
  - Old lady: [buildingstrongchildren.usu.edu/files/uploads/Old%20Lady%20Paper%20Bag%20Puppet.pdf](http://buildingstrongchildren.usu.edu/files/uploads/Old%20Lady%20Paper%20Bag%20Puppet.pdf)
  - Animals: <http://buildingstrongchildren.usu.edu/files/uploads/Dr.%20Jean%20Puppets%20&%20Storytime%20-%20Old%20Lady.Body%20Puppet.pdf>
2. Have the children color the pieces and assemble the sack puppet.
3. Read the story and/or some of the variations of the story with the children using the puppet to act it out.
4. Have the children share what they have learned.

### Snack Idea: Flies on a Log

Wash celery and cut in approximately 3 inch lengths. Fill the celery with cheese or peanut butter. Place raisins on the top with the ends of two raisins touching to resemble fly wings. Continue placing raisins in pairs.

## LESSON 2: OLD MACDONALD HAD A FARM (OPTION 1)

The earliest version on the children’s song “Old MacDonald had a Farm” was written by F.T. Nettleingham and began as a World War 1 era song called “Ohio.” It was featured in a book written in 1917, entitled Tommy’s Tunes. The song has been modified over time and translated into many languages. The repetition and tune still bring fond memories and enjoyment to young and old alike.

### MATERIALS NEEDED

- Cardstock to copy Old MacDonald and animals
- Laminator and film (if desired)
- Paint stir sticks or large craft sticks
- Glue
- Scissors

## LESSON 2 (CONTINUED)

### DIRECTIONS

1. Copy Old MacDonald and his animals from the website: [buildingstrongchildren.usu.edu](http://buildingstrongchildren.usu.edu).
  - a. Click on “Chapter 4: Puppets”
  - b. Click on “Lesson 2 & 3: Old MacDonald Had a Farm”
  - c. Click on “Old MacDonald Had a Farm Activities”
  - d. Click on “Old MacDonald’s Farm Hand Puppet Patterns”
2. Cut out.
3. Laminate.
4. Glue stick to the back.
5. Sing the song “Old MacDonald had a Farm” and have the children interact at the appropriate time with the animals on their stick puppet.

**Snack Idea:** Provide animal crackers and milk. Select animal crackers that are farm animals and have the children identify them.

### OLD MACDONALD LYRICS

Old MacDonald had a farm, E I E I O,  
 And on his farm he had some chicks, E I E I O.  
 With a chick chick here and a chick chick there,  
 Here a chick, there a chick, ev’rywhere a chick chick.  
 Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,  
 And on his farm he had a cow, E I E I O.  
 With a moo moo here and a moo moo there,  
 Here a moo, there a moo, ev’rywhere a moo moo.  
 Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,  
 And on his farm he had a pig, E I E I O.  
 With an oink oink here and an oink oink there,  
 Here an oink, there an oink, ev’rywhere an oink oink.  
 Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,  
 And on his farm he had some geese, E I E I O.  
 With a honk honk here and a honk honk there,  
 Here a honk, there a honk, ev’rywhere a honk honk.  
 Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,  
 And on his farm he had a horse, E I E I O.  
 With a neigh neigh here and a neigh neigh there,  
 Here a neigh, there a neigh, ev’rywhere a neigh neigh.  
 Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,  
 And on his farm he had a mule, E I E I O.  
 With a hee haw here and a hee haw there  
 Here a hee, there a hee, ev’rywhere a hee haw.  
 Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,  
 And on his farm he had a duck, E I E I O.  
 With a quack quack here and a quack quack there,  
 Here a quack, there a quack, ev’rywhere a quack quack.  
 Old MacDonald had a farm, E I E I O.

Source: [www.singingbabies.com/OldMac.html](http://www.singingbabies.com/OldMac.html)

## LESSON 3: OLD MACDONALD HAD A FARM (OPTION 2)

Create hand puppets for each of the animals on Old MacDonald's farm.

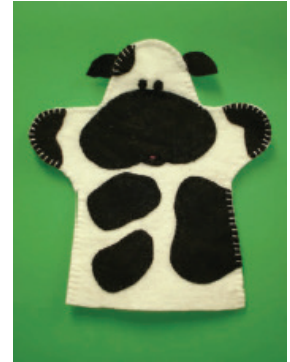
### COW PUPPET

#### MATERIALS NEEDED

- 2 white pieces of felt
- 1 black piece of felt
- Black/white embroidery floss if sewing the puppet together or glue if you prefer
- Small scrap of pink felt for tongue

#### DIRECTIONS

1. Place body pattern on fold and cut two complete bodies from white felt.
2. Cut nose, ears, spots, and eyes from black felt.
3. Place the black pieces of felt using the picture for placement.
4. Insert ears.
5. Sew pieces onto the front body piece.
6. Place the two body pieces together. Sew around the body leaving only the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.



### PIG PUPPET

#### MATERIALS NEEDED

- 3 pink pieces of felt
- Small scraps of dark pink and black felt
- Matching embroidery floss or glue

#### DIRECTIONS

1. Place body pattern on fold and cut out two complete bodies from pink felt.
2. Cut two ears from pink, two eyes from black, and two nostrils from dark pink.
3. Place nose on one body piece using the picture as a guide. Sew or glue onto body.
4. Place nostrils on nose and sew in place.
5. Sew eyes in place.
6. Insert ears.
7. Place the two body pieces together. Sew around the body leaving only the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.



## LESSON 3 (CONTINUED)

### SHEEP PUPPET

#### MATERIALS NEEDED

- 3 white pieces of felt
- White and black embroidery floss

#### DIRECTIONS

1. Place body pattern on fold and cut two complete bodies from white felt.
2. Cut two ears and head pieces, one tuft.
3. Sew head pieces together, inserting ears.
5. Sew pieces onto the front body piece.
6. Place the two body pieces together. Sew around the body leaving only the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.



### HORSE PUPPET

#### MATERIALS NEEDED

- 2 tan pieces of felt
- Scraps of felt: black, white, dark brown, medium brown
- Black, white, and brown embroidery floss

#### DIRECTIONS

1. Place body pattern on fold and cut two complete bodies from tan felt.
2. Cut eyes, nose, and stripe out of scrap felt.
3. Stitch nose holes onto nose.
4. Using the blanket stitch, sew the nose onto the bottom of stripe.
5. Sew the black part of the eyes to the white parts.
6. Sew the stripe onto the front body piece.
7. Sew the eyes half on the stripe and half on the body.
8. Sew the inside edge of the hooves onto the front body piece.
9. Stitch the shadow piece onto the outside of ears. Then sew around the edge of ears.
10. To make the mane, wrap yarn around two fingers a few times. Tie a knot at one end and cut the loops at the other end.
11. Place the two body pieces together. Sew around the body inserting the ears and mane. Leave the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.



## LESSON 3 (CONTINUED)

### FARMER PUPPET

#### MATERIALS NEEDED

- 1 piece red felt
- 1 piece pink felt
- 1 piece navy or denim felt
- Scraps of felt: black, brown, gold, white
- Black, brown, and pink embroidery floss

#### DIRECTIONS

1. Cut front body out of pink felt, back body from red felt.
2. Cut overalls from blue/denim felt, shirt from red, hat from gold, and hair from brown.
3. Sew hair onto front body piece.
4. Stitch eyebrows and mouth onto the front body piece.
5. Sew the shirt onto the front body piece. You do not need to sew along the bottom edge.
6. Sew the sides and bottom of the pocket onto the overalls.
7. On the overalls, stitch a straight line to form legs. Then, sew on overall buttons.
8. Sew the overalls onto the front body piece.
9. On each hand, stitch three evenly spaced lines to form fingers.
10. Place the two body pieces together. Sew around the body, leaving the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.
11. Sew the front and back hat pieces together, leaving it open at the bottom to insert head. Stitch the hat to head on front and back pieces.



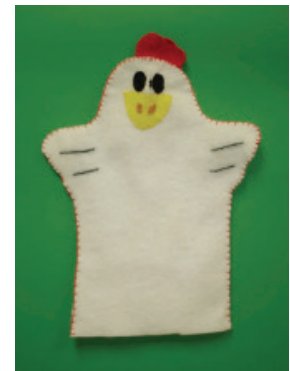
### CHICKEN PUPPET

#### MATERIALS NEEDED

- 2 white pieces of felt
- Scraps of felt: black, yellow, and red
- Black, yellow, and red embroidery floss

#### DIRECTIONS

1. Place body pattern on fold and cut two complete bodies from white felt.
2. Cut beak from orange, eyes from black.
3. Stitch nose holes to beak.
4. Sew the beak and eyes to the front body piece.
5. Stitch wing marks.
6. Place the two body pieces together. Sew around the body, inserting the cone at the top and leaving the bottom edge open for your hand. Pieces can also be sewn on a sewing machine or carefully glued.





## LESSON 3 (CONTINUED)

### DUCK PUPPET

#### MATERIALS NEEDED

- 2 yellow pieces of felt
- Scraps of felt: black, white, orange
- Black, white, yellow, and orange embroidery floss

#### DIRECTIONS

1. Place body pattern on fold and cut two complete bodies from yellow felt.
2. Cut eyes and beak from scraps of felt.
3. Sew black part of eye to white part.
4. Stitch nose holes to the top beak.
5. Sew the bottom beak to the front body piece. Sew around the edge of the top beak, only sewing the top edge to the front body piece.
6. To make the hair, wrap embroidery floss around two fingers a few times. Tie a knot at one end and cut the loops at the other end. Separate the individual threads.
7. Place the two body pieces together. Sew around the body inserting the hair and leaving the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.



### CAT PUPPET

#### MATERIALS NEEDED

- 2 orange pieces of felt
- Scraps of felt: black, tan, pink
- Black, orange, and pink embroidery floss

#### DIRECTIONS

1. Place body pattern on fold and cut two complete bodies from orange felt.
2. Cut stripes, eyes, ears, and nose from scraps of felt.
3. Sew the nose onto the muzzle.
4. Sew the eyes, muzzle, paws, and stripes onto the front body piece.
5. Stitch mouth onto the muzzle.
6. Stitch around the edge of ears.
7. Place the two body pieces together. Sew around the body, inserting the ears and leaving the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.



**LESSON 3 (CONTINUED)****DOG PUPPET****MATERIALS NEEDED**

- 2 tan pieces of felt
- Scraps of felt: black, dark brown, pink
- Black and brown embroidery floss

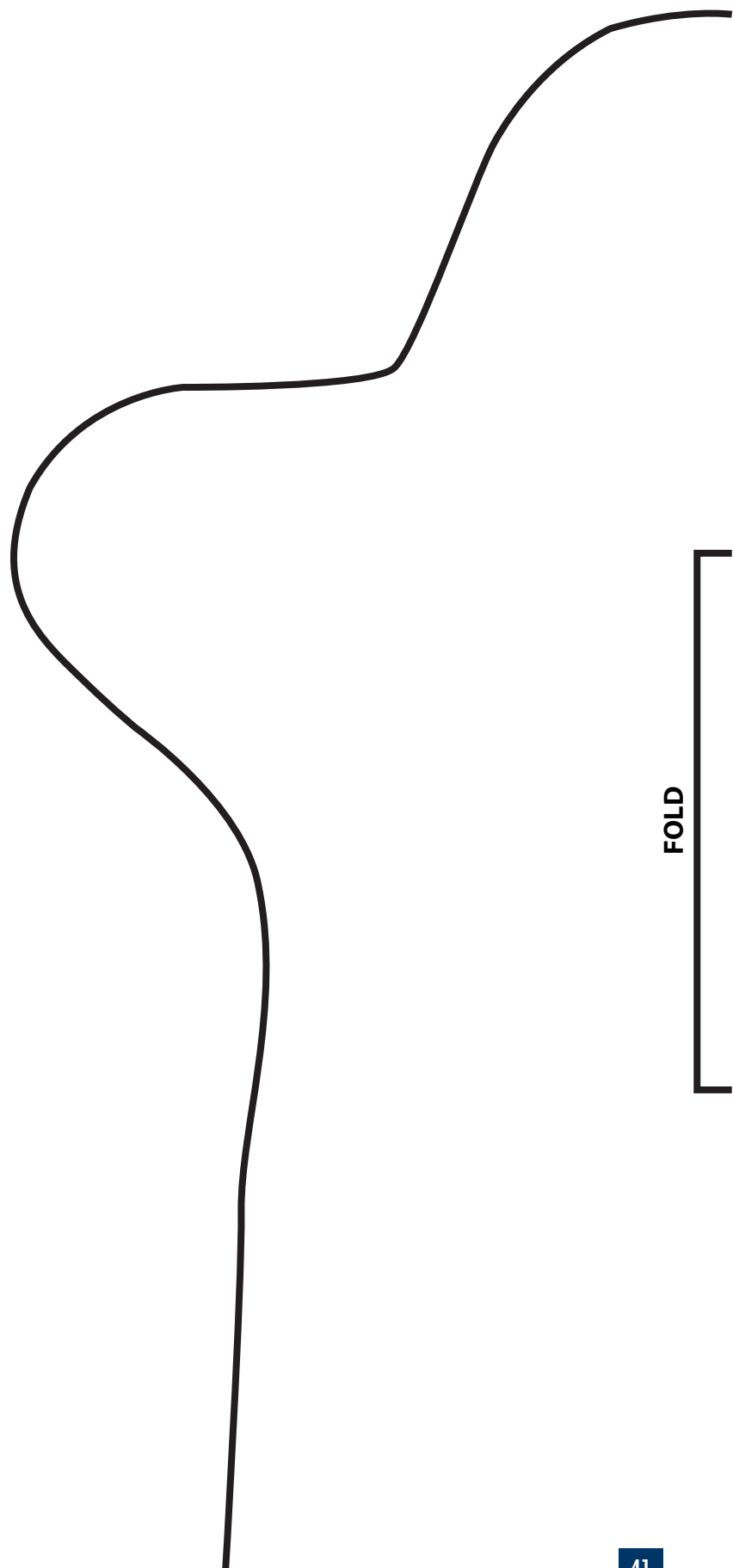
**DIRECTIONS**

1. Place body pattern on fold and cut two complete bodies from tan felt.
2. Cut paws, spots, eyes, ears, and nose from scraps of felt.
3. Sew the nose onto the muzzle.
4. Sew the muzzle onto the front body piece, sewing the straight edge of the tongue underneath.
5. Sew the eyes, paws, and spots onto the front body piece.
6. Sew the ear spots onto ears and stitch around the edge of ears.
7. Place the two body pieces together. Sew around the body, inserting the ears and leaving the bottom edge open for your hand. Pieces can also be sewn with a sewing machine or carefully glued.



# HAND PUPPET PATTERN

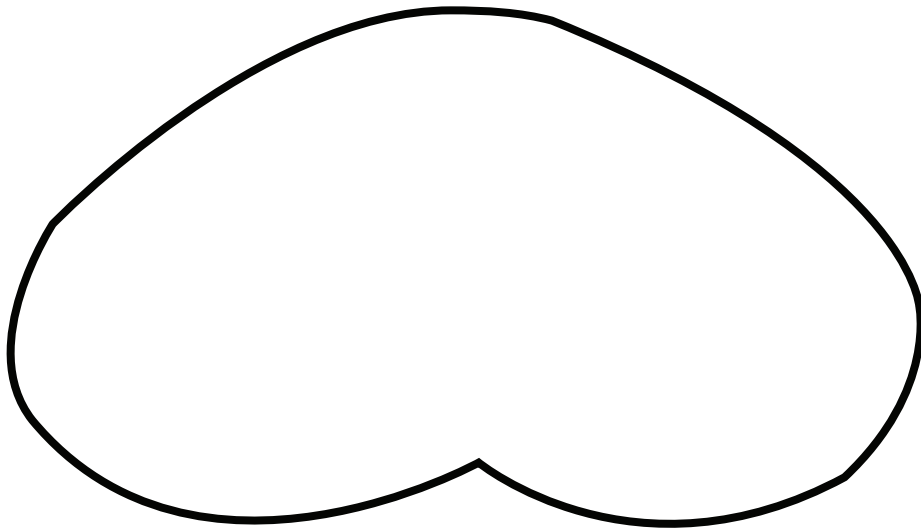
BODY FOR COW, PIG AND SHEEP



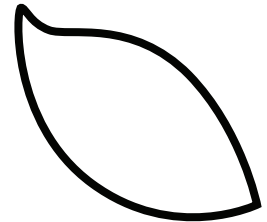
FOLD

# HAND PUPPET PATTERN

## COW DETAILS



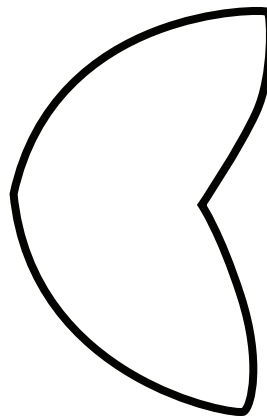
NOSE (1)



EAR (2)



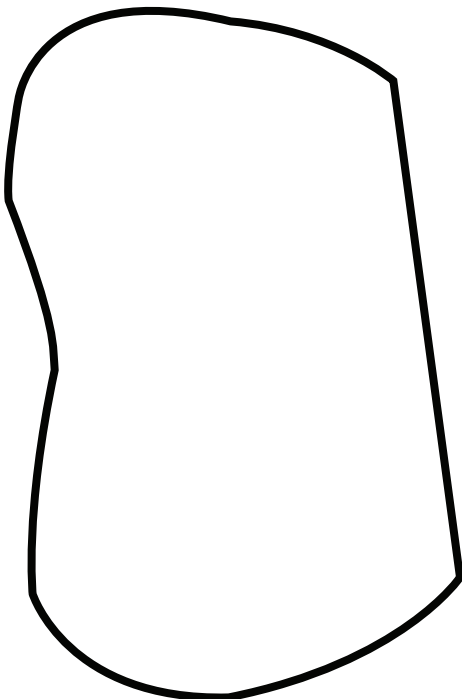
CHIN (1)



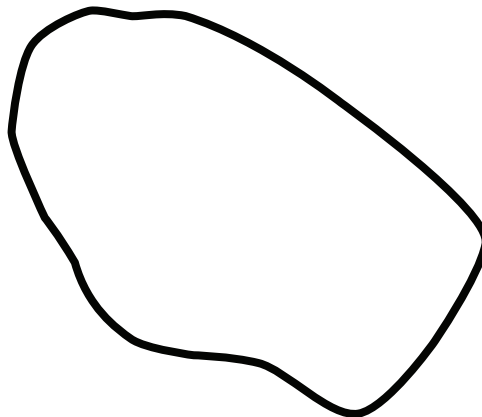
HOOF (2)



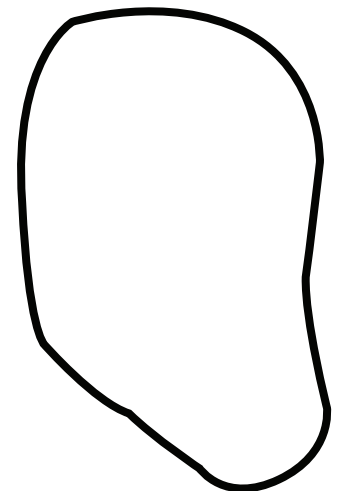
EYE (2)



SPOT (1)



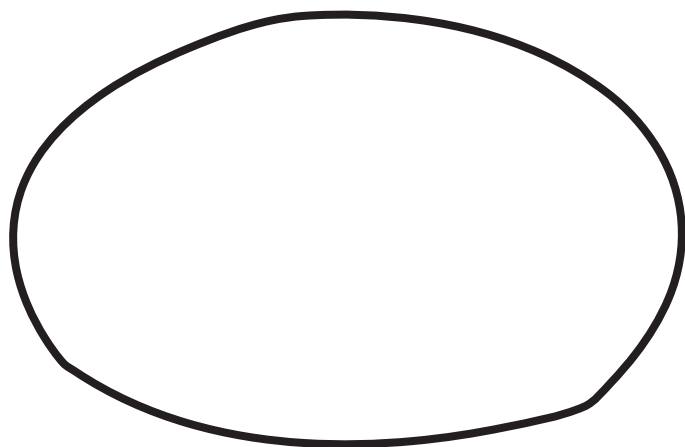
SPOT (1)



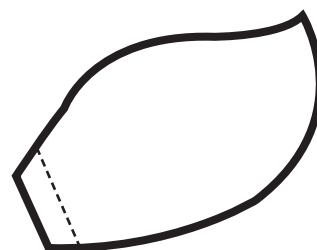
SPOT (1)

# HAND PUPPET PATTERN

## PIG DETAILS



NOSE (1)



EAR (2)



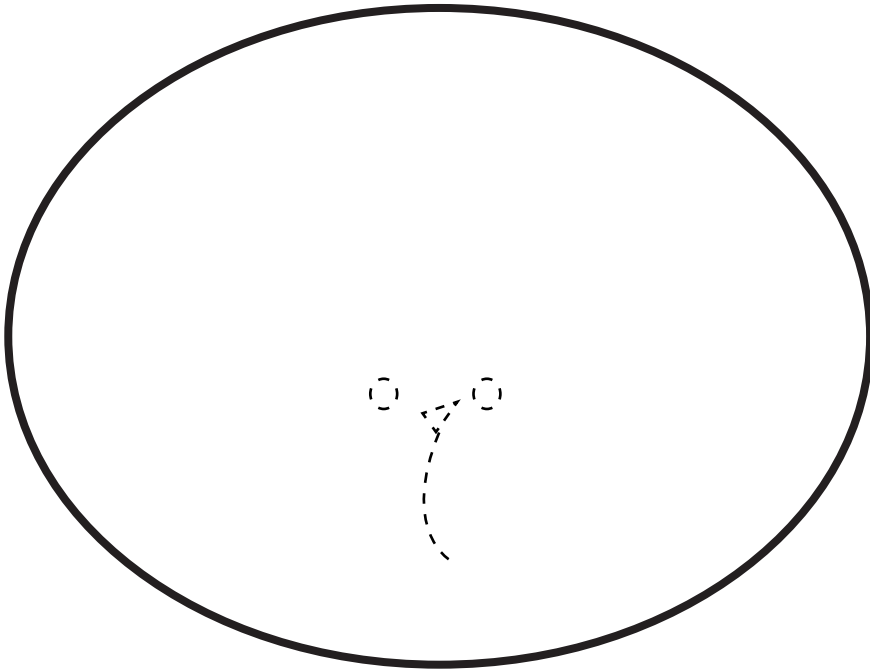
NOSTRIL (2)



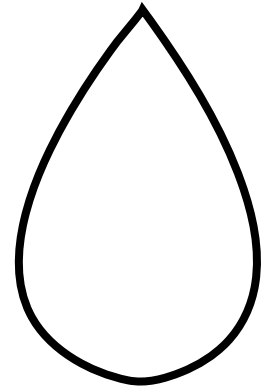
EYE (2)

# HAND PUPPET PATTERN

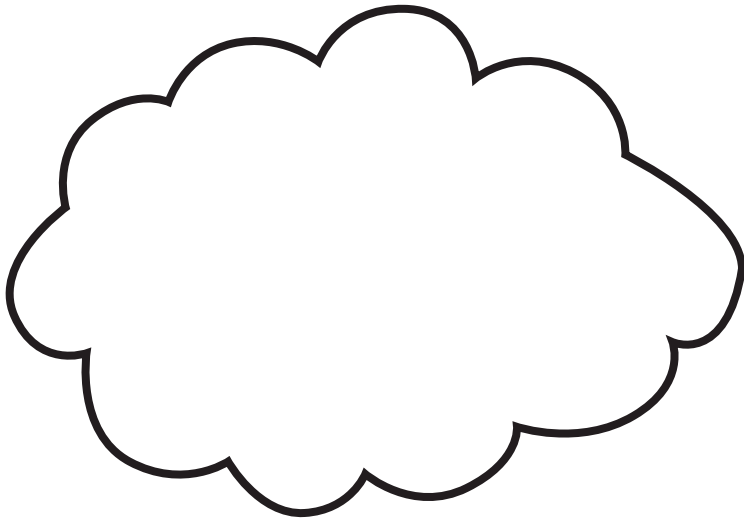
## SHEEP DETAILS



FACE (2)



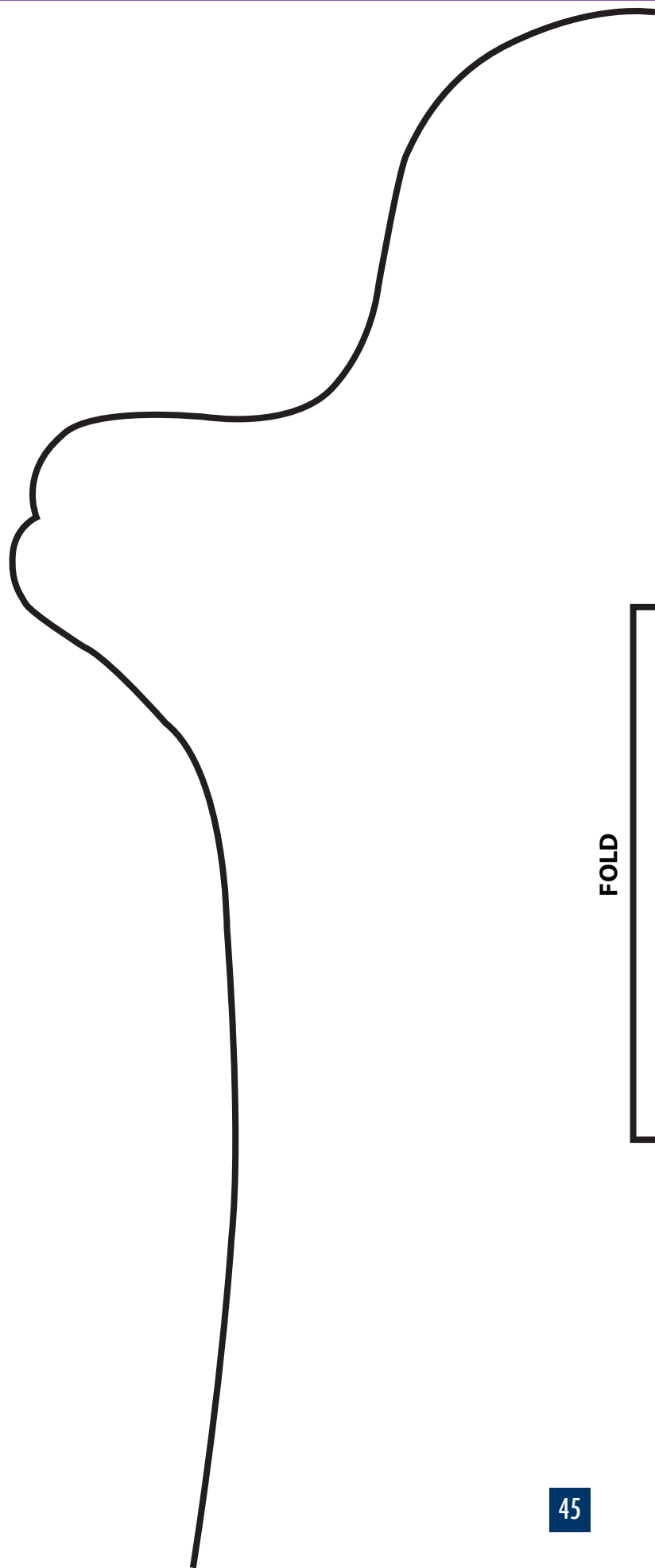
EAR (2)



TOP TUFT (1)

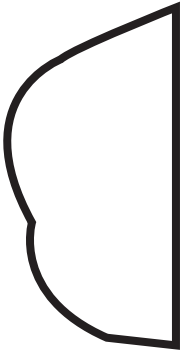
# HAND PUPPET PATTERN

## BODY FOR HORSE



# HAND PUPPET PATTERN

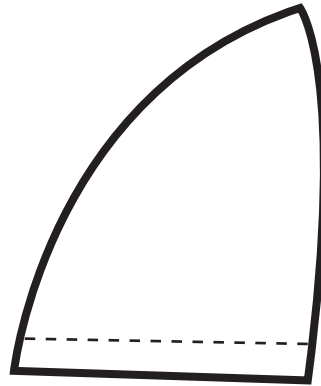
## HORSE DETAILS



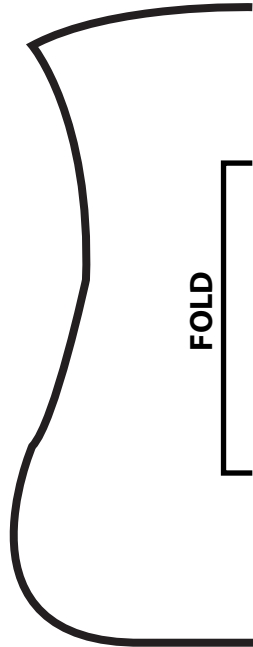
HOOF (2)



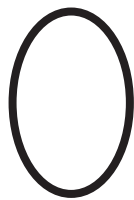
SHADOW(2)



EAR (2)



STRIPE (1)



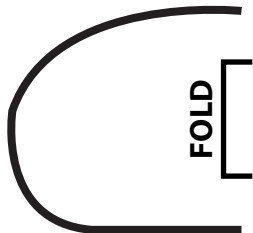
WHITE EYE (2)



BLACK EYE (2)



NOSE HOLE (2)

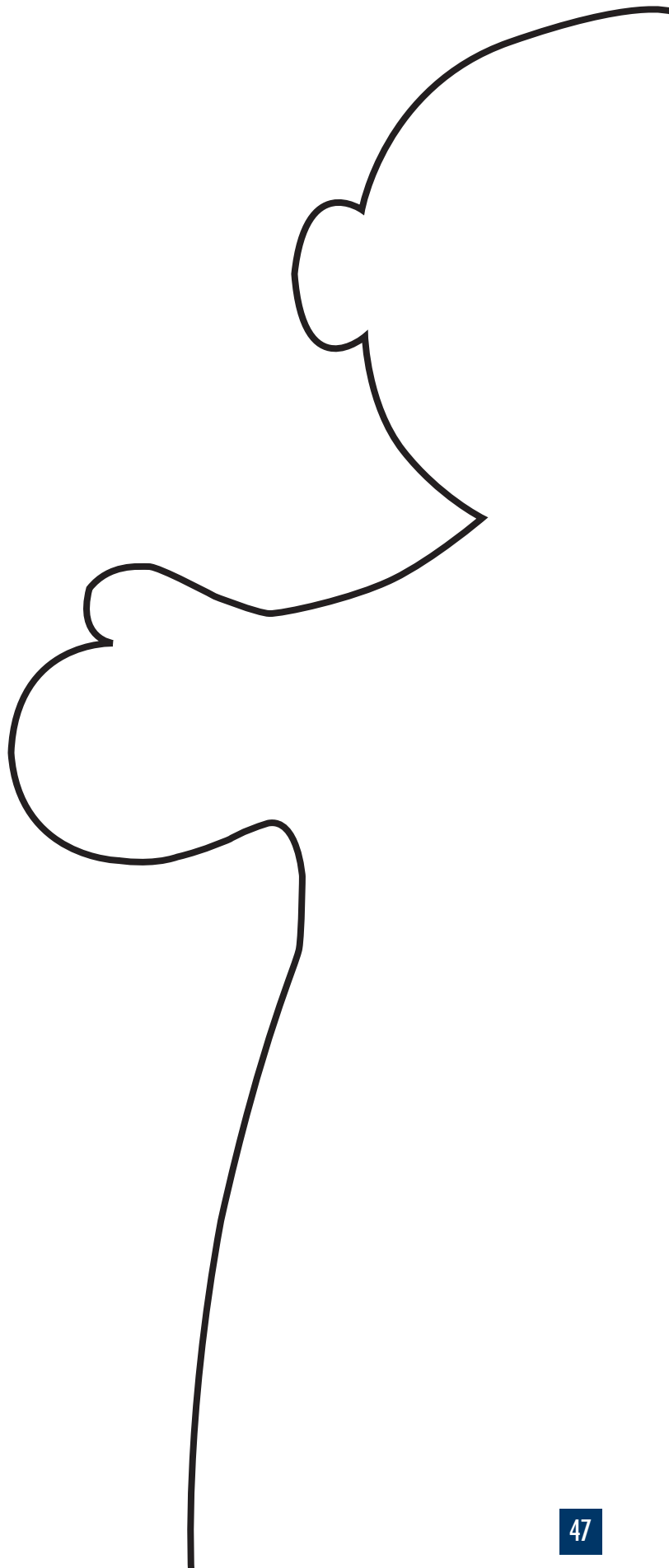


NOSE (1)



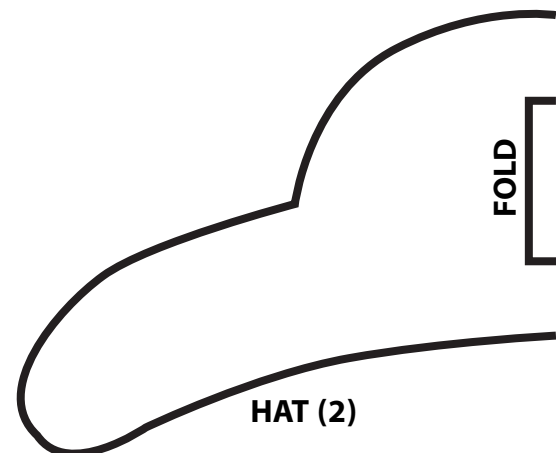
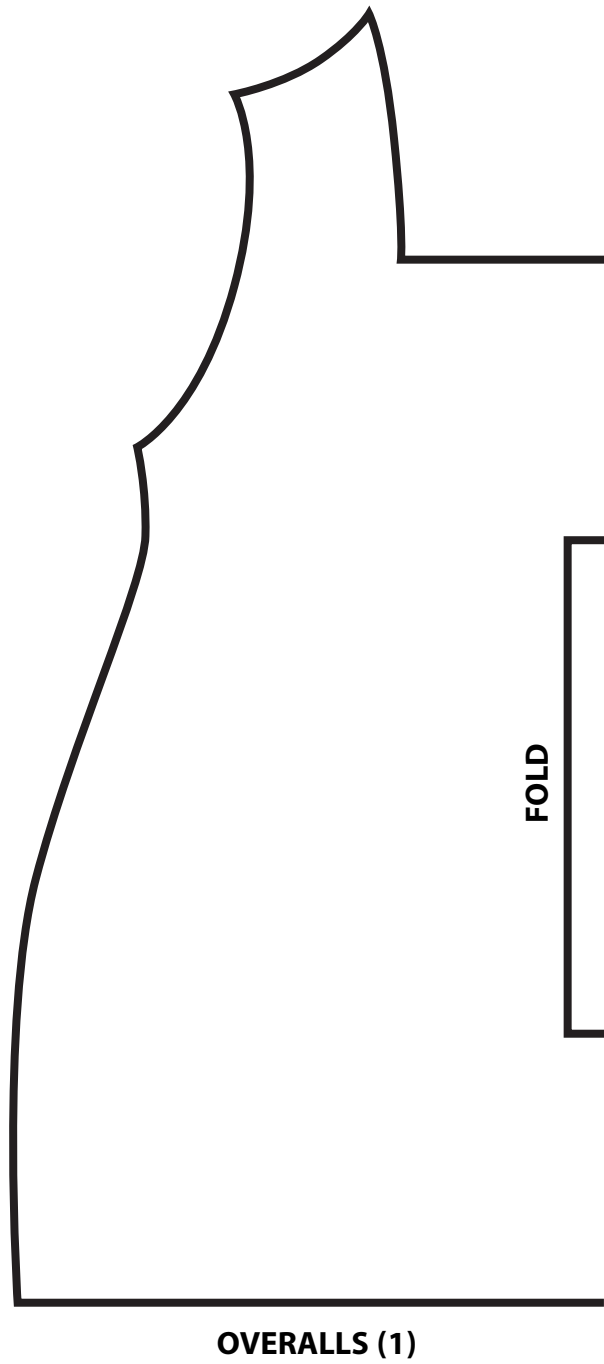
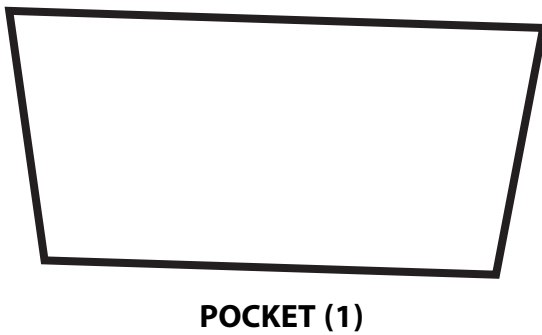
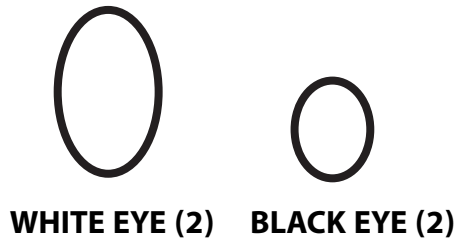
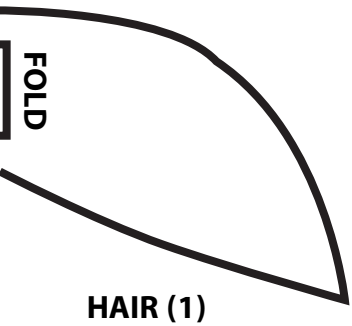
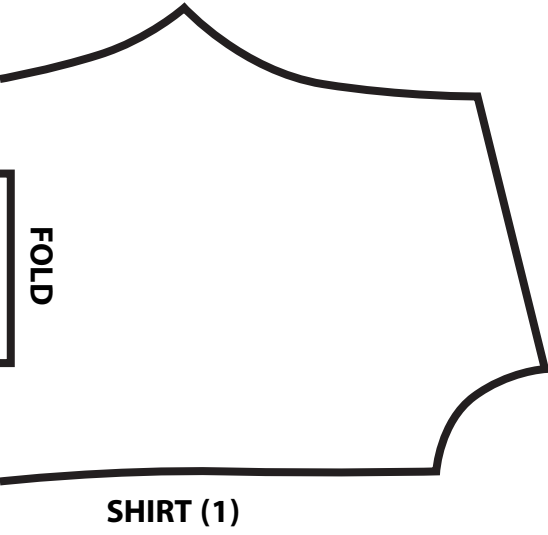
# HAND PUPPET PATTERN

## BODY FOR FARMER



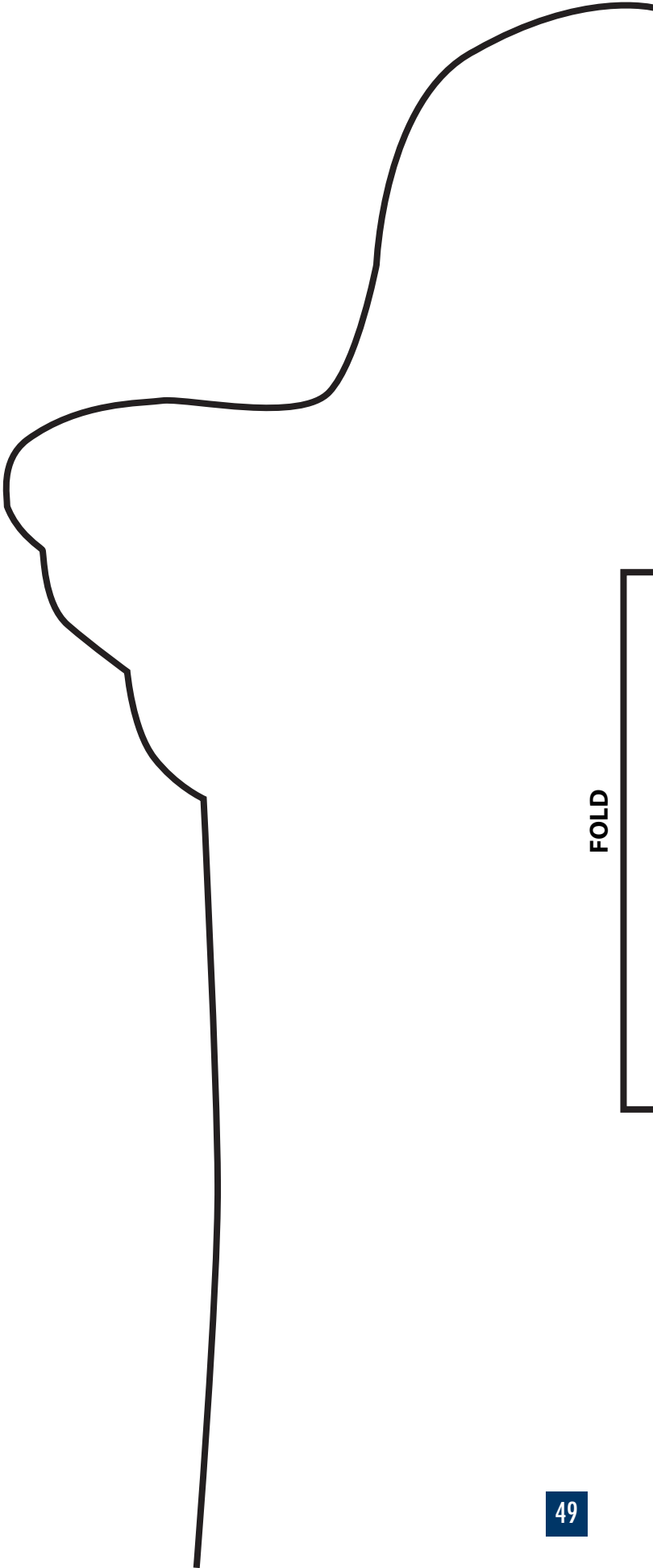
# HAND PUPPET PATTERN

## FARMER DETAILS



**HAND PUPPET PATTERN**

**BODY FOR DUCK AND CHICKEN**

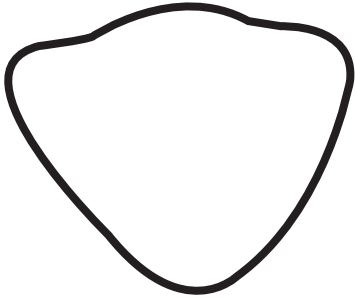


FOLD

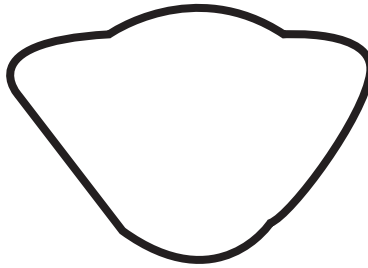
# HAND PUPPET PATTERN

## DUCK AND CHICKEN DETAILS

### DUCK



BOTTOM BEAK (1)



TOP BEAK (1)



WHITE EYE (2)

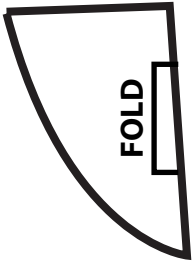


BLACK EYE (2)



NOSE HOLE

### CHICKEN



BEAK (1)



CONE (1)



WHITE EYE (2)



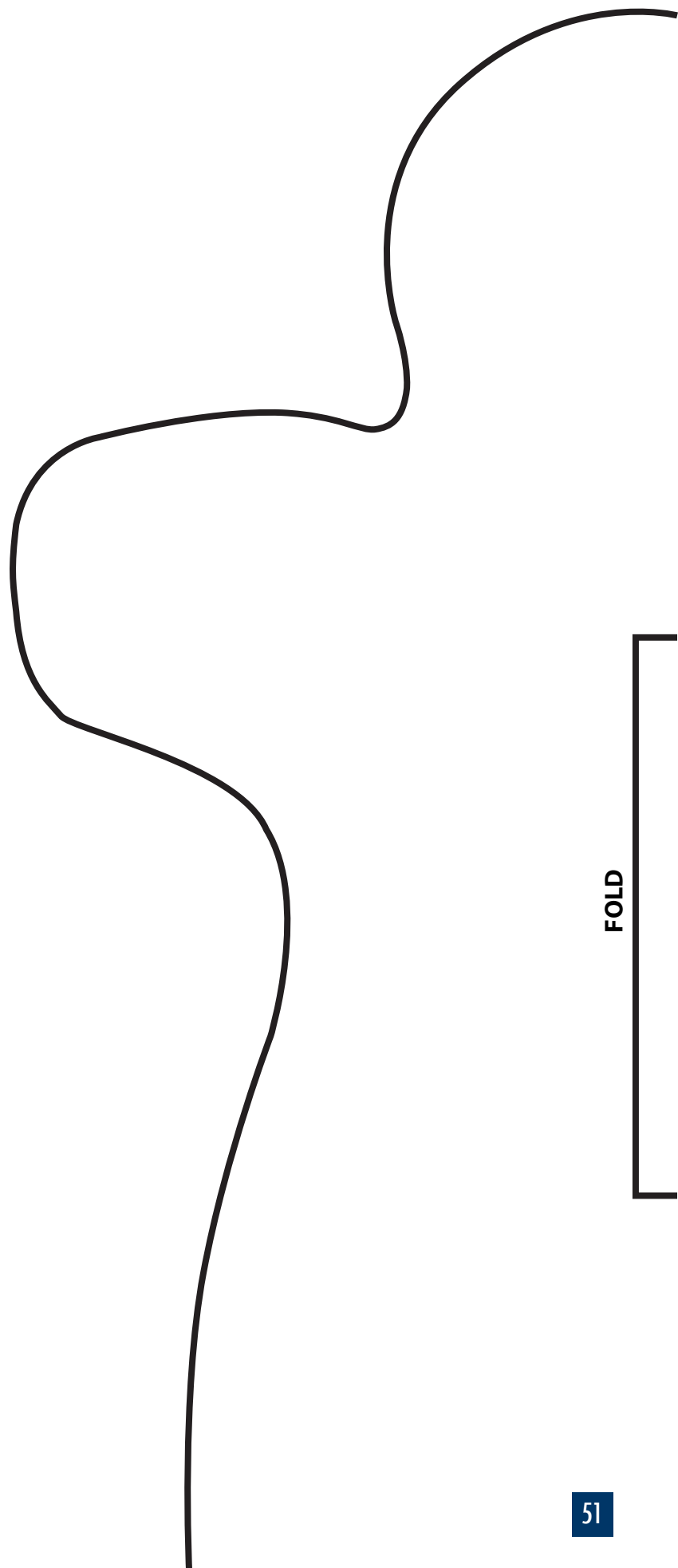
BLACK EYE (2)



NOSE HOLE

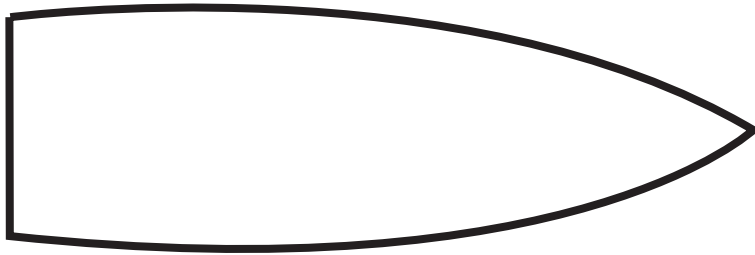
# HAND PUPPET PATTERN

## BODY FOR CAT AND DOG

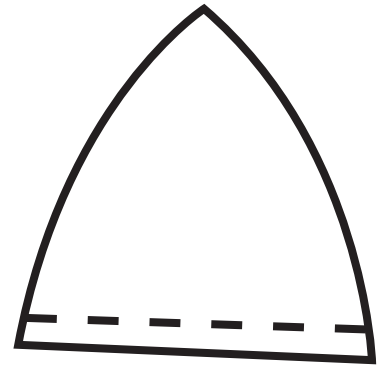


# HAND PUPPET PATTERN

## CAT DETAILS



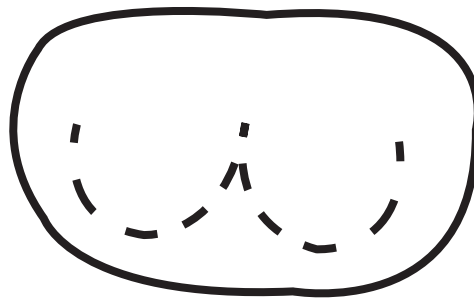
STRIPE (3)



EAR (2)



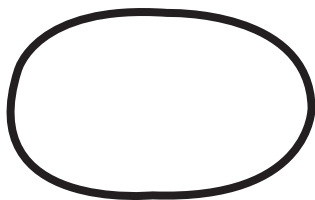
NOSE (1)



MUZZLE (1)



EYE (2)



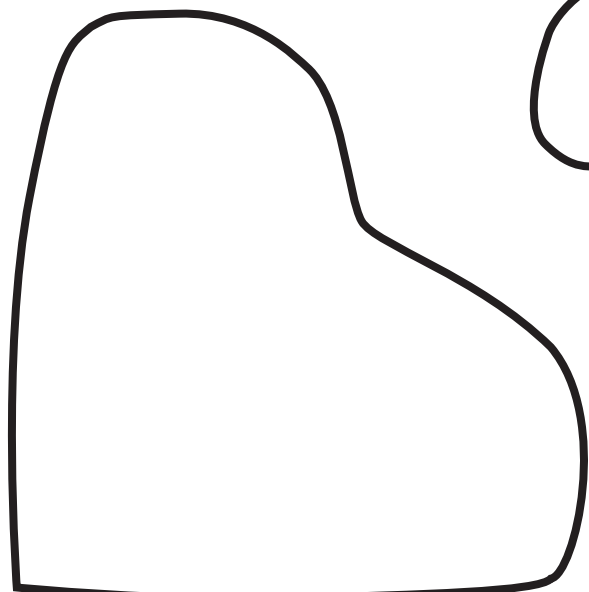
PAW (2)



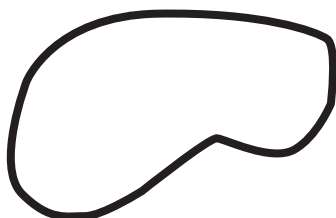
PAW (6)

# HAND PUPPET PATTERN

## DOG DETAILS



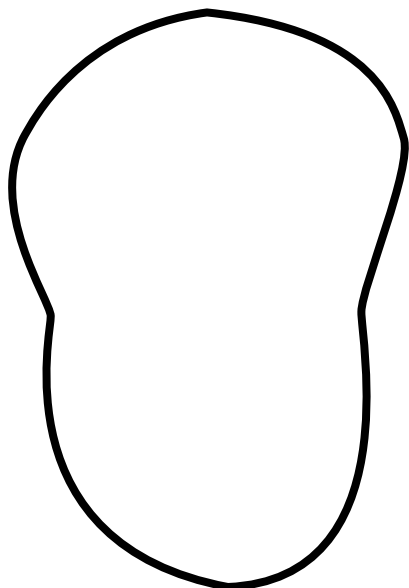
SPOT (1)



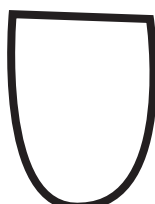
LEFT EAR SPOT (1)



SPOT (1)



SPOT (1)



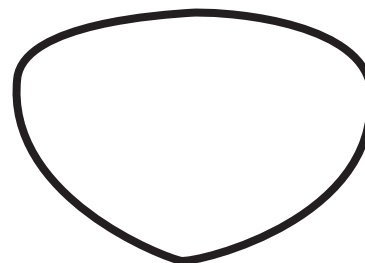
TONGUE (1)



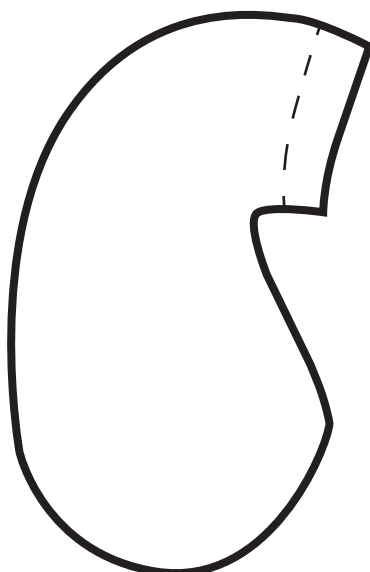
NOSE (1)



EYE (2)



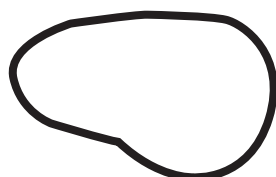
PAW (2)



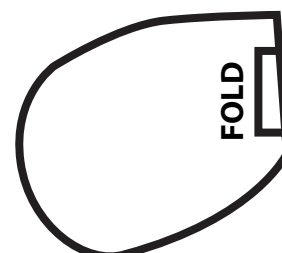
EAR (2)



PAW (6)



RIGHT EAR SPOT (1)



MUZZLE (1)

## LESSON 4: PETER RABBIT

The first “Tale of Peter Rabbit” was created by Beatrix Potter in a letter to a five-year-old child, Noel Moore. In June 1902, the story was published by Frederick Warne & Co. Over the years, the popular children’s story has sold over 40 million copies worldwide. It’s still listed as a favorite 110 years later.

The story is about a disobedient rabbit named Peter who sneaks into McGregor’s garden, eating as many vegetables as possible, without getting caught. In his quick escape, Peter loses his shoes and jacket. The weary little rabbit returns home feeling very ill and is put to bed with a dose of chamomile tea.

### MATERIALS NEEDED

- Cardstock to copy Peter Rabbit and friends.
- Laminator (if desired).
- Scissors
- Glue
- Tape

### DIRECTIONS

1. Copy all of the characters from Peter Rabbit. They can be found at:  
[buildingstrongchildren.usu.edu](http://buildingstrongchildren.usu.edu).
  - a. Click on “Chapter 4: Puppets”
  - b. Click on “Lesson 4: The Tale of Peter Rabbit”
  - c. Click “The Tale of Peter Rabbit Activities”
  - d. Click “Peter Rabbit Finger Puppet Printables”
2. Cut out.
3. Laminate if desired. Cut out lamination.
4. Glue or tape paper strip so it will slip on child’s finger.
5. Tell the story of “Peter Rabbit” having the children interact with their character.

**Snack Idea:** Provide a variety of raw vegetables for a simple and nutritious snack. Try to select at least one vegetable that children may not have tried before.



## LESSON 5: MAKING A MOVING MOUTH PUPPET

### MATERIALS NEEDED

- Hot glue gun
- Box cutter
- Rectangular cardboard  
(Approximately 4 ½ x 6 inches)
- ½ yard of fleece  
(puppet body color)
- Red or pink felt for tongue
- 1" Foam Rubber  
(Approximately 7 ½ x 7 inches)
- Sheet of black felt for mouth
- Polyfill stuffing
- Rubber cement
- Scissors
- Adhesive felt tabs  
(Used on feet of furniture)
- Magic marker
- Craft fur or marabou boa
- Pom-pom or styrofoam ball for nose
- 1 styrofoam ball for eyes
- Sewing machine
- Pencil

### DIRECTIONS

For video tutorials on making this puppet, see page 57.

1. Fold the ½ yard of fleece in half, hot dog style.
2. Trace the outline of the character from the pattern or draw your own onto the fleece using a magic marker.
3. Using a sewing machine, carefully sew along the lines you drew.
4. Cut out the puppet looking at the side of the fabric without the lines. This makes it easier to avoid cutting through the stitching.
5. Turn character inside out using a pencil to help turn arms and fingers.
6. Using a pencil as an aid, stuff each finger individually with polyfill stuffing. Similarly, stuff the arms leaving a small bend at the elbow.
7. Fold the rectangle cardboard down the middle.
8. Using rubber cement, glue the black felt to the inside of the cardboard.
9. Cut the top and bottom edges into a rounder shape making the bottom edge a little thinner for a comical look.
10. Using the box cutter, tear the outside edge of the fold to create more flexibility.
11. Size up the mouth on your character to find a good place for it. Cut a slit from corner to corner, only cut through the front of the puppet, to insert the mouth.
12. Insert the mouth, pulling the edges of the fleece over the edges of the cardboard, leaving a lip of fleece around the edges.
13. Using the hot glue gun, glue the edges of the fleece to the mouth board pressing the edges down firmly.



**Tip:** If you dip your fingers in water, it helps protect them from getting burned.

**LESSON 5 DIRECTIONS (CONTINUED)**

14. Using the red or pink felt, cut a tongue. Heart shapes work well.
15. Using the magic marker, draw a line from the middle of the tongue to the top.
16. Using a hot glue gun, glue the tongue inside the mouth.
17. Using the square foam piece, cut a triangular piece out of the bottom.
18. Fold the piece so both side edges of the triangle meet.
19. While pinching the triangle sides together, pinch the top edges together and pull it down to meet the lower edge.
20. Hold it in place with one hand while inserting it into the character's head on top of the mouth board.
21. Shape and smooth out the top of the head so there are no hard edges or wrinkles.
22. Cut one of the styrofoam balls in half using scissors.
23. Using hot glue, attach the Styrofoam ball halves to the puppet for eyes. (the Styrofoam might crackle a little bit).
24. Using the felt tabs as pupils, position them on the Styrofoam balls to create the illusion that the puppet is looking at you.
25. To add a nose, you can either hot glue a pom-pom into place or use a Styrofoam ball. To use a Styrofoam ball for the nose, cut it in half with the scissors.
26. Wrap the styrofoam ball in extra fleece, stretching it as much as possible.
27. Take thread and wrap it around the excess fabric.
28. Pull the thread tight and tie a knot to hold it in place.
29. Using hot glue, attach the nose in place.
30. To add hair, use either craft fur or a marabou boa. Cut to the correct size and attach with hot glue. This can be used to add eyebrows, hair, mustaches, beards, etc.
31. If desired, wire can be added for movement. (Refer to the YouTube videos for instructions. See resources.)
32. For clothing, infant sizes fit well, or make your own.
33. Be creative! You can customize the puppet any way you choose!

# MAKING A MOUTH PUPPET: TUTORIAL

- Tools and Supplies  
[http://www.ehow.com/video\\_2389536\\_tools-supplies\\_-make-puppet.html](http://www.ehow.com/video_2389536_tools-supplies_-make-puppet.html)
- How to Draw a Pattern for a Hand Puppet (Steps 1-2)  
[http://www.ehow.com/video\\_2389537\\_draw-pattern-hand-puppet.html](http://www.ehow.com/video_2389537_draw-pattern-hand-puppet.html)
- Sewing the Pattern Outline (Step 3)  
[http://www.ehow.com/video\\_2389538\\_cutting-puppet-pattern\\_-make-puppet.html](http://www.ehow.com/video_2389538_cutting-puppet-pattern_-make-puppet.html)
- Cutting Out the Puppet Pattern (Step 4)  
[http://www.ehow.com/video\\_2389539\\_sewing-pattern-outline\\_-make-puppet.html](http://www.ehow.com/video_2389539_sewing-pattern-outline_-make-puppet.html)
- Stuffing the Arms (Step 5-6)  
[http://www.ehow.com/video\\_2389540\\_stuffing-arms\\_-make-puppet.html](http://www.ehow.com/video_2389540_stuffing-arms_-make-puppet.html)
- Making the Mouth Board (Steps 7-10)  
[http://www.ehow.com/video\\_2389541\\_making-mouth-board\\_-make-puppet.html](http://www.ehow.com/video_2389541_making-mouth-board_-make-puppet.html)
- Inserting the Mouth Board (Steps 11-12)  
[http://www.ehow.com/video\\_2389542\\_inserting-mouth-board\\_-make-puppet.html](http://www.ehow.com/video_2389542_inserting-mouth-board_-make-puppet.html)
- How to Glue On the Mouth Board (Step 13)  
[http://www.ehow.com/video\\_2389543\\_glue-mouth-board\\_-make-puppet.html](http://www.ehow.com/video_2389543_glue-mouth-board_-make-puppet.html)
- Adding a Tongue (Steps 14-16)  
[http://www.ehow.com/video\\_2389544\\_adding-tongue\\_-make-puppet.html](http://www.ehow.com/video_2389544_adding-tongue_-make-puppet.html)
- Stuffing the Head (Steps 17-21)  
[http://www.ehow.com/video\\_2389545\\_stuffing-head\\_-make-puppet.html](http://www.ehow.com/video_2389545_stuffing-head_-make-puppet.html)
- Adding Eyes (Steps 22-23)  
[http://www.ehow.com/video\\_2389546\\_adding-eyes\\_-make-puppet.html](http://www.ehow.com/video_2389546_adding-eyes_-make-puppet.html)
- Completing the Eyes (Step 24)  
[http://www.ehow.com/video\\_2389547\\_completing-eyes\\_-make-puppet.html](http://www.ehow.com/video_2389547_completing-eyes_-make-puppet.html)
- Adding a Nose (Steps 25-29)  
[http://www.ehow.com/video\\_2389548\\_adding-nose\\_-make-puppet.html](http://www.ehow.com/video_2389548_adding-nose_-make-puppet.html)
- Adding Hair (Step 30)  
[http://www.ehow.com/video\\_2389549\\_adding-hair\\_-make-puppet.html](http://www.ehow.com/video_2389549_adding-hair_-make-puppet.html)
- Adding Wire to the Arms (Steps 31-33)  
[http://www.ehow.com/video\\_2389550\\_adding-wire-arms\\_-make-puppet.html](http://www.ehow.com/video_2389550_adding-wire-arms_-make-puppet.html)

# NOTES



# CHAPTER 5: FINGER PLAYS

Chris Jensen

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Early development of fine motor skills plays an important role in later skills. Finger plays increase a child's attention span while increasing manual dexterity.

### LANGUAGE DEVELOPMENT

Finger plays introduce new words, their usage, and their association to children. Finger plays improve memory ability, thought processes and awareness, and increase knowledge. They help children develop listening skills.

### PHYSICAL DEVELOPMENT

Finger plays help children develop eye/hand coordination in conjunctions with rhythms and music. They help develop fine motor skills and encourage manual dexterity. They also develop hand, feet, and body movements.

### SOCIAL/EMOTIONAL DEVELOPMENT

Finger plays encourage and increase play among children, families, and others as children learn new words and actions. They also help children to bond with others.

### COGNITIVE DEVELOPMENT

Well-developed fine motor skills improve self-confidence, motivation, and self-esteem. Finger play is an important tool in early child development. Songs, chants, and rhymes that are coordinated with fine motor skills are important for cognitive connections.

## INTRODUCTION



Finger plays are valuable activities that help children acquire skills essential to their development and learning. Finger plays help improve and advance memory and language skills while aiding in the development of eye-hand coordination and enhancing gross and fine motor skills.

Some activities associated with finger plays have long-term significance for children. Development and refinement of fine motor skills in early childhood plays a major role in acquiring writing skills. Before children can attempt to manipulate a pencil for writing, they need strength in their hands and fingers. Finger plays can help provide this much-needed strength and dexterity. Well-developed fine motor skills are important for self-confidence, motivation, and self-esteem, making finger plays an important tool in early childhood development.

Finger plays are essentially nursery rhymes passed down from generation to generation. Finger plays have captivated children for many years. They can be done frequently, offering children the opportunity to have fun playing with language and the movements of their body. Finger plays can allow squirming toddlers to become active when they are required to sit and wait. Finger plays and action rhymes can refer to any subject such as animals, trains, food, etc. The sillier and more fun the finger play, the more the child will enjoy doing it again and again.

Finger plays and rhymes come to life during circle and large group times as preschool children show word meaning through simple actions and finger movements. Preschoolers develop memory and recall skills as they sing and recite songs and poems.

## SUGGESTIONS FOR TEACHING FINGERPLAYS

- Demonstrate the actions as you sing or say the words.
- Keep actions slow so children can keep up.
- Repeat fingerplays often for children to become familiar with them.
- Be enthusiastic!
- Only learn one finger play at a time.
- Make a finger play card file or use pictures as a prompter, if necessary, though you should memorize the finger plays you use.
- Use finger plays for transitions.
- Teach finger plays by using the mirror technique (face the children and use your right-hand if you want them to use their left).

## OBJECTIVES

- Increase manual dexterity and muscular control.
- Develop an understanding of rhythms, size, shape, and direction.
- Build vocabulary and aid in language development.
- Allow for self-expression.
- Help teach number, letter, and counting concepts.
- Provide fun and relaxation by having a legitimate opportunity to move and wiggle.
- Assist in learning to follow directions.
- Increase attention span.
- Develop listening and memory skills.
- Teach order and sequence.



# CHAPTER 5: LEARNING ACTIVITIES

## LESSON 1: LEARN FINGER PLAYS THAT TEACH COUNTING

**Goal:** Help children develop their fine motor skills, counting skills and numerical order, and new words and rhythms.

### 1. TWO LITTLE BLACK BIRDS

Two little black birds  
Sitting on the wall,  
One named Peter,  
The other named Paul.

Fly away Peter!  
Fly away, Paul!

Come back, Peter!  
Come back, Paul!

#### Actions

Hold up each of your index fingers  
Place your hands on your knees  
Raise each finger in turn with bird's names

Wiggle one finger as you put a hand behind your back as if it's flying away  
Wiggle the other finger as you put the other hand behind your back

Bring the first hand from behind your back  
Bring the second hand from behind your back

### 2. FIVE LITTLE MONKEYS JUMPING ON THE BED

(Repeat rhyme until down to no monkeys...4 monkeys, 3 monkeys, 2 monkeys, 1 monkey, etc.)

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!"

#### Actions

Bounce one hand on the palm of the other hand, fingers extended  
Hold head and move back and forth  
Make dialing motion  
Shaking finger back and forth like a warning

**Suggested Reading:** *"Five Little Monkeys Reading in Bed,"* Eileen Christelow, 2011. Clarion Books: New York, New York.

### 3. TEN IN A BED

There were ten in a bed and the little one said,  
"Roll over, roll over."  
So they all rolled over and one fell out.

#### Actions

(Rolling motion)

There were nine in the bed and the little  
one said,  
"Roll over, roll over."  
So they all rolled over and one fell out....

(Rolling motion)

(These versus, minus one each time, are repeated until you get to the number one. Each time "roll over" is said, dramatize the rolling motion.)

There was one in the bed and the little one said, "Good night!"

## LESSON 2: FINGER PLAYS WITH BODY MOVEMENTS OR BODY PARTS

**Goal:** Help children learn about their body, movement, and body parts.

### 1. THE FINGER FAMILY

Tommy Thumb,  
Tommy Thumb.  
Where are you?  
Here I am, here I am,  
How do you do?

Tommy Thumb's up  
Tommy Thumb's down;  
Tommy Thumb's dancing,  
All around the town.

#### Actions

(Raise each finger in turn)  
Toby Tall's up, etc.  
Ruby Ring's up, etc.  
Little Finger's up, etc.  
All the Fingers up, etc.

(each finger in turn)

Peter Pointer  
Toby Tall  
Ruby Ring  
Baby Finger  
Finger Family - here we are.

Peter Pointer's up  
Peter Pointer's down  
Peter Pointer's dancing  
All around the town.

### 2. I TOUCH

I'll touch my chin,  
My cheek,  
My chair.

I'll touch my knees,  
My neck,  
My nose.

I'll touch my head,  
My heels,  
My hair.

Then I'll dip down  
and touch my toes.

### 3. SITTING ON THE FLOOR

Put your hands way up,  
Put your hands way out,  
Put your hands way down,  
And give a clap, clap, clap.

Put your right foot out and in,  
Put your left foot out and in,  
Now put both your feet out,  
And kick, kick, kick.

### 4. HANDS

Open - shut them,  
Give a little clap.  
Open - shut them,  
Open - shut them,  
Lay them in your lap.  
Roll them, roll them,  
Roll them, roll them,  
Roll them, just like this.  
Wave them, wave them  
Wave them, wave them,  
And blow a little kiss.

#### Actions

Open and shut your hands  
Clap hands  
Open and shut your hands

Place hands on top of one another on your lap  
Roll hands

Wave hands

Kiss fingertips and then blow across your palm



## LESSON 2 (CONTINUED)

**Goal:** Children will learn about themselves and will share with others

### 5. HERE'S THE CHURCH

Here's the church

and here's the steeple;

Open the doors,

and here's all the people.

Close the doors

and let them pray;

Open the doors,

and they all go away.

#### Actions

Put hands together backwards, intertwine fingers, fold forward, thumbs together

Raise index or pointer fingers to a point and meet at the tips

Move thumbs outward to view fingers

Wiggle fingers

Close thumbs

Open thumbs

Release and flutter fingers away from each other

## LESSON 3: ACTION FINGER PLAYS

**Goal:** Learn to use imaginary tools to rhythms.

### 1. PETER WORKS WITH A HAMMER

**Instructions:** Each time you say a number, pound your fist on your palm.

Peter works with 1 hammer, 1 hammer, 1 hammer

Peter works with 1 hammer, this fine day.

Peter works with 2 hammers, etc.

Peter works with 3 hammers, etc.

Peter works with 4 hammers, etc.

Peter works with 5 hammers, etc.

#### Actions

1 hammer - fist pounding

2 hammers - 2 fists pounding

3 hammers - 2 fists and 1 foot pounding

4 hammers - 2 fists and 2 feet pounding

5 hammers - 2 fists and 2 feet and head nodding

## LESSON 4: ANIMAL FINGER PLAYS

**Goal:** Children will learn new words in relationship to animals.

### 1. TEDDY BEAR, TEDDY BEAR

Teddy Bear, Teddy Bear, turn around.  
Teddy Bear, Teddy Bear, touch the ground.  
Teddy Bear, Teddy Bear, show your shoe.  
Teddy Bear, Teddy Bear, that will do.

Teddy Bear, Teddy Bear, go up stairs.  
Teddy Bear, Teddy Bear, say your prayers.  
Teddy Bear, Teddy Bear, switch off the light.

Teddy Bear, Teddy Bear, say Good Night.

#### Actions

Turn once  
Bend over and touch floor  
Raise your knees, one at a time, up high

March in place  
Put the palms of your hands together  
Pantomime turning off light

Wave good-bye

### 2. THERE WAS A LITTLE TURTLE

There was a little turtle,  
He lived in a box,  
He swam in a puddle,  
He climbed on the rocks.  
He snapped at a mosquito,  
He snapped at a flea,  
He snapped at a minnow,  
He snapped at me.  
He caught the mosquito,  
He caught the flea,  
He caught the minnow,  
But he didn't catch me!

#### Actions

Make a small circle with hand  
Make box with hand  
Wiggle hands  
Stack hands on the other  
Click fingers  
Click fingers  
Click fingers  
Click fingers  
Clap hands  
Clap hands  
Clap hands  
Shake index finger sideways

### 3. LITTLE MOUSIE

Here's a little mousie.  
Peeking through a hole.  
Peek to the left.  
Peek to the right.  
Pull your head back in,  
There's a cat in sight!

#### Actions

Make a fist  
Poke index finger of one hand through fist of the other hand  
Wiggle finger to the left  
Wiggle finger to the right  
Pull finger into fist

## LESSON 5: FINGER PLAYS ABOUT NATURE

**Goal:** Learn about nature. Learn new words that relate to nature.

### 1. APRIL CLOUDS

Two little clouds one April Day,  
Went sailing across the sky.

They went so fast, they bumped their heads,  
And both began to cry.

Out came the big round sun who said,  
“Never mind my little dears,  
I’ll send sunbeams down.  
To dry your fallen tears,  
To dry your fallen tears.”

#### Actions

Make two fists  
Move fists side to side

Bump fists together  
Rub eyes with hands

Make huge circle over head with arms

Wiggle fingers on both hands downward to indicate rain

## LESSON 6: MUSICAL FINGER PLAYS

**Goal:** Add music and words with body movement.

### FINGER PLAYS AND SONGS

Some of the best physical games for teaching involve singing and dancing. Dancing to a CD or marching to a beat on homemade instruments can introduce new words and make children part of the game.

Many books include finger play songs as their theme. These can be read in conjunction with learning the finger play. Most have additional verses.

#### 1. I'M A LITTLE TEAPOT

Words and Music: 1939 George Harry Sanders and Clarence Kelley

Copyright: 1941 Kelman Music Corporation

I'm a little teapot, short and stout.  
Here is my handle,  
Here is my spout.  
When I get all steamed up,  
Hear me shout.  
Tip me over and pour me out.

#### Actions

Put left hand on left hip  
Put right hand out to the side, with elbow bent to imitate a spout  
Rise up on tiptoes, then come back down  
  
Bend sideways from the waist, toward the right, to suggest pouring

**Suggested Reading:** *I'm a Little Teapot*, Iza Trapani (1998). Charlesbridge Publishing, Watertown, MA.

#### 2. FIVE LITTLE DUCKS

Five little ducks went swimming one day,  
Over the hill and far away.  
Mother duck said, "quack, quack, quack,"  
Four little ducks came swimming back.

Four little ducks went swimming one day  
(Repeat as above)  
Three little ducks came swimming back.

Three little ducks went swimming one day  
(Repeat as above)  
Two little ducks came swimming back.

Two little ducks went swimming one day  
(Repeat as above)  
One little duck came swimming back.

One little duck went swimming one day  
(Repeat as above)  
No little ducks came swimming back.

But when Daddy duck said "quack, quack, quack,"  
Five little ducks came swimming back.

## LESSON 6 (CONTINUED)

**Goal:** Add music and words with body movement.

### 3. HEAD, SHOULDERS, KNEES AND TOES

(Tune: London Bridges)

Head and shoulders, knees and toes,

Knees and toes, knees and toes.

Head and shoulders, knees and toes,

Eyes, ears, mouth and nose.

Touch appropriate body part while singing. Repeat the song several times, singing faster each time song is sung, until children can no longer sing.

Substitute different body parts; e.g., head, tummy, hips and thighs. This helps children learn different names for the parts of their body.

#### Another version for older children

Head and shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

1. Pat your tummy and wiggle your nose.

Head and shoulders knees and toes, knees and toes.

2. Stretch your arms, look how tall you can grow,

Head and shoulders, knees and toes, knees and toes.

3. Clap your hands and around you go!

Head and shoulders knees and toes, knees and toes.

\*(For older children: Eyes, ears, and mouth; your elbows and your nose. Head and shoulders, knees and toes, knees and toes.)

### 4. ITSY BITSY SPIDER

Itsy Bitsy Spider went up the water spout

Down came the rain and

Washed the spider out.

Out came the sun and dried up all the rain

And Itsy Bitsy Spider went up the spout again.

#### Actions

Place index finger of right hand on left thumb, left index finger on right thumb, twist and move each as if climbing

Flutter fingers as if rain is coming down

Swish hands across in sweeping motion

Raise both arms above your head to form a circle

Repeat climbing movements.

**Suggested Reading:** *The Itsy Bitsy Spider*, Iza Trapani (1998). Charlesbridge Publishing, Watertown, MA

## LESSON 6 (CONTINUED)

**Goal:** Add music and words with body movement.

### 5. THE WHEELS ON THE BUS

The wheels on the bus go round and round,  
Round and round; round and round.  
The wheels on the bus go round and round,  
All through the town.

The horn on the bus goes beep, beep, beep,  
Beep, beep, beep; beep, beep, beep.  
The horn on the bus goes beep, beep, beep,  
All through the town.

The lights on the bus go blink, blink, blink,  
Blink, blink, blink; blink, blink, blink.  
The lights on the bus go blink, blink, blink,  
All through the town.

The wipers on the bus go swish, swish, swish,  
Swish, swish, swish; swish, swish, swish.  
The wipers on the bus go swish, swish, swish,  
All through the town.

The driver on the bus says, "Move on back."  
"Move on back," "Move on back,"  
The driver on the bus says, "Move on back."  
All through the town.

#### Actions

Roll forearms over one another in front of the body

Tap your finger on your nose

Open and shut hands

Make arms move sideways like windshield wipers

Make a hitchhiker's thumb and gesture behind you

### 6. HERE WE GO TO THE ZOO

**(Tune: Here We Go Round The Mulberry Bush)**

Here we go to the zoo in the park,  
The zoo in the park, the zoo in the park;  
Here we go to the zoo in the park so early in  
the morning.

**Action:** March in place or around the room.

This is the way the elephant walks,  
The elephant walks, the elephant walks;  
This is the way the elephant walks so early in  
the morning.

**Action:** Join hands and swing arms in  
imitation of elephant's trunk.

This is the way the big bear walks,  
The big bear walks, the big bear walks;  
This is the way the big bear walks so early in the morning.

**Action:** Imitate lumbering walk of bear.

This is the way the kangaroo hops,  
The kangaroo hops, the kangaroo hops;  
This is the way the kangaroo hops so early in the morning.  
(Continue substituting other animals such as "the rabbit  
hops," "the penguin walks," etc.)

## LESSON 6 (CONTINUED)

**Goal:** Add music and words with body movement.

### 7. DO YOUR EARS HANG LOW?

Do your ears hang low?  
Do they wobble to and fro?  
Can you tie them in a knot?  
Can you tie them in a bow?  
Can you toss them over your shoulder?  
Like a continental soldier?  
Do your ears hang low?

#### Actions

Circle hands down from each ear  
Sway hands from side to side  
Make knot-tying actions  
Make bow-tying actions  
Toss them over one shoulder  
Salute/march

### 8. WHERE IS THUMBKIN?

(Tune: Are You Sleeping?)

Where is Thumb-kin?  
Where is Thumb-kin?  
Here I am.  
Here I am.  
How are you today, sir?  
Very well, I thank you.  
Run away, Run away.

#### Actions

Place hands behind back  
  
Bring out one thumb from behind back  
Bring out the other thumb from behind back  
Bend one thumb  
Bend the other thumb  
Wiggle thumbs and return behind back

Add other fingers and ask similar questions/answers: Pointer (pointer finger), Tall Man (middle finger), Ring Man (ring finger), Baby (pinky finger). You can do this with both your hands and feet.



## NOTES





# CHAPTER 6: MUSIC

Chris Jensen

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Music promotes reading, creativity, and comprehension skills. Listening to nursery rhymes and songs involving counting, word formation, and actions makes a deep impression on memory and encourages learning in a fun way.

### LANGUAGE DEVELOPMENT

Classic nursery rhymes, chants, and songs provide the perfect bridge between speaking and reading. Songs and music increase children's memory and help develop language skills with new words.

### PHYSICAL DEVELOPMENT

Listening to music will help children understand rhythm and use physical activities to develop motor skills. They learn skills such as marching, dancing, and listening to sounds that make up our world.

### SOCIAL/EMOTIONAL DEVELOPMENT

Music builds a strong foundation for future life by nurturing children's imagination, creativity, thinking, and problem solving skills.

### COGNITIVE DEVELOPMENT

Playful learning encourages children to rely on their instincts and to satisfy their natural curiosity. It helps them develop their imagination.

## INTRODUCTION



Music is the language that children first experience from their mothers. Those gentle lullabies, hummed tunes or soft beats instill in children the rhythms of their life. Each culture seems to have some type of musical sharing that is part of their way of life.

Classic nursery rhymes, chants and songs provide the perfect bridge between speaking and reading. When the familiar words children sing become the same words they read and reading success is increased.

Sharing classic rhymes is part of cultural and literary heritage with children. These rhymes celebrate language, transferring its rhythms, flow, and structure to new readers, writers and speakers.

Music can come in many forms. Listening to music will help children develop an understanding of rhythms, using physical activity to learn large and small motor skills. Children notice rhythmic patterns of words and will repeat those words often. They use this knowledge to master language. Young children love songs with repetitive sounds and motions.

Researchers who study music and children have found that music increased math abilities, improved grades at school, improved social skills and is a cornerstone for problem solving. It provides dexterity, abilities to read from left to right, and other physical as well as, mental abilities.

Music helps to develop listening skills, language skills, large and small motor coordination skills, sequencing and numbering skills, eye hand coordination skills, improves memory and memorization skills and patience. It takes time for them to become coordinated enough to do some songs. Give them time to learn and help them to enjoy the music/

activities whether they perform them perfectly or not. A child at two will be surprised at 3 what he can do.

Music can be added to your child care curriculum by learning fingerplays, nursery rhymes, songs, dancing, etc.

There is a place for music in our lives. Keep music low and not too loud. Children may not be as exposed to music as you have become accustomed to. If bringing music into the home as a babysitter, do not bring music that is not approved by the parents. Tell them what you will be doing and ask for their approval of your choices. Many classical pieces from Mozart and Beethoven and others are well worth using. Music is not a cure all for the problems that children face, but it can soften the blow, release emotions and help them overcome stresses they may be feeling. It can also help to relieve pain in some people. It can help to stimulate them into activity or it can put them into a deep relaxing state. If too much distraction is around for them, they may find themselves with sleep disorders. It is best to provide much of the music activities away from the bedtime, but use music that will help induce deep restful emotions in children for naptime or bedtime.

Many children today suffer from sensory overload. Music may help them to get things more orderly in their brain. Sing songs appropriate for their age, do fingerplays and other activities to stimulate their growth in associating songs and words to reading and words, numbers into math and other fun activities.

## PRACTICAL WAYS TO ADD MUSIC

- Expose children to a variety of music from a young age. Different music has different tempos and rhythms so exposure to all genres of music, according to some experts, helps brain development.
- Do not use music as background “filler” all the time. Sometimes it’s okay to let children hear their own chatter and thoughts! Besides, you don’t want children to become immune to music. You want music to catch their attention rather than be part of the background.
- Recognize the effect music has on children’s behavior. Classical or soft jazz music played at the right time of day can have a calming effect.
- When introducing a new song or poem, write it down for children to see. This helps make the connection between written and spoken language.
- Don’t rely only on recorded music. Sing to your children, recite poems, and do finger plays. These activities should be a part of children’s daily routine.

- Provide children with a variety of instruments. While children should have time to experiment with instruments on their own, the teacher should also provide structured time where children learn to play instruments to a certain rhythm or echo a rhythm played by the teacher.
- When listening to music, encourage children to listen and try to identify various instruments they hear.
- If you have parents who play instruments, invite them into your classroom to demonstrate it to the children.
- Contact your local symphony to see if they have free or low-cost outreach programs. If not, check with your local college or high school. The members of the band may be able to visit your child care center or school.
- Hum a song and let the children guess what it is. This seems like a simple activity but it encourages listening, thinking, and problem-solving.
- Dance! Some children are kinesthetic learners and movement is important to these students.

## OBJECTIVES

- Help children learn music in developmentally appropriate ways.
- Support cognitive, language, emotional, social, and physical development.
- Give parents enjoyable and significant ways to relate to their children.
- Engage at-risk children.
- Enhance happiness and well-being in child care.
- Enhance body movement awareness.
- Increase motor skill activities.
- Allow children opportunities to express themselves.
- Learn active listening skills.
- Learn the spoken/sung language affiliation.
- Learn spatial awareness activities.
- Enhance brain development through musical activities.
- Enhance reading skills through music training.



# CHAPTER 6: LEARNING ACTIVITIES

## LESSON 1: MAKE YOUR OWN MUSICAL INSTRUMENT

**Goal:** Learn sounds, rhythms, and marching by playing their own music. Allow music to help introduce new words and sounds to children.

### MATERIALS NEEDED

- Oatmeal container (tube)
- Wood blocks (2 per child)
- Sandpaper
- Wax paper
- Wooden spoons, dowels, small mallets
- Pan lids
- Toilet paper or paper towel tubes
- Paper plates (2)
- Beans, rice, very small gravel (for fish tanks, not sand)
- Glass tumblers, glasses, or small jars
- Water
- Lids from juice cans, small jar lids, or canning lids
- Duct tape
- Rubber bands
- Crayons, markers, or other decorating materials

### DRUM

Use an empty, hollow container such as those used for oatmeal or instant potatoes. If container is cardboard, glue the lid down securely. Have children color, or cover, the container with paper, drawings, stickers, spray paint, etc.. If using a metal container, make sure the lid is glued down securely. You may need to use duct tape around the edge. Use a small dowel, mallet, or wooden spoon as a drumstick.

### FINGER CYMBALS

Give each child two lids. Beforehand, hammer two holes in the middle of the lids using a nail. Flatten any protrusions with the hammer to make smooth. If needed, place a piece of masking tape on each side of the lids to make sure the child will not cut their fingers. Make the holes through the tape. Place a short piece of pipe cleaner through each hole. Twist at the end. You can use elastic or ribbon through each hole as an alternative. Place a knot at the end. Decorate the cymbals using paints, stickers, rick rack, ribbon, lace, etc. Place a finger through the pipe cleaner or ribbon and make music.

### RAIN STICK

Take a toilet paper or paper towel tube and cover one end with paper. Glue. When the glue is dry, turn upside down and place a few grains of rice or small gravel in the tube. Cover this end with paper and glue it down. When dry, cover glued-down ends with duct tape to hold securely. Decorate tube as desired.

### KAZOO

Children will need an empty tube such as a toilet paper, paper towel, plastic wrap, or aluminum foil tube, etc. Any empty tube can be used to make the kazoo. Place a small piece of wax paper over one end of the tube. Secure it with a rubber band. Place construction paper around the tube and decorate it using crayons, colored pencils, markers, fabric, paints, etc. Gently hum songs, sounds, or makeup your own tune through the open end of the kazoo.

### CLAPPING/SHUSHING SOUNDS

Take two wood blocks, about 3" in length or shorter, and cover with sandpaper. Glue securely. When rubbed together, these make a shushing sound or when hit together they make a sharp, clapping sound.

### XYLOPHONE

Make a xylophone by filling glass tumblers, or small jars, with different levels of water, ranging from full to empty. Have children tap gently on the glasses with a wooden or metal spoon to make music.

**Suggested reading:** Honey, Honey...Honey...Lion! A Story from Africa; written by Jan Brett and published by G.P. Putnam's Sons in New York. Jan Brett website has a section to make instruments for the story. See [http://janbrett.com/hhl\\_rhythm\\_band/hhl\\_rhythm\\_band\\_main.htm](http://janbrett.com/hhl_rhythm_band/hhl_rhythm_band_main.htm).

## LESSON 2: WHEELS ON THE BUS

**Goal:** Learn to sing simple melodies while adding actions. Help children to be able to do several things at one time.

### DIRECTIONS

Select one of the activities below. Ask the children to repeat the instructions to you before starting on the task. Often a child does not pay attention to what has been said – and cannot remember the instructions.

#### Sing the Wheels on the Bus

The wheels on the bus go round and round;  
round and round;  
round and round.

The wheels on the bus go round and round,  
all through the town!

**(Roll forearms around each other)**

The horn on the bus goes beep, beep, beep;  
beep, beep, beep;  
beep, beep, beep.

The horn on the bus goes beep, beep, beep;  
all through the town!

**(Use heel of hand to pretend to beep horn)**

The wipers on the bus go swish, swish, swish;  
swish, swish, swish;  
swish, swish, swish.

The wipers on the bus go swish, swish, swish,  
all through the town!

**(Using hands and forearms move back and forth like a windshield wiper)**

The people on the bus go up and down;  
up and down;  
up and down.

The people on the bus go up and down,  
all through the town!

**(Sitting on chairs, have children bob up and down)**

The babies on the bus go waa, waa, waa;  
waa, waa, waa;  
waa, waa, waa.

The babies on the bus go waa, waa, waa,  
all through the town!

**(Rub fists against cheeks, under eyes, to pretend crying )**

The parents on the bus go shh, shh, shh;  
shh, shh, shh;  
shh, shh, shh.

The parents on the bus go shh, shh, shh,  
all through the town!

**(Put your index finger over your lips)**

The signals on the bus go blink, blink, blink;  
blink, blink, blink;  
blink, blink, blink.

The signals on the bus go blink, blink, blink,  
all through the town!

**(Flick your fingers on both hands like you're flicking water off them)**

The motor on the bus goes zoom, zoom, zoom;  
zoom, zoom, zoom;  
zoom, zoom, zoom.

The motor on the bus goes zoom, zoom, zoom,  
all through the town!

**(Hold hands up as if driving the bus)**

The driver on the bus says, "Move on back."  
"Move on back."  
"Move on back."

The driver on the bus says, "Move on back,"  
all through the town!

**(Make a hitchhiker's thumb and gesture behind you)**

~ Author Unknown

## LESSON 2 (CONTINUED)

**Goal:** Learn to sing simple melodies while adding actions. Helps children to be able to do several things at one time.

### DIRECTIONS

There are many different versions of this song. You may want to print out fun pictures which children can color. Laminate the pictures and mount them on large popsicle sticks (e.g. paint stirring sticks, popsicle sticks, or other flat type sticks). Let children hold pictures if you are unable to do hand motions.

To begin each verse, hold up one picture and have the children sing along while doing the hand motions.

Other activities you can incorporate with this bus theme may include: bus and car safety for children, street crossing rules, art project of coloring the signs for the song games, etc.

**Suggested reading:** Wheels on the Bus, Raffi Songs to Read, illustrated by Sylvie Kantorovitz Wickstrom

Here are some other songs that can be used.

#### Bus Safety

(Tune: Twinkle, Twinkle Little Star)

When you're driving on the bus  
Don't stand up and make a fuss.  
Follow every safety rule,  
The driver will get you safely to school.  
Talk quietly and be polite  
Listen well, and do what's right.

#### Musical Chairs

Set your classroom chairs up like  
the seats on the bus and sing the  
"Wheels On the Bus" song along with the motions.

#### Bus Snack

Take a full-sized graham cracker and cut off one corner  
for the bus shape; frost with yellow frosting. Add  
chocolate wafers or mini-Oreos® for wheels, a Teddy  
Graham® for the driver, Golden Grahams® for the  
windows, yellow M&Ms® for the lights, a strip of  
skinny black licorice for a stripe along the middle  
of the bus, etc.

**Other ideas for using with same music,  
different lyrics.**

#### Suggested reading

**The Seals on the Bus by Lenny Hort**

"The seals on the bus go errp, errp, errp . . .  
The tiger on the bus goes roar, roar, roar . . .  
The monkeys on the bus go eeeeh, eeeeh, eeeeh,  
etc. All around the town."

#### Version one

**Same music, no book, but can be used with  
hand or body movements are:**

The firefly at night goes blink blink blink  
Blink blink blink, blink blink blink  
The firefly at night goes blink blink blink  
All around the town.

#### Version two

The bees in the flowers go buzz buzz buzz...  
The ants in the grass go march march march...  
The crickets in the leaves go chirp chirp chirp...  
The caterpillar in the field goes creep creep creep...

~ Original Author Unknown

## LESSON 3: GROUP ACTIVITY SONGS - THE FARMER IN THE DELL AND LONDON BRIDGES

### DIRECTIONS

#### The Farmer in the Dell

Choose one child, boy or girl, to be the farmer. Have the farmer stand in the middle of the room. As the children sing the song, add a wife or husband, child(ren), cow, pig, chickens, turkey, or any variety of animals. As each is added, have the children join hands until a large circle is formed. Sing until everyone is included in the circle.

Print, cut out, and laminate pictures of farmer, wife, child, cow, pig, chicken, turkey, etc. Punch a hole in two sides of each picture and run a ribbon, cord, or yarn through the holes. Have children place the pictures around their neck.

This will help children learn new words while they act out the character they represent. The characters can be found at: [buildingstrongchildren.usu.edu](http://buildingstrongchildren.usu.edu). Click on “Chapter 6: Music,” “Lesson 3: The Farmer in the Dell,” “Farmer in the Dell Resources,” and then scroll to the bottom of the page.

#### London Bridges

Select two children to stand face-to-face and hold hands. As the children sing the song, have the children bring their connected hands over their heads, making a bridge. As the other children sing the song, they should pass under the “bridge.” When they sing “My Fair Lady, Oh!” the children should bring their arms down over one child who is passing. Continue singing the next verse and the “bridge” children should rock their “lady.” When finished singing, the lady becomes one of the bridge children and the song continues. Help the children along until everyone gets a chance to participate in the activity.

## LESSON 4: DANCE TO THE MUSIC

**Goal:** Help children learn to feel, dance, march, jump, wiggle, etc., to rhythms in different musical pieces. Help children to listen and follow a steady beat.

### MATERIALS NEEDED

- Music Player

### DIRECTIONS

Select music with strong rhythms. See Resource Guide for online music helps such as YouTube. Other music with strong beats may be used as desired. Make sure the music is age appropriate for children.

Baby Elephant Walk, Henry Mancini

#### Suggested questions for Baby Elephant Walk:

- How many of you have ever seen an elephant?
- Where did you see it?
- How do elephants move?
- Do they move slow or fast?

Say to the children, “Today we are going to listen to a song about an elephant, a baby elephant. This song is called the ‘Baby Elephant Walk.’”

- Do baby elephants move differently than older elephants?
- When you hear the music, can you see the baby elephant in your mind?

Instruct the children to listen to this music, and dance what they feel.

## LESSON 4 (CONTINUED)

### DIRECTIONS

Grand Canyon Suite, Suite III, On the Trail by Ferde Grofé (suite 5 is also fun, called The Cloudburst). (Teachers note: This was written about the trail to the bottom of Grand Canyon. To do this you must ride a donkey.)

#### Suggested questions for Grand Canyon Suite:

- What animals do you hear?
  - What are they doing? (Donkeys making the trip to the bottom of the canyon)
  - If watching YouTube, what instruments are being played?
  - How does a donkey move?
  - What sound does a donkey make? (Hee-haw)
  - Can you hear the braying sound of the donkey as he goes down the trail?
- John Phillips Sousa band music, great for teaching rhythm, marching in-line together,  
Can you march to the rhythm of this music?  
If you were in this band, what instrument would you be?
- 1812 Overture, Tchaikowsky  
Can you hear some unusual sounds in this music? (cannons)  
Is this happy music or does it make you sad?
- Flight of the Bumble Bee, Nikolai Rimsky-Korsakov  
Dance like a bumble bee

#### Additional songs to use:

#### When You're Happy and You Know It

Have children add phrases and do the actions. Suggested movements include:

- Stomping feet
- Clapping hands
- Snapping fingers
- Marching
- Have children make up other moves

#### Other body movement activities:

- Allow children to move around and dance when listening to music. Watch how their movements change, depending on the feel of the song.
- Give each child a thin scarf that floats well. Have them dance, waving the scarf to the music.
- Play the “freeze” game! Turn on any kind of music and dance. Have someone designated to pause and restart the music. Each time the music stops, everybody freezes! Start dancing again when the music begins to play.
- Lay large pieces of bubble wrap on the floor. While playing music, have the children walk or dance to the music on the bubble wrap. When finished, gather and discard the plastic appropriately. Don't let the children remove the bubble wrap from the classroom.



## LESSON 5: POINTING SONG

**Goal:** Help children to identify body parts, how body parts move together, and controlling body movements through song.

### DIRECTIONS

**Tune:** There's A Tavern in the Town. See: [www.eslthemes.com/music/05\\_head/head.htm](http://www.eslthemes.com/music/05_head/head.htm) for music and lyrics.

Have the children stand up and point to the body parts as they sing. With each repetition of song, go a little faster until children can no longer keep up.

Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
Eyes and ears and mouth and nose,  
Head and shoulders, knees and toes, knees and toes!

Repeat two times.

**Alternate version uses the tune "London Bridges."**

**See:** <http://www.youtube.com/watch?v=6yfHrH5M3YI>.

Head and shoulders, knees and toes,  
knees and toes, knees and toes.  
Head and shoulders, knees and toes,  
Eyes, ears, mouth and nose.

**Sing several times. Each time go a little faster until the children can no longer keep up.**



## LESSON 6: PLAYING PIPE CHIMES TO SIMPLE SONGS

**Goal:** Children will tap musical chimes to basic, easy songs. Children can learn numbers and letters.

### DIRECTIONS

Using electrical conduit pipe chimes, children can easily tap out a melody for simple songs. Directions for making your own musical chimes are at the end of this activity. Accuracy is necessary in making these chimes. Chimes are numbered as well as the note name. This helps children learn to visualize numbers, notes, rhythms, and follow written instructions, etc. See Resource Guide for chime charts and how to make chimes. Also included in the Resource Guide is the music that comes with guitar notes and chime numbers.

#### Bingo

Traditional

#### Twinkle, Twinkle, Little Star

Traditional

#### I'm a Little Teapot

Words & Music: 1939 George Harry Sanders and Clarence Kelley,

**Copyright:** 1941 Kelman Music Corporation

|                                       | <b>Actions</b>  |
|---------------------------------------|---|
| I'm a little teapot, short and stout. | Put left hand on left hip.  |
| Here is my handle,                    | Put right hand out to the side, with elbow bent to imitate a spout. |
| Here is my spout.                     |   |
| When I get all steamed up,            | Rise up on tiptoes, then come back down.                            |
| Hear me shout.                        |   |
| Tip me over and pour me out.          | Bend sideways from the waist, toward the right, to suggest pouring. |

**Suggested Reading:** *I'm A Little Teapot*, told and illustrated by Iza Trapani

**Variation one:** Winter, snow theme

**Variation two:** Winter, snow theme

#### I'm A Little Snowman

**Tune:** I'm A Little Teapot

I'm a little snowman,  
Short and fat.  
Here are my buttons,  
Here is my hat.  
When the sun comes out,  
I cannot stay.  
Slowly I just melt away.

#### I'm a Friendly Snowman

**Tune:** I'm a Little Teapot

I'm a friendly snowman big and fat,  
Here is my tummy, here is my hat.  
I'm a happy fellow, here's my nose,  
I'm all snow from my head to my toes.  
I have two bright eyes so I can see  
All the snow falling down on me.  
When the weather's cold I'm strong and tall,  
But when it's warm I get very small.

#### Actions

Stretch arms out at sides.  
Point to tummy, then top of head.  
Smile, then point to nose.  
Point to head, then to toes.  
Point to eyes.  
Flutter fingers downward.  
Stand up tall.  
Crouch down low.



## CHAPTER 7: INDOOR ACTIVITIES

Susan Haws

### THE FIVE DEVELOPMENTAL DOMAINS

#### APPROACHES TO LEARNING

Indoor activities provide physical stimulation to enhance learning and help children discover the pleasure of physical activity. Active children show better school results and are mentally and physically healthier.

#### LANGUAGE DEVELOPMENT

Children develop language skills as they talk and play together. Inside physical activities help children learn new vocabulary including how to associate actions with terms like jumping, rolling, hopping, or skipping.

#### PHYSICAL DEVELOPMENT

Indoor activities provide children with opportunities to develop coordination and gross and fine motor skills. Children can jump, roll, hop, or skip to build gross motor skills. They can stack blocks or do puzzles to build fine motor skills. Children need to be active to develop physically.

#### SOCIAL/EMOTIONAL DEVELOPMENT

Children develop social skills as care givers interact with them. Children enjoy movement games such as peek-a-boo, hide and seek, or let's turkey trot. Provide a small exercise tramp for children to use. They will learn to share, take turns, and follow directions. Indoor activities help to develop self-esteem and confidence.

#### COGNITIVE DEVELOPMENT

Children learn through experiential learning as they experience movement. They learn problem-solving skills as they figure out how to climb or crawl to get to objects. Physical activity stimulates the development of the brain.

## INTRODUCTION



Children love to move! However, they need encouragement, instructions, and practice to develop motor skills. Children develop motor skills by learning different movements. Teachers can be positive role models and prepare children for a lifetime of healthy habits. Being outdoors is great but there are times when outdoor play is not possible. Children need indoor activities to help build their gross and fine motor skills. Here are some tips to promote physical activity while inside:

- Decorate your walls with photos or pictures of young children being active.
- Have children mimic moving objects, such as an animal, car, or object.
- Use common items for equipment such as masking tape for hopscotch or a balance beam or pillow for an obstacle course.
- Use movement exploration techniques such as slither like a snake, or hop like a bunny, or how do we get from here to there.
- Give children positive feedback as they explain the differences in movements, such as the differences in hopping and jumping.
- Teach children to use equipment in many ways. For example a ball can be thrown, rolled, bounced, or tossed.
- Create a list of the skills children have practiced.
- Organize chase and flee games, when space permits.

- Use transition times for promoting movement skills (e.g. hop back to your seat).
- Encourage proper clothing attire for physical activities.
- Modify equipment for greater success (e.g. under-inflate balls).
- Make exercise a part of children’s daily activities by having structured exercise workouts.

In 2002, the National Association for Sports and Physical Education came out with these five basic guidelines for preschoolers (NASPE, 2002). They recommended:

1. “Young children should accumulate at least 60 minutes daily of structured physical activity.
2. Young children should engage in at least 60 minutes and up to several hours, daily, of unstructured physical activity and play. They should not be sedentary for more than 60 minutes at a time, except when sleeping.
3. Young children should develop competence in movement skills that are building blocks for more complex movement tasks.
4. Young children should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
5. Individuals responsible for the well-being of young children should be aware of the importance of physical activity and facilitate the child’s movement skills” (National Guidelines for Sport and Physical Education).

Young children can be indoors to learn and practice a variety of movement experiences that will promote physical gross and fine motor skill development. Many games children play outdoors can be modified for indoors. Teachers need to provide opportunities for children to move and develop these skills.

## OBJECTIVES

- Children are provided opportunities for structured and unstructured activities to run, gallop, throw, catch, hop, kick, dance, jump, climb, pull, carry, stretch, bend, twist, and move parts of the body.
- Children should establish the habit of daily exercise.
- Children follow safety rules when engaging in physical activities.
- Children have a space to practice gross motor skills.
- Children are encouraged, challenged, and stretch gross motor skills.
- Children have access to a variety of equipment that encourages the development of gross and fine motor skills as well as helps sustain their interest.
- Children are provided time for both organized and spontaneous play.
- Children are provided moderate and vigorous activities to increase blood flow.
- Children learn indoor games.
- Children interact with peers and develop a sense of cooperation.
- Children interact with the environment to promote exploration, experimentation, and discovery.



# CHAPTER 7: LEARNING ACTIVITIES

## LESSON 1: INDOOR PHYSICAL ACTIVITIES: PHYSICAL EXERCISE

**Goal:** Children will learn about exercise and why it's important. Exercise focuses on the development of gross motor skills. They will exercise to develop muscles and gross motor skills. Select one of the exercise activities to do with the children.

### MATERIALS NEEDED

- LCD projector or large TV monitor
- Computer to connect to a TV or projector
- Internet access

### DIRECTIONS

Have the children exercise with the Sesame Street characters or another program that emphasizes exercise.

Available resources online include:

- **Sesame Street: Grover's Workout Video**  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=sl86AqV0bvs](http://www.youtube.com/watch?feature=player_detailpage&v=sl86AqV0bvs)
- **Classic Sesame Street – Let's all Exercise!**  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=-8NAVTSIYTM](http://www.youtube.com/watch?feature=player_detailpage&v=-8NAVTSIYTM)
- **Kids Yoga Fitness DVD: Pizza Party from Yoga Playgrounds**  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=Gm-RJ7kIQp8](http://www.youtube.com/watch?feature=player_detailpage&v=Gm-RJ7kIQp8)
- **The Sun Dance Kids Yoga/Music Video**  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=g6B\\_OaTQm2I](http://www.youtube.com/watch?feature=player_detailpage&v=g6B_OaTQm2I)
- **Preschool Preparation – Preschool Exercise**  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=BgUZDPsuafs](http://www.youtube.com/watch?feature=player_detailpage&v=BgUZDPsuafs)
- **How to Teach Preschool Fitness: Preschool Activities Using Scarves**  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=urHBkKM3XqE](http://www.youtube.com/watch?feature=player_detailpage&v=urHBkKM3XqE)
- **Gross and Fine Motor Activities for Early Childhood: Infants and Toddlers**  
<http://www.earlychildhood.msstate.edu/resources/motoractivities/pdfs/infant-toddler.pdf>
- **Gross and Fine Motor Activities for Early Childhood: Preschool Children**  
<http://www.earlychildhood.msstate.edu/resources/motoractivities/pdfs/preschool.pdf>

## LESSON 2: TRADITIONAL PHYSICAL GAMES THAT CAN BE PLAYED INDOORS

**Goal:** Children will learn traditional outdoor games that can be played indoors.

### DIRECTIONS

Select a traditional game to play with the children. See the games section on the resources site for other ideas.

### 1. GO FISH

#### DIRECTIONS

“Go Fish” game is often known as Fish, but the name “Fish” (or Canadian Fish or Russian Fish) is also sometimes used for the more complex partnership game “Literature.” Go Fish is best for three to six players, but it’s possible for two to play. A standard 52-card deck is used. The dealer deals five cards to each player (seven each for two players). The remaining cards are placed face down to form a stack between players.

The player to the dealer’s left starts. A turn consists of asking a specific player for a specific ranked card. For example, if it is my turn I might say: ‘Mary, please give me your Jacks.’ The player who asks must already hold at least one card of the requested rank, so I must hold at least one jack to say this. If the player who was asked (Mary) has cards of the named rank (Jacks in this case), she must give all her cards of this rank to the player who asked for them. That player then gets another turn and may again ask any player for any rank already held by the asker.

If the person asked does not have any cards of the named rank, he or she says “Go fish!” The asker must then draw the top card of the undealt stack. If the drawn card is the rank asked for, the asker shows it and gets another turn. If the drawn card is not the rank asked for, the asker keeps it, but the turn now passes to the player who said “Go Fish!”

As soon as a player collects a book of four cards of the same rank, this must be shown and discarded face down. The game continues until either someone has no cards left in their hand or the stack runs out. The winner is the player who then has the most books.

Directions from <http://www.exclusivelondon.co.uk/LondonLifeStyle/NewsAndArticle.aspx?CID=62&LSCID=5;>  
<http://www.oocities.org/enchantedforest/6814/cardgames.htm>

#### VARIATIONS OF GO FISH

Rather than asking for a rank, ask for a specific card. You must already hold at least one card of that rank. For example, you say: “Tom, please give me the seven of diamonds.” If Tom has it, he gives it to you and you get another turn. If he doesn’t, he says “Go Fish!” and you draw from the stack. In the unlikely event that you draw the seven of diamonds, you get another turn; if you draw anything else, it is then Tom’s turn.

If you play this variation, you need to agree whether it is permissible to ask for a card which you already hold in your hand. Obviously you’ll have to fish and your turn will end, but you might do this deliberately to mislead the other players into thinking that you didn’t hold that card. One variation is that when the stack runs out, you carry on playing until all the cards have been made into books. Obviously after the stack has run out there is no “Go Fish!” If the person you asked doesn’t have the card asked for, the turn passes directly to him or her.

Another variation is when a player runs out of cards, the play does not end, but the player draws a new hand of five cards from the stack (or the whole stack if fewer than five cards remain there). Another option is that after a player fishes unsuccessfully, the turn passes to the left, rather than to the player who said “Go Fish!” There are various ways of scoring. For example, you may play a series of hands, scoring one point for each book you make. The game continues until someone wins by reaching an agreed target score — for example, 10 points.

Directions from <http://www.exclusivelondon.co.uk/LondonLifeStyle/NewsAndArticle.aspx?CID=62&LSCID=5;>  
<http://www.oocities.org/enchantedforest/6814/cardgames.htm>

## LESSON 2 (CONTINUED)

### 2. BEAT THE CLOCK

#### MATERIALS NEEDED

- Egg timer
- Paper or plastic cups
- Paper plates
- Common household objects

#### DIRECTIONS

Time flies—especially when your kids are trying to see how many paper or plastic cups they can stack before an alarm goes off. Break out your egg timer and try these:

**Stack-a-thon:** See how many cups your kids can stack, placing a paper plate in between each, before the timer goes off. Then have everyone do the stacking with his or her eyes closed.

**Bop-a-Thon:** Make up a rhythm and see how many times each person can clap it off before the clock strikes zero.

**Sort-a-thon:** Divvy up a collection of small items, then call out the category by which they are to be organized (for example, square, hard, smooth).

**Sort of a Sort-a-thon:** Suggest a tongue twister (like “Sort of a Sort-a-thon”) and see how many times your kids can say it without tripping over the words within the specified time.

Directions from <http://www.yeyyw.com/html/teacher/Courseware/201205/2211764.html>.

### 3. HEADS UP, SEVEN UP

#### DIRECTIONS

Best with a large group. Great game for indoors on a rainy day. Choose seven students to stand in front of the class. The rest of the students put their heads down on their desks with their thumbs up. No peeking allowed!

Each of the seven standing students pushes down the thumb of one sitting student. (This student keeps his/her thumb down so no one else pushes it.) When all seven students have touched a thumb and have returned to the front of the class, they call out “Heads Up, Seven Up!”

The seven tagged students stand up. They each get one chance to guess who touched their thumb. If a student guesses correctly, he/she gets to stand up for the next round. The person who touched his/her thumb sits down. Repeat.

Directions from [http://learningtogive.org/lessons/unit194/lesson5\\_attachments/3.html](http://learningtogive.org/lessons/unit194/lesson5_attachments/3.html).



## LESSON 2 (CONTINUED)

### 4. BEAN BAG TOSS

#### MATERIALS NEEDED

- Bucket or hula hoop
- Three to four different colored bean bags (one per team)

#### DIRECTIONS

Start by using a hula-hoop or a large bucket placed a reasonable distance from the starting line. If you do not have any bean bags, you can make them easily with some old socks. Take the sock and fill with dried beans and tie off the ends. Make at least three to four bags. Have one child at a time throw each bag and try to place it in the bucket or hoop. The one who gets the most in the bucket wins. Game can be played individually or divided into teams. If it becomes too easy, move the bucket or hoop farther away.

Directions from <http://www.best-kids-games-online.com/outside-activities-for-preschoolers.html>.

### 5. SIMON SAYS

#### DIRECTIONS

First choose someone to be Simon—usually an adult or parent. Have the children stand in line, and with the phrase “Simon Says,” ask them to do something. Such as, “Simon Says stand on one foot,” or “Simon Says, touch your nose.” Have fun with this, you’ll get many laughs with this game! Now, simply ask the children to do a move without saying “Simon Says.” Did someone move, and Simon didn’t say? Oops! They must sit out. This continues until only one child is left standing and he or she is the winner.

Directions from <http://www.best-kids-games-online.com/outside-activities-for-preschoolers.html>.



## LESSON 3: INDOOR PHYSICAL ACTIVITIES: PHYSICAL EXERCISE

**Goal:** Children will learn the joy of movement and music. Children will learn about dance.

### DIRECTIONS

Teach the children a dance from one or more of these helpful resources.

- The Hokey Pokey with Lyrics  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=UDmCSvqhhoI](http://www.youtube.com/watch?feature=player_detailpage&v=UDmCSvqhhoI)
- Head Shoulders Knees and Toes  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=gxphoOOwTbo](http://www.youtube.com/watch?feature=player_detailpage&v=gxphoOOwTbo)
- The Dinosaur Dance - a song for kids  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=XqE-tkd6DOI](http://www.youtube.com/watch?feature=player_detailpage&v=XqE-tkd6DOI)
- The Freeze Dance Song | Children Dance Songs | Cullen's ABC's  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=xPE0-Yg0bGU](http://www.youtube.com/watch?feature=player_detailpage&v=xPE0-Yg0bGU)

### REFERENCES

The National Association for Sport and Physical Education. (2002). Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years.

### ADDITIONAL RESOURCES

- What? Me, Teach Dance?  
<http://www.little-folks-music.com/what.htm>
- Dancing With the Preschoolers!  
<http://www.brighthub.com/education/early-childhood/articles/95026.aspx>
- Preschool Music Games  
<http://www.everythingpreschool.com/themes/music/games.htm>
- Dance Activities for Kids  
<http://tlc.howstuffworks.com/family/dance-activities-for-kids2.htm>
- Fun and Free Music and Dance Games for Children  
<http://voices.yahoo.com/fun-free-music-dance-games-children-3977106.html?cat=25>
- Music Therapy Folk (Irish) Dance Activity w Motions Preschoolers, Kindergarten  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=ijNW-gd0SU4](http://www.youtube.com/watch?feature=player_detailpage&v=ijNW-gd0SU4)
- Hello Goodbye the Beatles Kids Music Songs Dance Shows Videos Kids TV show kidz  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=SEfhM3T4aV0](http://www.youtube.com/watch?feature=player_detailpage&v=SEfhM3T4aV0)



# CHAPTER 8: OUTDOOR ACTIVITIES & PLAYGROUND

Susan Haws

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Outdoor activities in nature provide fresh air, physical stimulation, physical development, and opportunities for experiential learning.

### LANGUAGE DEVELOPMENT

Children develop language skill when they participate in outdoor activities with nature. Children learn to identify objects in the world around them when they are exposed to new vocabulary. Words are used to explain processes found in nature.

### PHYSICAL DEVELOPMENT

Outdoor activities in nature provide children the opportunity to develop coordination, gross motor skills, and fine motor skills. They can climb trees, take hikes, pick flowers, collect rocks, and many other activities.

### SOCIAL/EMOTIONAL DEVELOPMENT

Outdoor activities in nature provide social experiences where children interact. Through this interaction they learn to take turns, follow directions, and learn cooperation skills. Outdoor activities provide an opportunity for children to develop self-esteem and experience the world.

### COGNITIVE DEVELOPMENT

Outdoor activities in nature help children develop decision making and problem solving skills (e.g. growing a garden, selecting seeds, learning how to plant and water, etc.) Children learn through experiential learning as they interact in different environments (e.g. that snow is cold and wet).

## INTRODUCTION



Playgrounds are places where children's play can take off and flourish. Outdoor play areas or playgrounds should be large enough and designed in such a way that children have free expression. Some considerations are safety issues, what types of equipment is available, accessibility, and type of supervision needed.

Outdoor play is critical for young children, many of the developmental tasks that children need to achieve, like exploration, risk-taking, fine and gross motor development, and the absorption of basic knowledge can be most effectively learned through outdoor play. Outdoor play and playgrounds provide children with opportunities for physical exercise, they can learn about the world and the environment, expend surplus energy, develop healthy habits, establish a love for the outdoors, promotes social skills through play, and allows children to be children. (Johnson,2005)

Outdoor activities expand the world for children and give them space for movement experiences that:

- Build physical motor skills, both gross and fine.
- Develop visual motor skills and coordination skills.
- Promotes and enjoyment of exploration, experimentation, and discovery.
- Offers moderate and vigorous activities that increase blood flow to the brain and promote the development of the brain.
- Set a positive attitude about physical activity as a foundation for good health.(Gabbard & Rodrigues,2011)

Children need a variety of outdoor play experiences.

## OBJECTIVES

- Children follow safety rules when engaging in outdoor activities.
- Children are provided opportunities to run, gallop, throw, catch, hop, kick, dance, jump, climb, pull, carry, stretch, bend, twist and move their bodies.
- Children have a spacious environment to develop gross motor skills.
- Children are encouraged, challenged, and taught to stretch gross motor skills.
- Children have a variety of outdoor equipment and playground equipment that encourages the development of gross and fine motor skills and helps sustain interest.
- Children are provided time for both organized and spontaneous outdoor play.
- Children are provided moderate and vigorous activities to promote health.
- Children learn traditional outdoor games.
- Children interact with peers and develop a sense of cooperation.
- Children interact with nature to promote exploration, experimentation, and discovery.

# CHAPTER 8: LEARNING ACTIVITIES

## LESSON 1: OUTDOOR GAMES

**Goal:** Children explore and learn traditional outdoor games.

Games are passed from one generation to the next. They are passed because of their great popularity with children. These games may have changed over time, creating many variations.

### 1. MARBLES

#### DIRECTIONS

Marbles is a traditional game which helps build gross and fine motor skills. Children generally play marbles on the ground outside. They kneel down and shoot the marble. Marble shooting is done by placing the marble in a cupped hand, placing the thumb behind the marble, then pushing or flipping it out. The goal is to hit the opponent's marble. For more instructions on how to play marbles and its variations, see <http://www.landofmarbles.com/marbles-play.html>. Adult supervision is necessary when children are playing marbles.

## LESSON 2: OUTDOORS AND PHYSICAL MOVEMENT

**Goal:** Children learn the joy of physical movement outdoors.

Children need opportunities for physical activity which promote physical health. Children learn to use their large muscles, or gross motor skills, as well as their fine motor skill. Time and space are needed for healthy muscle development. Select an activity from the list below to help children build their motor skills.

### 1. HOPSCOTCH

#### MATERIALS NEEDED

- Chalk
- A hoppy taw, bean bag, or small stone

#### DIRECTIONS

Children create a hopscotch pattern on the cement or asphalt. You may also use a hopscotch patterned rug or tape. For game rules visit: [http://www.ehow.com/how\\_2044144\\_play-hopscotch.html](http://www.ehow.com/how_2044144_play-hopscotch.html).

### 2. JUMP ROPE

#### MATERIALS NEEDED

- A jump ropes for each child

#### DIRECTIONS

Children swing the rope over their head, and under their feet, jumping over the rope while singing a song or repeating a rhyme. Jumping rope can be done alone or as a group. If jump rope is played as a group game, two people hold each end of the rope, swinging it in a circle. Another child jumps in the middle as the rope swings in circles. For jump rope rhymes, visit: [http://www.gameskidsplay.net/jump\\_rope\\_rhymes/](http://www.gameskidsplay.net/jump_rope_rhymes/).

### 3. TRADITIONAL OUTDOOR RUNNING GAMES

**Goal:** Children run, catch, stop and go, and build large muscles. The children will play a traditional outdoor running game. For outdoor games, visit: [http://www.indianchild.com/outdoor\\_games.htm](http://www.indianchild.com/outdoor_games.htm).

## **LESSON 3: OUTDOORS AND NATURE**

**Goal:** Children explore nature and the world around them.

Children need to interact with nature and the environment. The outdoors stimulate children's natural curiosity, imagination, and a sense of exploration as they touch, see, feel, and learn about their world. These are activities that focus on nature and the world we live in.

### **1. OUTSIDE ANIMALS**

#### **DIRECTIONS**

After the children have talked about animals, this is a great game for them to play to help them remember what they have learned. Have the children stand in a line facing an open area to run. Explain to the children that they should run to an identified spot and come back as an animal. Tell the children the name of an animal and see if they know how it gets from one place to another. If they don't know, help them (e.g., bunnies hop, tigers walk on all four, and snakes slither).

### **2. NATURE WALK AND COLLAGE**

#### **MATERIALS NEEDED**

- Paper bag
- Paper
- Glue

#### **DIRECTIONS**

Take the children on a nature walk. Provide them with a paper bag to hold treasures they find along the way, such as rocks, bark, grass, leaves, flowers, nut, etc. On the walk, encourage children to talk about what they see and hear. Allow them to observe and ask questions. After the walk, using the paper and glue, let them create a collage from the items they collected.

### **3. WHAT'S UNDERGROUND**

#### **MATERIALS NEEDED**

- Small shovels
- Dirt
- Seeds
- Cups for planting seeds

#### **DIRECTIONS**

Provide a space where children can dig in the dirt and discover what is underground. They can see and learn about bugs and worms that live underground. Teach them about a garden and plants with roots. Have the children plant a seed in the dirt and then care for the seed to see what happens.

### **4. COLLECT ROCKS**

#### **MATERIALS NEEDED**

- Sturdy bags
- Egg cartons for collection and labels

#### **DIRECTIONS**

This outdoor activity encourages observation. Explain that the children will be collecting rocks on their outdoor walk. Give each child a sturdy bag and an old egg carton to collect rocks. While walking, discuss the shapes, sizes, and colors of rocks they find. Help the children compare the sizes, textures, colors, and shapes of the rocks. Have the children sort the rocks into piles according to size, color, shape, or texture. Use the egg carton to store and display the rocks and stones according to size, color, shape, or texture.

## **5. NATURE RUBBING BOOK**

### **MATERIALS NEEDED**

- Light weight paper
- Crayon with the paper covering removed
- Objects from outdoors

### **DIRECTIONS**

Have the children place the light-weight paper over outdoor objects and rub them with the side of a crayon. For example they may rub a sidewalk, tree trunk, grass, exterior of a building, or a fence. Have the children organize their rubbings from smoothest to roughest. Label and create a book.

## **6. NATURE TREASURE HUNTS**

### **MATERIALS NEEDED**

- Treasure from outside (e.g., birds nest, cocoon, pine cone, etc.)

### **DIRECTIONS**

Place a birds nest, or other item found in nature, in a special spot. Have the children look for the item by giving them clues as to where to look. When they find the nature treasure, discuss why it is special (e.g., how a nest is created, animal homes, etc.)

## **7. CLOUD WATCHING**

### **DIRECTIONS**

On a cloudy day, have the children lie down on the grass and watch the clouds. Ask them what shapes they see in the clouds. You can expand the activity by talking about the different types of clouds. This is a great activity to do during snack time.

## **8. BIRD WATCHING**

### **MATERIALS NEEDED**

- Binoculars
- Materials for bird feeder

### **DIRECTIONS**

Have the children learn about common birds they might see. Take the children on a walk and see if they can find the birds they know. Have children use binoculars to help them see and identify different birds. Make a bird feeder and place it outside to see if they can draw in any new birds. Bird feeder instructions found at:

<http://www.osweb.com/kidzkorner/feeder.htm>

## **9. TREE TAG**

### **DIRECTIONS**

Set up the playing field. This area should have open running room and a variety of shrubs and trees. Select a chaser and then call out tree descriptions. Shout, “You are safe if you are touching a \_\_\_\_\_ tree.” Children who are not touching the correct tree can be tagged by the chaser. A person who is tagged becomes an additional chaser. Play continues until all of the children have been tagged (e.g., call out a pine tree with long needles, a tree with short needles, or a tree that bares fruit).



## REFERENCES

- Gabbard, C. & Rodrigues, L. Optimizing early brain and motor development through movement.  
[http://www.earlychildhoodnews.com/earlychildhood/article\\_print.aspx?ArticleId=360](http://www.earlychildhoodnews.com/earlychildhood/article_print.aspx?ArticleId=360)
- Johnson, C., Johnson, W. (2005). Play, development and early education. Pearson Education.

## RESOURCES

- Outdoor Games for Kids  
[http://www.indianchild.com/outdoor\\_games.htm](http://www.indianchild.com/outdoor_games.htm)
- Kids Games  
<http://www.gameskidsplay.net>
- Game Station-Preschool Learning Games  
[http://www.preschoolexpress.com/game\\_station.shtml](http://www.preschoolexpress.com/game_station.shtml)
- Zoom Games for Kids by Kids  
<http://pbskids.org/zoom/activities/games/>
- Outdoor Games  
<http://www.earlylearningactivities.com/PDF/og.pdf>
- A to Z Teachers Stuff, Preschool Physical Education  
[http://www.atozteacherstuff.com/Lesson\\_Plans/Physical\\_Education/\\_\\_\\_Preschool/index.shtml](http://www.atozteacherstuff.com/Lesson_Plans/Physical_Education/___Preschool/index.shtml)

### Teacher Resources About Play

- Play  
<http://pwoodw6715.com/HomeAwayFromHome/play.htm>
- Preschool Learning-Outdoor Activities & Field Trips for Learning  
<http://ezinearticles.com/?Preschool-Learning---Outdoor-Activities-and-Field-Trips-For-Learning&id=1411586>
- Kids Korner Dinner It's for the Bird  
<http://www.osweb.com/kidzkorner/feeder.htm>





# CHAPTER 9: ENVIRONMENTAL SCIENCE

Susan Haws

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

For young children, science is finding out about the everyday world that surrounds them. Science is the method of exploration, an active open-ended search for meaningful new information that brings understanding.

### LANGUAGE DEVELOPMENT

Children's language skills develop as they engage in science. The exploration of science increases children's expressive language skills, vocabulary skills, and strengthens attention skills as they focus on details.

### PHYSICAL DEVELOPMENT

Children explore the world they live in by experiencing it. They learn about their bodies, how they work, move, and interact with other things in their environment. They explore their senses, how the body moves and works, what it can do (e.g., run or jump or catch a ball) and explore their environment by learning about nature and how they interact with it (e.g., sliding on ice or throwing a snowball, chasing a dog, or climbing a tree).

### SOCIAL/EMOTIONAL DEVELOPMENT

Children will gain knowledge by exploring with others. Children develop social skills as they talk, interact, and discover with each other. As children explore, they develop self-confidence.

### COGNITIVE DEVELOPMENT

Science provides children with opportunities to identify, analyze, and problem solve. (e.g., children can identify different types of clouds, they can analyze what creates clouds, or what different types of clouds do. They can use problem solving to determine if they will need an umbrella, a jacket, or a coat).

## INTRODUCTION



Children have a sense of wonder and curiosity about the world. Whether watching snails in an aquarium, blowing bubbles, using a flashlight to make shadows, or experimenting with objects to see what sinks or floats, children are engaging in finding out how the world works. Children can become highly engaged when they have the opportunity to explore. They create strong and enduring mental representations as they investigate the everyday world. Children acquire vocabulary to describe and share these mental representations as well as concepts that evolve from them. Children rely on the mental representations as the basis for learning and for higher-order intellectual skills such as problem solving, hypothesis testing, and generalizing situations. (Conezio and French, 2002)

Science is not a complicated process, it's an activity that occurs normally for children as they explore blocks, art, and dramatic play or search the outdoors. Children practice science as they predict, observe, classify, hypothesize, experiment, and communicate.

Kimberly Brenneman (2010) makes these suggestions for setting up a science-rich environment:

- Set up classrooms so that children can explore and ask questions.
- Provide explanations that are conceptually connected; this promotes learning.
- Look for opportunities to support scientific thinking.
- Help children answer their own questions through inquiry.

- Provide opportunities for communicating scientific and mathematical ideas verbally and through drawing, writing, and graphing.
- Ask open-ended questions and plan open-ended activities that encourage children to describe, compare/contrast, predict, and explain.

Science provides opportunities for children to show off their thinking, not just facts they know.

## OBJECTIVES

- Children will explore and increase sensory awareness by touching, tasting, feeling, seeing, and smelling.
- Children will engage in scientific inquiry as they explore and learn to explain the natural world and how it works.
- Children will explore the properties of the world.
- Children will show curiosity and inquiry in play through exploration of objects and materials.
- Children will ask questions and use observations in making predictions about how things work in the world around them and will seek answers.

# CHAPTER 9: LEARNING ACTIVITIES

## LESSON 1: THE SCIENCE OF WEATHER

**Goal:** Children will learn about their environment as they learn about different aspects of weather.

The world has seasons and different types of weather. Children will learn how to explore, observe, analyze, predict, and interpret different weather patterns.

Select a weather concept and activity to do with the children. You may want to use multiple activities.

### 1. RAIN

Children will explore. What is rain? What causes the rain? Why does it fall? Select an experiment about rain to do with the children.

Teacher resource: <http://www.weatherwizkids.com/weather-rain.htm>

### ACTIVITY 1

Make it rain in a jar.

#### MATERIALS NEEDED

- Clear glass or jar
- Hot water
- Plate
- Ice

#### DIRECTIONS

1. Put hot water in the jar and put the plate on top.
2. Place the ice on top of the plate.
3. Wait. Can you see the rainfall?

<http://www.weatherwizkids.com/experiments-make-rain.htm>



## LESSON 1 (CONTINUED)

### ACTIVITY 2

Make a rain gauge with a glass jar and ruler to measure the amount of rain fall.

#### MATERIALS NEEDED

- Jar
- Ruler

#### DIRECTIONS

1. Place a jar outside on a rainy day.
2. When the rain stops, bring the jar in and measure the amount of water in the jar.

<http://www.weatherwizkids.com/experiments-rain-gauge.htm>

### ACTIVITY 3

What makes a rainbow? Can you create a rainbow? Make a rainbow on a piece of paper with a clear glass and some water.

#### MATERIALS NEEDED

- Clear glass
- Water
- Sunlight
- White piece of paper

#### DIRECTIONS

1. Fill a clear glass with water.
2. Take the glass to a window with a lot of sunlight.
3. Carefully hold the glass up and with a white piece of paper, see if you can catch a rainbow on the paper.

<http://www.sciencekids.co.nz/experiments/makearainbow.html>

<http://www.weatherwizkids.com/experiments-rainbow.htm>

## 2. WIND

Children will explore. What is wind? What causes the wind to blow? What is a gust? What is a wind storm? Select an experiment to do with the children about wind.

Teacher resource: <http://www.weatherwizkids.com/weather-wind.htm>

### ACTIVITY 1

What is in the wind? You can find out by making a wind catcher.

#### MATERIALS NEEDED

- Plastic lid
- Vaseline
- Hole punch
- String
- Magnifying glass
- Place to hang it

#### DIRECTIONS

1. Smear Vaseline on a plastic lid.
2. Punch a hole in the lid and tie a string through the hole to hang the catcher.
3. On a windy day, hang your prepared lid from a tree limb or from a pole.
4. Let the catcher blow in the wind for awhile, and then bring it in to see what was collected from the wind.

<http://www.weatherwizkids.com/experiments-wind.htm>

### ACTIVITY 2

Create a pinwheel and watch it turn in the wind.

#### MATERIALS NEEDED

- Square piece of paper 8.5 x 8.5
- Scissors
- Straight pin
- Pencil with an eraser
- Wire cutters or needle nose pliers to cut pins
- Fan

#### DIRECTIONS

1. Using a square piece of paper, take the tip of the paper and fold it in half so that it creates a triangle.
2. Unfold the paper and take the point with the fold mark and fold it again.
3. Open up the paper. There should be a folded X on the paper.
4. Mark with a small pin the center of the paper where the two folds cross.
5. Cut on the fold lines from the outside edge until you are 1 inch from the center. Cut all 4 corners.
6. Mark the outside point of each cut with a pin mark.
7. Gently fold the flap to the center and hold in place with a pin. Fold and pin all four flaps with the center pin.
8. Push the pin through the eraser of a pencil and cut off any exposed pin tip.
9. Hold in front of a fan and watch it catch the wind.

<http://www.weatherwizkids.com/experiments-wind-pinwheel.htm>

### 3. THUNDERSTORMS

What causes thunderstorms? Why is there lightening during a thunderstorm? What causes the loud clapping sound?

#### ACTIVITY 1

Children will discover how to make “lightening in your mouth.”

#### MATERIALS NEEDED

- A dark room
- Wintergreen or peppermint lifesavers
- Mirror

#### DIRECTIONS

1. In a dark room, stand in front of a mirror.
2. Place a wintergreen or peppermint lifesaver in your mouth.
3. Bite the lifesaver and watch the sparks fly. (You will see little blue sparks.)

<http://www.weatherwizkids.com/experiments-lightning-mouth.htm>

#### ACTIVITY 2

Why does thunder make such a loud sound? Can you make some thunder?

#### MATERIALS NEEDED

- Brown paper bag

#### DIRECTIONS

1. Hold a brown paper bag at the open end, pinch the bag together, and blow it full of air.
2. Close off the open end and quickly slap the bag.

<http://www.weatherwizkids.com/experiments-thunder.htm>

## 4. SNOW

Children will explore. What is snow? What are snowflakes? Why is snow white? What is sleet? What is a frost or an ice storm? Select an experiment for children to learn about snow.

Teacher resource: <http://www.weatherwizkids.com/weather-winter-storms.htm>

### ACTIVITY 1

Measure snow to see how much you have and how much water it contains.

#### MATERIALS NEEDED

- Plastic container
- Ruler
- Snow

#### DIRECTIONS

1. On a snowy day, go outside with a plastic container and ruler.
2. Fill the container with fresh snow.
3. Measure the amount of snow.
4. Bring the container inside and let the snow melt.
5. With a ruler, measure the amount of water that was in the snow.

You can do this several times and compare the different amounts of water. Some snow is very wet, while other snow can be very dry.

<http://www.weatherwizkids.com/experiments-measuring-snow.htm>

### ACTIVITY 2

Every snowflake is different. We can see how different they are when we look at their structures.

#### MATERIALS NEEDED

- Black paper
- Freezer
- Snow
- Magnifying glass

#### DIRECTIONS

1. Take a black piece of paper and place it in the freezer to get cold.
2. On a very snowy day, take the black paper out and let snowflakes fall onto it.
3. With a magnifying glass look at the different snowflakes. Can you see the differences?

<http://www.weatherwizkids.com/experiments-examining-snowflakes.htm>

## 5. TEMPERATURE

Children will explore what temperature is. What does temperature do? How does it affect the weather? Have the children experiment with temperature.

Teacher resource: <http://www.weatherwizkids.com/weather-temperature.htm>

### ACTIVITY 1

How does temperature affect the air? If we can't see air, how can we tell what temperature does?

#### MATERIALS NEEDED

- Two balloons the same size
- A freezer
- A warm window or running heater vent

#### DIRECTIONS

1. Take two balloons and blow them up so they are the same size.
2. Place one balloon in the freezer.
3. Place the other balloon in a warm window or by a running heater vent.
4. Wait a while, then bring both balloons together.
5. Are they the same size? Which is smaller and why? What has happened?

Resource weather website: <http://www.sciencekids.co.nz/weather.html>



## LESSON 2: THE SCIENCE OF ANIMALS

**Goal:** Children will learn about animals, what they eat, what type of coverings they have, about their different sizes and shapes, how they get around, and their relationship with people.

### 1. PARENTS AND BABIES

Kittens come from cats, goslings come from geese, puppies come from dogs, cubs come from bears. The world is full of different animal families. Some animals need their parents to help take care of them, while others are able to take care of themselves. See if you can match the parent to the babies.

#### MATERIALS NEEDED

- Pictures of parent and baby animals
- Cards

#### DIRECTIONS

1. Visit <http://www.activityvillage.co.uk/baby-farm-animal-flashcards>
2. Print the baby animal flash cards

### 2. ANIMALS EAT

All animals eat. What do animals eat? What type of foods do we eat?

Visit <http://www.teachpreschoolscience.com/AnimalsNeedtoEat.html> for ideas.

### 3. SIZES AND SHAPES

Animals come in many varieties with different shapes, sizes, coverings, and ways to move.

#### MATERIALS NEEDED

- Samples of fur, feathers, leather, or fabric with scales on it

#### DIRECTIONS

1. Have samples of different animal coverings (e.g., fur, a piece of fabric that has scales, feathers, or leather.)
2. Have the children feel the covering and identify what animal it might come from.
3. Name an animal and have the children move like that animal (e.g., birds walk on two legs and fly with flapping wings, bear cubs walk on all four legs). Can you walk like a bear? Can you swim like a fish?

<http://www.teachpreschoolscience.com/AnimalsSizeShapeColor.html>

<http://www.teachpreschoolscience.com/AnimalCoverings.html>

## LESSON 2 (CONTINUED)

### 4. WILD AND TAME

Some animals are wild while others are tame. Some make great pets. Do you have a pet at your house? Can you tell us about your pet? Have the children share their pet.

#### MATERIALS NEEDED

- Pictures of animals that are wild
- Pictures of animals that are tame
- Pictures of different types of pets

#### DIRECTIONS

1. Show photos of animals that are pets. Discuss how they live with and depend on people for their welfare.
2. Talk about how cats, dogs, gerbils, etc., get food, sleep, and have shelter.
3. Show photos of a mixed group of animals, including animals that are wild, and have the children pick out the pets.

<http://www.teachpreschoolscience.com/WildandTameAnimals.html>

<http://www.teachpreschoolscience.com/VisittoPetStore.html>

References for teachers:

<http://www.perfectlypreschool.com/Preschool-Lesson-Plans/Zoo-Animals/index.php>

[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=431](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=431)

## LESSON 3: THE SCIENCE OF PLANTS

**Goal:** Plants provide us with many things that make our lives richer. Children will learn about plants and how they grow. The children will plant a seed and watch it grow, see how plants are structured, and compare their different leaves.

### 1. PLANTING SEEDS

Children will plant a seed and watch it grow.

#### MATERIALS NEEDED

- Seed
- Cotton ball soaked in water
- Small ziplock baggie
- Tape

#### DIRECTIONS

1. Each child will lightly wrap a seed in the moistened cotton ball.
2. Place the seed and ball inside the ziplock bag.
3. Zip shut and tape the baggie to a window that gets light, and watch the seed grow.

<http://www.reachoutmichigan.org/funexperiments/quick/alfalfasprouts.html>

<http://www.reachoutmichigan.org/funexperiments/quick/spongeseeds.html>

<http://sciencekids.co.nz/experiments/seedgermination.html>

### 2. VEINS AND PLANTS, CARNATIONS AND COLOR

The children will learn about the structure of plants using a dye to see how the veins work in the plant structure.

#### MATERIALS NEEDED

- White carnation for each child
- Food coloring
- Paper cup
- Water

#### DIRECTIONS

1. Have each child fill a paper cup with water and add a few drops of food coloring.
2. Have each child cut off the end of the stem of the carnation and place it in the water and let it sit.
3. What has happened to the carnation?

<http://www.reachoutmichigan.org/funexperiments/quick/colorfulbouquet.html>

Additional Resources

<http://www.reachoutmichigan.org/funexperiments/quick/celery.html>

<http://www.reachoutmichigan.org/funexperiments/quick/carrotrootfun.html>

## LESSON 3 (CONTINUED)

### 3. LEAVES

Plants have many different types of leaves. The children will explore the different leaves found on plants.

#### MATERIALS NEEDED

- Different shapes of leaves
- Crayons
- White paper

#### DIRECTIONS

1. Have the children collect different types of leaves.
2. Place a leaf under a piece of white paper.
3. Using the flat side of a crayon, rub on top of the leaf.
4. Select a different shape of leaf and select a different color of crayon. Place the leaf under the paper and rub it.
5. Create a collage of leaf shapes.

<http://www.teachpreschoolscience.com/ComparingLeaves.html>

## LESSON 4: THE SCIENCE OF THE BODY

**Goal:** Children will learn about the body's five senses: taste, touch, smell, sight, and sound. They will explore the senses and how they work.

### 1. TASTE

Children will experiment with the sense of taste.

#### MATERIALS NEEDED

- Pieces of peeled apple
- Pieces of peeled potato

#### DIRECTIONS

1. Children will close their eyes and hold their nose and taste a small piece of potato and a small piece of apple. Can they tell which is which with just their sense of taste?

<http://www.sciencekids.co.nz/experiments/smelltaste.html>

### 2. TOUCH

Children will explore the sense of touch.

#### MATERIALS NEEDED

- Sandpaper
- Bowl of water
- Glass ball
- Sponge
- Cotton balls
- Lotion
- Tape
- Blindfold to cover eyes

#### DIRECTIONS

1. Blindfold the children and have them touch different materials that have different textures and see if they can identify the material using their sense of touch.

<http://voices.yahoo.com/free-preschool-toddler-lesson-plan-sense-touch-5257925.html?cat=4>

## LESSON 4 (CONTINUED)

### 3. SMELL

Children will experiment with the sense of smell. They will smell a variety of scents and try to determine what they are.

#### MATERIALS NEEDED

- Cotton balls
- Opaque paper cups
- Foil
- Scents for cotton balls
  - Vinegar
  - Lemon juice
  - Perfume
  - Vanilla
  - Soap
- Small scented items
  - Orange peel
  - Cinnamon
  - Onion
  - Garlic
  - Soap or any other strongly scented item

#### DIRECTIONS

1. Collect materials that have a strong odor that can be placed in a small paper cup.
2. Saturate cotton balls with different liquid materials that have a strong odor. Place the cotton ball in a paper cup.
3. Cover the paper cups with a small piece of foil. Poke a small hole in the foil so the scent can get out, but the children cannot see inside.
4. Have the children smell each cup and determine what it is and describe the scent.

<http://www.teachpreschoolscience.com/FollowThatScent.html>

### 4. SIGHT

Children will explore the sense of sight.

#### MATERIALS NEEDED

- Small hand mirrors for each child
- Picture of the eye
- Pictures of different objects

#### DIRECTIONS

1. Have children look at their own eyes and identify what they see (e.g., color, eyelashes, whites, shapes).
2. Ask the children what are things we see with our eyes?
3. Play the game I Spy with the children.

<http://www.teachpreschoolscience.com/SenseofSight.html>

## 5. SOUND

Children will learn about the sense of sound. The children will identify different sounds by listening without seeing what creates the sound.

### MATERIALS NEEDED

- Tape record or download different sounds or use a purchased sound CD
- Headphones, earplugs, or cotton balls to cover ears

### DIRECTIONS

1. Play the sounds for the children to hear.
2. Have the children identify the sounds they hear.
3. Ask the children, “What happens when we cannot hear sounds? How does sound help us to understand our world? If we cannot hear, what other clues help us to understand?”
4. Have the children wear headphones, earplugs, or cotton balls in their ears.
5. Give simple directions in a very quiet voice, with exaggerated hand movements, use soft voice, and hand movements only.
6. Discuss how the children knew what to do and what helped them best understand.
7. Play charades.

<http://www.teachpreschoolscience.com/SoundSearch.html>

<http://www.grsites.com/archive/sounds/category/10/?offset=0>

<http://www.freesfx.co.uk/soundeffects/nature/>

Additional Resource:

<http://www.amazing-preschool-activities.com/5-senses-preschool-activities.html>

## LESSON 5: THE SCIENCE OF CHEMISTRY

**Goal:** Children will learn about the chemical makeup of common materials like soap. They will learn how soap creates bubbles and how soap changes the surface tension of water.

### 1. SOAPS AND HOW THEY WORK

The children will make bubbles and run a paper boat across water using soap.

#### MATERIALS NEEDED

- 1 cup liquid dish soap
- 1/8 cup glycerin
- 1 gallon water
- 2 buckets
- Straw
- Paper 3x5 card
- Scissors
- Boat pattern
- Liquid soap

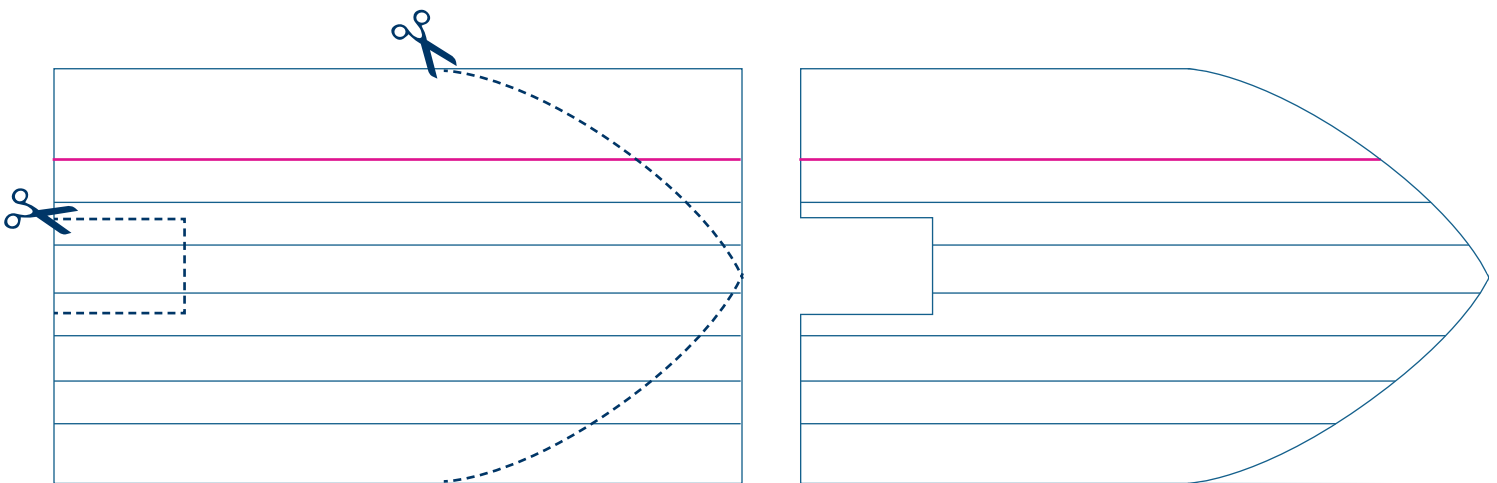
#### DIRECTIONS

1. Create a bubble solution by putting 1 cup of liquid dish soap, 1/8 cup glycerin, and 1 gallon water into a bucket.
2. Mix gently.
3. Join your thumb and index finger to create a circle. Dip it in the bubble solution.
4. Gently remove fingers and blow through them. Can you create a bubble?
5. Cut a paper boat out of a 3x5 index card.
6. Place the boat in the other bucket of water.
7. Drop a little liquid soap between the two fins and watch it move.

<http://www.reachoutmichigan.org/funexperiments/quick/bubblefun.html>

Soap Powered Paper Boats

<http://www2.ed.gov/pubs/parents/Science/soap.html>





## 1. CREATING FLUBBER OR GOOP

Children will learn to create different compounds using different materials. Teachers should demonstrate how different materials react with each other. Children will see and observe the changes.

### MATERIALS NEEDED

- Elmer's glue
- 20 Mule Team borax
- Measuring spoons
- Popsicle stick
- Water
- Water soluble markers

### DIRECTIONS

1. Measure 2 tsp. of water and add to one small plastic cup.
2. Measure ¼ tsp. of borax and mix into the water. Swirl until dissolved.
3. In another small cup, add 2 tsp. of water, 2 tsp. Elmer's glue, and mix with a popsicle stick.
4. Continue to mix and slowly add the borax solution.
5. When you have Flubber on your stick, pull it off and flatten it.
6. Draw a face, then stretch it to see what funny faces it can make.

[http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/chemicalphysicalchange/slimegoo/CSTA\\_014900](http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/chemicalphysicalchange/slimegoo/CSTA_014900)

Or you can make some goop. Check out this website:

[http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/characteristicsofmaterials/polymers/CSTA\\_014948](http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/characteristicsofmaterials/polymers/CSTA_014948)

### ADDITIONAL ACTIVITIES

Changing Pennies

[http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/chemicalphysicalchange/chemicalreactions/CSTA\\_014887](http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/chemicalphysicalchange/chemicalreactions/CSTA_014887)

Learn About How Rust is Created

[http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/chemicalphysicalchange/chemicalreactions/CSTA\\_014889](http://portal.acs.org/portal/PublicWebSite/education/whatischemistry/scienceforkids/chemicalphysicalchange/chemicalreactions/CSTA_014889)

Make Some Invisible Ink

<http://www.sciencekids.co.nz/experiments/invisibleink.html>

## RESOURCES

- <http://scienceforpreschoolers.com/>
- <http://www.amazing-preschool-activities.com/preschool-science.html>
- [http://www.preschoolexpress.com/discovery\\_station.shtml](http://www.preschoolexpress.com/discovery_station.shtml)
- <http://kids.nationalgeographic.com/kids/activities/funscience/ants-science-experiment/>
- <http://www.scienceworld.ca/preschool>
- <http://pbskids.org/zoom/activities/sci/>
- [http://portal.acs.org/portal/acs/corg/content?\\_nfpb=true&\\_pageLabel=PP\\_TRANSITIONMAIN&node\\_id=878&use\\_sec=false&sec\\_url\\_var=region1&\\_\\_uuid=119c8d11-cfe8-4bea-ad15-7927a8c651fe](http://portal.acs.org/portal/acs/corg/content?_nfpb=true&_pageLabel=PP_TRANSITIONMAIN&node_id=878&use_sec=false&sec_url_var=region1&__uuid=119c8d11-cfe8-4bea-ad15-7927a8c651fe)
- <http://tlc.howstuffworks.com/family/easy-outdoor-science-activities-for-kids.htm>
- <http://www.sciencekids.co.nz/experiments.html>
- <http://www.reachoutmichigan.org/funexperiments/quick/preschool.html>
- [http://www.pbs.org/parents/curiousgeorge/activities/pc\\_activities.html](http://www.pbs.org/parents/curiousgeorge/activities/pc_activities.html)
- <http://www.teachpreschoolscience.com/lessonplanindex.html>
- <http://www.freeclubweb.com/powerpoints/science/index.html>
- <http://www.naeyc.org/files/yc/file/200209/ScienceInThePreschoolClassroom.pdf>
- [http://nieer.org/pdf/Supporting\\_Scientific\\_Inquiry\\_in\\_Preschool.pdf](http://nieer.org/pdf/Supporting_Scientific_Inquiry_in_Preschool.pdf)



# CHAPTER 10: MATH & MONEY

Joanne Roueche

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Children begin to understand the relationship between numbers, money, and the way they are used in our everyday lives.

### LANGUAGE DEVELOPMENT

One of the earliest language developments is counting. Eventually this will expand to comparisons, numbers, symbols, and understanding quantity. Children expand their vocabulary with words related to math and money.

### PHYSICAL DEVELOPMENT

Preschool children develop fine motor skills as they sort and manipulate coins or small items. Their counting skills can be reinforced with counting and number games.

### SOCIAL/EMOTIONAL DEVELOPMENT

Children learn money concepts from real-life situations. Their ability to understand sharing, saving, and donating can be developed at an early age. Their early teaching largely determines their attitudes toward money.

### COGNITIVE DEVELOPMENT

Children become aware of the mathematical process. They begin to learn numbers and how they are used in the everyday world. They start to count, understand number relationships, and comparison terms such as bigger than, less than, or the same as.

## **INTRODUCTION**



Children learn about money long before they enter school. Nearly everywhere children go, they are exposed to money. They watch mom and dad go to the ATM, spend money at the grocery store, and buy food at a restaurant. Children are exposed to thousands of commercials in a year—many directed to the desires of children. A child’s attitude about money is developed early in life. Adults shape these attitudes. If children observe good money management, they are more likely to model that behavior. Teaching basic lessons about money increases a child’s chance of developing a positive relationship with money (Thrive by Five).

Many lessons can be taught and understood by preschool children.

- Teach children the importance of saving money. For example a good practice is to save half of the money in a piggy bank, and to spend the rest.
- Needs vs. wants. Help children understand they cannot have everything. Give them acceptable choices between two items. This gives them experience in decision making as well as money management.
- Have children earn their money. An allowance provides hands-on money skills. This can be the first opportunity a child has to experience consumer choices and money management.
- Guide children through the process of goal setting. Help children realize they need to save a small amount over several weeks to purchase a larger, more desired item, and avoid impulse spending.

- Habits formed in early childhood tend to carry over into adulthood. Teach lessons on responsible earning, spending, saving, sharing, and investing to help children develop good money management skills for their lifetime.

## **OBJECTIVES**

- Make plans and achieve goals.
- Know how to access resources.
- Transfer learned words to a new setting.
- Use visual and verbal information to comprehend new words in stories and oral language.
- Connect new vocabulary with known words or experiences.
- Recognize the differences in letters, numbers, and symbols.
- Match equivalent sets of objects.
- Sort objects into groups.
- Count and compare data to draw conclusions with adult guidance regarding questioning thinking and problem-solving.



# CHAPTER 10: LEARNING ACTIVITIES

## LESSON 1: THE BERENSTAIN BEARS AND THE TROUBLE WITH MONEY

*The Berenstain Bears and the Trouble with Money* is a story about two little bears that spend every nickel and dime they have. The trouble is there is never enough. Papa Bear becomes concerned and decides to teach the little bears some basic lessons about saving money.

### MATERIALS NEEDED

- Tube banks or recycled containers to make banks. Recycled containers may include small tube cans such as the small Pringles® cans or washed milk jugs.
- Materials to decorate: markers, crayons, construction paper, and stickers.
- Glue
- Scissors

### DIRECTIONS

1. Read the story “The Berenstain Bears and the Trouble with Money.”
2. Talk to the children about words they may not be familiar with such as: save, goods and services, earned, and interest.
3. Have the children make a piggy bank.

### PIGGY BANK DIRECTIONS

1. Select container suitable for creating a bank. (The tube piggy banks can be made from a number of different materials and containers. You can recycle containers from potato chips, ready to use frosting, baby snacks, cookies or any container that has a plastic resealable lid. Heavy duty poster tubes with plastic ends are another option. For larger groups tube banks can be purchased from on-line sources such as Guildcraft or Oriental Trading).
2. Precut paper wide enough to cover top to bottom and long enough to go around the container. (Containers can also be painted).
3. Cut a slit in the top with a sharp knife. The slit should be approximately 1” x 1/4”.
4. You are now ready for the children to begin creating.
5. Let each child select a color of paper and stickers to cover their container.
6. Children can glue or tape the precut paper to the outside of their bank.
7. Decorate with stickers.
8. Save Money!



## LESSON 2: A CHAIR FOR MY MOTHER

*A Chair for My Mother* is a wonderful story about a little girl and her mother. They are starting over after losing everything in a house fire. They begin to save coins in a jar to buy a comfortable chair for their mother. It is a beautiful story about saving and giving.

### MATERIALS NEEDED

- Book *A Chair for My Mother*
- Cardstock to copy the “Money Match-Up” cards: one or two sets as needed
- Scissors

### DIRECTIONS

1. Read the story *A Chair for My Mother*.
2. Using the Money Match-Up cards (page 118), identify pennies, nickels, dimes, and quarters.
3. Match the currency with the words and numbers cards (e.g. match the picture of a penny with the word penny and the numerical 1¢).
4. Using two sets of cards, children can match identical cards (e.g. match the picture of a penny with an identical picture of a penny).

\*\* **Note:** Younger children may not be able to match the word or the number cards.

## LESSON 3: PIGS WILL BE PIGS

*Pigs will be Pigs* is a story about a pig family that eats all of the food in the house, even though Momma Pig just went to the store. They only have \$1 among all four family members and want to go to the Enchanting Enchilada restaurant. They hunt around the house until they have found every possible coin.

### MATERIALS NEEDED

- Poster board
- Coins
- Thin paper
- Tape
- Crayons

### DIRECTIONS

1. Glue coins to a piece of poster board.
2. Lay a thin sheet of paper on top of the coins. Tape the corners.
3. Using a crayon sideways, have the children do a rubbing of the coin.

# MONEY MATCH-UP CARD GAME

## GAME INSTRUCTIONS

The Money Match-Up cards (page 118) can be printed on cardstock and laminated to provide a durable set of cards to be used for many activities. Once printed and cut into single cards, these can be used to play many different games including Go Fish or Memory. You can also create your own game to be played with this set of Money Match-Up cards. Let your imagination run wild as you come up with fun ways to use these cards!

## PRINTING INSTRUCTIONS

In order for the front and the back of the Money Match-Up game to align correctly, it may work best to print them as a double-sided document. We found when they were printed one-sided and then scanned to be copied as a double-sided document, the alignment was slightly off. We hope you enjoy this fun game!

**For questions and comments please contact**

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**PENNY**

**PENNY**

**PENNY**

**PENNY**



1¢

1¢

1¢

1¢









**NICKEL**

**NICKEL**

**NICKEL**

**NICKEL**



5¢

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**DIME**

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**10¢**

**10¢**

**10¢**







**QUARTER**

**QUARTER**

**QUARTER**

**QUARTER**



25¢

25¢

25¢

25¢

## RESOURCES

- Financial Education Clearinghouse  
<http://www.dfi.wa.gov/financial-education/resources-games.htm>
- Teaching Kids about Money—Sesame Workshop  
<http://www.sesamestreet.org/parents/topicsandactivities/toolkits/save>
- Thrive by Five  
<http://www.creditunion.coop/thriveby5/>  
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- Games and Printables  
<http://www.nickjr.com/home-life/kids-money/>
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<http://www.kidslearningstation.com/>
- Beyond the Piggy Bank: Teaching Kids About Money  
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<http://extension.unh.edu/family/parent/kidmoney.htm>
- University of Minnesota Extension: Children and Money Series  
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- Helping students make sense of money  
<http://mathwire.com/literature/litmoney.html>
- Spring into Saving with Money & Stuff  
<http://www.moneyandstuff.info/books.htm>
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<http://prekinders.com/preschool-money/>





# CHAPTER 11: FOODS & NUTRITION

Joanne Roueche

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Food activities provide children the opportunity to experience food using all their senses. Children are able to smell, taste, see, touch, and in some cases hear food. Using these senses, children will gain an understanding about how food relates to their body and health.

### LANGUAGE DEVELOPMENT

Language skills develop as children hear stories about food including where it comes from. They learn descriptive words about the food preparation process such as: whipping, beating, mixing, or kneading. Children can expand their language development with the introduction of new and different foods, preparation skills, and techniques.

### PHYSICAL DEVELOPMENT

Children use different physical skills in eating and handling food such as: stirring, cutting, kneading, and rolling. Fine motor skills and hand-eye coordination are developed through slicing, measuring, and pouring.

### SOCIAL/EMOTIONAL DEVELOPMENT

Food activities and meal time are important social experiences where children and adults interact together. Through this interaction, children learn positive attitudes toward food and develop manners and socially acceptable skills.

### COGNITIVE DEVELOPMENT

Children begin to develop an understanding of where food comes from, how it tastes, feels, and smells. They start to distinguish differences between foods such as their raw and cooked form. Cognitive skills develop through measuring, sequencing, and counting.

## INTRODUCTION



During the first five years of life, the way in which children are fed—or not fed—affects their physical health, as well as their emotional and social development. The giving (by the adult) and receiving (by the infant/child) of food can become a source of tension, anger, and hostility, or it can generate feelings of mutual love, respect, and acceptance. Therefore, the goal of the feeding relationship is to promote the health of the child while simultaneously establishing feelings of safety, security, and attachment between adult and child (Growing Educator’s Guide, 1996).

The approach taken in this chapter focuses on the food experiences/activities for the preschool child. If you would like information regarding the Nutritional Guidelines, recommended serving sizes, or nutrient needs for the preschooler, please see the Resource Guide.

## 12 THINGS CHILDREN LEARN FROM COOKING

- 1. Health & Nutrition:** Providing children the opportunity to help prepare new and different foods encourages good nutrition and healthy eating habits (Bullard, 2010). They begin to learn about the five basic food groups, portion size and the importance of food safety and hand washing. Children who learn to eat a variety of healthy foods when they are young are more likely to eat healthy when they are adults (Clemson University, n.d).
- 2. Reading and Language Development:** Since cooking has its own vocabulary, children are exposed to a wide array of new words. Words like teaspoon, tablespoon, whisk, and boil are common terminology found in cooking but seldom used in other settings. Children begin to develop word and letter identification and left to right progression (Bullard, 2010). Reading is essential in order to understand directions, recognize, and understand labels and measurements. There are many books that inspire, teach, and encourage children to cook.
- 3. Sequencing:** Much of cooking naturally happens in sequence. What order ingredients are added, the order in which it is prepared, and even the order in which we clean up follows a sequence. Children learn to follow step-by-step instructions.
- 4. Math Concepts:** Cooking can teach or reinforce math skills such as matching, counting, and sorting (Feeney, n.d). They begin to understand simple fractions such as half, whole, quarter, “more than” or “less than” (“Growing Minds,” n.d). A simple task like dividing a snack or fruit into enough pieces for each person in the class helps to reinforce basic math concepts.
- 5. Science Concepts:** Cooking exposes children to new foods and how they change when mixed together, heated, or cooled. Children are able to observe basic concepts of water freezing or boiling, grinding wheat into flour or heating a batter until it becomes a solid through the cooking process (Feeney, n.d.). They are able to observe characteristics of food such as color, taste, and texture using all five senses (sight, hearing, smell, touch, and taste). Children are learning life science when they pick food from the garden and transform it into part of their snack or cooking experience (“Growing Minds,” n.d).
- 6. Culture and History of Food:** Food is universal to all cultures and has existed throughout man’s history. Cooking and food preparation provide an opportunity to share foods from cultures and explore their differences and similarities. They can share stories from different generations within a family. Sharing the history of a food, how it grows, or a family experience adds to the richness of the cooking experience (Cleaver, 2013).

**7. Experimentation and Creativity:** Cooking allows the child to make creative decisions regarding their own food. Through their creativity they can determine what color they want the frosting, if they want pepperoni or pineapple on their pizza, and what vegetables they want in their salad. They learn that some things work better than others—a skill that will carry over to other aspects of their lives (Clever, 2013).

**8. Gross and Fine Motor Skills:** Children develop fine motor skills and strengthen hand-eye coordination using cooking utensils such as graters, peelers, melon ballers, or grinders (Clever, 2013). Gross motor skills are developed in the process of kneading, rolling, or beating a stiff dough.

**9. Self-Confidence:** Children develop a sense of pride and confidence in their ability when they are able to eat the food they have prepared. Children learn to work independently in preparing and serving their own snacks.

**10. Cooperation and Social Skills:** When children work together they learn to take turns, help each other, and interact in socially acceptable ways.

**11. Learn to Cook:** Children develop skills they can use throughout their lives (Clemson University, n.d). According to a study conducted in Britain by the Children's Food Trust (2012), children who learn to cook before the age of eight are 50 percent more likely to have a healthy diet later in life.

**12. Broaden Their Palate:** Cooking with children provides an opportunity to talk about food, taste different foods, and experiment with how those foods work together. Children are more likely to try something new if they have prepared or helped to prepare it than they would be otherwise (Gavin, 2011). Children who learn to like different foods will grow into adults that enjoy a broad array of foods.

## OBJECTIVES

- Display a sense of curiosity and willingness to try new things.
- Persist in complex tasks.
- Work collaboratively with others.
- Approach tasks with organization.
- Demonstrate awareness of abilities and preferences.
- Develop skills to interact cooperatively with others.
- Employ positive social behaviors with peers and adults.



# CHAPTER 11: LEARNING ACTIVITIES

## LESSON 1: HAND WASHING

**Goal:** Every food lesson needs to begin with a hand washing exercise. Children of all ages need to understand the importance of hand washing to prevent illness and food contamination.

### MATERIALS NEEDED

- Hand washing soap
- Warm water
- Clean towel

### DIRECTIONS

Select a fun hand washing song the children can sing while washing their hands (see page 149). Using a drop of soap, have the children vigorously rub their hands together. When bubbles are created, form a circle with the thumb and forefinger and blow a bubble through it. This makes hand washing fun and keeps children involved long enough to get little hands clean.

## LESSON 2: RECOGNIZING HEALTHY FOODS

**Goal:** Help children to recognize “healthy” foods.

### MATERIALS NEEDED

- Book *The Berenstain Bears and Too Much Junk Food* (or use the download in the Resource Guide.)
- Prepare the game “Red Light, Green Light” (found in the Resource Guide Chapter 11 under the Games link )
- Snack items: Celery, peanut butter and raisins for each child

### DIRECTIONS

Read the book *The Berenstain Bears and Too Much Junk Food*. Talk to the children about good foods and foods that need to be eaten in moderation. Play the game “Red Light, Green Light” (found in the Resource Guide Chapter 11 under the Games link ) to help children determine which foods are “green light” or healthy foods and which foods are “red light” or need to be eaten in moderation. Have the children create a healthy snack such as “Ants on a Log” (see page 150).

## LESSON 3: WHERE DOES FOOD COME FROM?

**Goal:** Help children to understand where food comes from.

### MATERIALS NEEDED

- Book *The Milk Makers* (or show the download of Reading Rainbow found in the Resource Guide)
- Prepare and play the matching game: Where Food Comes From
- Snack items: Make Butter Balls (see page 151)
- Cream
- Small jar or container with tight-fitting lid for each child
- Crackers or bread to put the butter on

### DIRECTIONS

Read the book *The Milk Makers* (or show the download of Reading Rainbow found in the Resource Guide). Talk to the children about where different foods come from. Play the matching game “Where Food Comes From” matching the food with the source (found in the Resource Guide Chapter 11 under the Games link ). Make Butter Balls and have bread/crackers and fresh butter.



## HAND WASHING GAME (CHILDREN AGES 3-5)

### MATERIALS NEEDED

- Flour or tempera paint (about 2 Tablespoons)
- Raw food such as celery/carrot sticks
- A toy
- Soap
- Running water
- Paper towels.

### OBJECTIVES

- Describe how germs are spread.
- Demonstrate proper hand washing.
- Name at least three times when they should wash their hands.

### DIRECTIONS

**Sit down with the child (or group of children) and discuss the following points:**

- There are good germs and bad germs. We need to have some good germs because they help our bodies run; bad germs can make us sick.
- Germs are invisible just like the air. Even though we can't see them, we know they are there.
- Germs are alive and can spread.

To show how germs get around, use flour or tempera paint to create make-believe germs. Coat hands with flour and touch the child's hand. Have the child touch a toy and a piece of food. Point out how germs travel from person to person, then to things and to food.

**Explain that the best way to stop bad germs from getting inside our bodies and making us sick is for everyone to wash their hands:**

- Before eating
- After going to the toilet
- After blowing their nose
- After sneezing into their hands

**First have children practice these steps without water. Then go to the washroom and have each child show you the way to wash hands.**

**Discuss each step involved in hand washing.**

- Use soap and running water
- Rub hands together and wash the backs of hands, between fingers, under fingernails, and wrists (demo)
- Rinse well
- Dry hands with paper towel
- Turn off water using a paper towel instead of bare hands

Ask the children to tell you what they learned.

- How germs are spread
- How to wash hands
- When to wash hands

Hang a chart in the washroom on which brightly colored stickers can be placed to show when the child's hands have been washed. At the end of one week, reward the child for how well and how often hand washing has occurred.

## HAND WASHING TUNES FOR CHILDREN

### HAND WASHING RAP

(Timed to take 20 seconds)

You gotta' wash your hands, and  
 You gotta' wash 'em right,  
 Don't give in to germs  
 Without a fight.

Use water that's warm  
 And lots of soapy bubbles,  
 These are your weapons  
 For preventing germ troubles.

Don't cut your time short  
 Your fingers—get between,  
 It takes twenty seconds  
 To make sure they're clean.

Gotta' —wash, gotta' wash  
 Gotta' — wash—your—hands.

### THIS IS THE WAY WE WASH OUR HANDS

(Tune of “Here We Go Round the Mulberry Bush”)

This is the way we wash our hands,  
 Wash our hands, wash our hands.  
 This is the way we wash our hands  
 At \_\_\_\_\_Center.

This is the way we dry our hands,  
 Dry our hands, dry our hands.  
 This is the way we dry our hands  
 At \_\_\_\_\_Center.

**Source:** MSU Board of Trustees (1993)

## FOOD ACTIVITIES FOR CHILDREN

### ANTS ON A LOG

#### MATERIALS NEEDED

- Celery stalks
- Peanut butter
- Raisins

#### DIRECTIONS

1. Wash and scrub celery.
2. Cut celery stalks into 3-4" lengths.
3. Spread peanut butter in celery cavity.
4. Decorate with raisins.

#### Questions to Ask

**Q:** Why does celery need to be washed?

**A:** Washing celery helps get the celery clean. It helps to get rid of dirt that may be on it.

**Q:** What was a raisin before it became a raisin?

**A:** A grape.

### CHEESE FLAGS

#### MATERIALS NEEDED

- Cheese slices
- Thin pretzel sticks

#### DIRECTIONS

1. Cut each slice of cheese into four pieces, either square or triangle shapes.
2. Help children thread cheese onto pretzel to form a flag.

#### Questions to Ask

**Q:** Where do you store cheese?

**A:** Refrigerator

**Q:** Where do you store pretzels?

**A:** Pantry shelf or cupboard



## FOOD ACTIVITIES (CONTINUED)

### BUTTER BALLS

#### MATERIALS NEEDED

- Heavy whipping cream (1 cup whipping cream will make about 1/3 cup butter.)
- Small jar or container with tight-fitting lid for each child
- Crackers or bread to put the butter on

#### DIRECTIONS

1. Pour 1 ½ tablespoons of whipping cream into each small, clean jar with a tight fitting lid .
2. Have children shake the jars until solid butter forms. Pour off buttermilk. Use a wooden popsicle stick to remove the remaining buttermilk from the butter. Wash the butter several times in cold water.
3. Spread on crackers or bread.

**Tip:** Little arms may tire before the butter is made. Do the activity in pairs. Pick a song that takes about 20 seconds to complete and sing the song and once completed change hands.

#### Questions to Ask

**Q:** Where do you store butter?

**A:** In the refrigerator

**Q:** What other foods are made from milk?

**A:** Ice cream, yogurt, cheese, etc.

### RAGGEDY ANN/ANDY FACES

#### MATERIALS NEEDED

- Bread slices
- Creamy peanut butter
- Shredded carrots (hair)
- Apple wedges (mouth)
- Raisins, banana slices, grape halves, cherry halves, celery slices, etc.

#### DIRECTIONS

1. Cut bread in round shapes with a biscuit or cookie cutter.
2. Spread a thin layer of peanut butter on bread rounds.
3. Let children select the fruits/vegetables they want to place on the bread to form facial and head features. They may decide that apple wedges make great ears or shredded carrots are good for a beard.

#### Questions to Ask

**Q:** Where would you go in your home to find the peanut butter and bread?

**A:** Most will say cupboard or pantry shelf, but some may say refrigerator. The cupboard/pantry is all that is needed for safe storage of these items.

**Q:** Name all the foods on their face that are fruits.

**A:** Answers will vary depending on foods available.

## FOOD ACTIVITIES (CONTINUED)

### ALPHABET BARS

#### MATERIALS NEEDED

- Graham cracker squares
- Creamy peanut butter
- Raisins

#### DIRECTIONS

Spread peanut butter on crackers. Ask children to make a letter of the alphabet by arranging raisins on the peanut butter. They could choose a letter from their first name.

#### Questions to Ask

**Q:** Name a food that starts with the letter you chose.

**A:** Answers will vary.

**Q:** Where does peanut butter come from?

**A:** Peanuts

**Q:** Where do raisins come from?

**A:** Grapes

### BREAD INITIALS

#### MATERIALS NEEDED

- 2 envelopes yeast
- 2 tablespoons sugar
- 3 cups warm water
- 8 cups flour
- 2 teaspoons salt

#### DIRECTIONS

1. Soften yeast in  $\frac{1}{2}$  cup of warm water. Combine dry ingredients and add softened yeast and enough water to make a soft dough. Knead dough until elastic. Give the children a ball of dough and have them roll it into two pencil-shaped pieces. Ask them to shape dough into their first and last initials.
2. Place each pair of initials on a greased cookie sheet with the edges touching to connect the initials. Let dough rise for 20-30 minutes. Bake at 425 degrees for 12 to 15 minutes.
3. You can place about  $\frac{1}{3}$  cup of unknaded dough in a small plastic bag and let children work it with their hands until elastic.

#### Questions to Ask

**Q:** Where does flour come from?

**A:** Farmers grow a grain called wheat. When the wheat is ground up, it becomes flour.

**Q:** What happens to the dough when you let it rise?

**A:** The dough gets bigger. Yeast cells are alive and when you add water and sugar they produce a gas that makes the bread get bigger.

## FOOD ACTIVITIES (CONTINUED)

### PUDDING IN AN INSTANT

#### MATERIALS NEEDED

- Instant pudding, various flavors
- ¼ cup ice cold milk per child
- Plastic cup with solid lids (no straw holes)

#### DIRECTIONS

1. Place one tablespoon of instant pudding mix in each child's cup. Add ¼ cup ice cold milk. Place the lid on securely and let the child shake a pudding!

#### Questions to Ask

**Q:** Where does milk come from?

**A:** Cows (sometimes goats)

**Q:** What other foods contain milk?

**A:** Varies. Ice cream, cheese, yogurt, etc.

**Q:** Why do we shake the pudding?

**A:** To mix it up.

### PORCUPINE BALLS

#### MATERIALS NEEDED

- 1 cup chunky peanut butter
- 2 tablespoons margarine
- 1 ¼ cups sifted powdered sugar
- ⅔ cups of crisp rice cereal

#### DIRECTIONS

1. Place cereal in a plastic zip-style bag, removing as much air as possible. Have children use their hands to lightly crush cereal.
2. Combine peanut butter, margarine, and sugar in a large bowl. Have children blend the ingredients by pressing the mixture with the back of a spoon. Mix in cereal.
3. Give each child a tablespoon full of the mixture to shape into a ball. Porcupine balls may be chilled to make them firmer.

#### Questions to Ask

**Q:** Why were you asked to wash your hands before making the Porcupine Balls?

**A:** We do a lot of things with our hands that make them dirty. Washing our hands gets rid of the dirt and germs so that we don't get them in our food.

**Q:** What makes the peanut butter chunky?

**A:** It has pieces of peanuts in it.

**Q:** Does the powdered sugar look different from sugar used to put on cereal?

**A:** Yes. It is finer.

## FOOD ACTIVITIES (CONTINUED)

### SUNSHINE SALAD

#### MATERIALS NEEDED

##### For each child

- 1 tablespoon crushed pineapple
- 1 tablespoon shredded carrots
- 1 tablespoon flavored yogurt

#### DIRECTIONS

In a clear plastic (9 ounce) cup, stir each food in to make a salad.

#### Questions to Ask

**Q:** What does each food smell like?

**Q:** What colors are the food items?

**Q:** Did the colors change when mixed?

**Q:** What does each food feel like?

**A:** Crunchy, soft, smooth.

**Q:** What food group is each food from?

**Source:** University of Nebraska Extension

### EASY PIZZA

#### MATERIALS NEEDED

##### For each child

- 1 refrigerator biscuit
- 1 tablespoon tomato sauce
- 1" square of sliced cheese
- Selection of additional chopped ingredients: onions, black olives, mushrooms, pepperoni, green peppers, broccoli florets, etc.

#### DIRECTIONS

1. Place biscuit between two sheets of wax paper or parchment paper. Have children flatten a biscuit with the palm of their hand. Have children add tomato sauce and cheese. It may be easier to have them squeeze the tomato sauce from a squeeze bottle than to spoon it on. Let them select additional ingredients to put on their pizzas. Bake about 6 minutes at 475 degrees.

#### Questions to Ask

**Q:** What other foods would be good on a pizza?

**A:** Answers will vary.

**Q:** Where do you store cheese?

**A:** Refrigerator.

## FOOD ACTIVITIES (CONTINUED)

### POTATO PALS

#### MATERIALS NEEDED

##### For each child

- ½ baked potato
- Assorted foods to create a face

#### DIRECTIONS

1. Children can help wash potatoes for baking. Cut each baked potato in half and create a face — peas could be the eyes, cottage cheese or cheese for the hair, cherry tomato for nose, etc.
2. Let children get creative on fun ways to make a face.

**Tip:** Potato washing gloves are available in children's sizes for washing potatoes/produce.

#### Questions to Ask

**Q:** Why is it important to wash the potatoes?

**A:** To remove all of the dirt and germs.

**Q:** What are some of the other ways we eat potatoes?

**A:** Varies. French fries, hash brown potatoes, etc.

### CHEWY KISSES

This is a small group activity. The following ingredients are for each group.

#### MATERIALS NEEDED

- Graham Crackers (one package)
- ½ cup non-fat dry milk
- ⅓–½ cup peanut butter
- ¼–⅓ cup corn syrup
- 1 gallon freezer bag
- Small plates

#### DIRECTIONS

1. Put graham crackers in bag, remove air, and seal. Have the children take turns crushing the crackers until they are in small pieces.
2. Add peanut butter. Again pass the bag around giving all of the children a turn to help mix the peanut butter into the crackers.
3. Add dry milk and mix. Add corn syrup and mix.
4. Place a small amount of the mixture on a small plate for each child to form into a ball or other shape.

#### Questions to Ask

**Q:** Why was the mixture dry at times and other times sticky?

**A:** Because of the ingredients added.

**Q:** What caused the change from large crackers into small pieces of crackers?

**A:** Crushing or breaking them into small pieces.

## FOOD ACTIVITIES (CONTINUED)

### PURPLE COW

#### MATERIALS NEEDED

##### For each child

- 3 tablespoons vanilla ice cream
- ¼ cup grape juice
- Plastic spoon and cup

#### DIRECTIONS

1. Give children a cup and spoon.
2. Place ice cream in each cup.
3. Pour grape juice over top.
4. Children can stir ingredients together.

#### Questions to Ask

**Q:** Did the ice cream change color when the grape juice was added?

**A:** Yes, it changed to purple.

**Q:** Why should we drink milk?

**A:** To have strong bones.

**Q:** What other foods are in the milk group?

**A:** Cheese, cottage cheese, yogurt, etc.

### SMILE! OJ'S IN THE BAG!

#### MATERIALS NEEDED

##### For each child

- Oranges cut into wedges (¼ orange)
- 1 zip-type sandwich bag
- Straw

#### DIRECTIONS

Orange Smiles—Child can hold the pulp part of the orange between their teeth making a big orange smile.

1. Put orange slice in bag, remove air and seal.
2. Squeeze orange to make juice.
3. Insert straw to drink juice.
4. Eat orange pulp.

#### Questions to Ask

**Q:** Where does an orange come from?

**A:** Grows on a tree.

**Q:** Do we eat the rind of an orange?

**A:** No. It is bitter. (Sometimes little pieces are used in cooking).

## FOOD ACTIVITIES (CONTINUED)

### BAGEL SNAKE

#### MATERIALS NEEDED

- Mini bagels
- Knife
- Spread/salad
- Fruit/vegetable decorations

#### DIRECTIONS

Split mini bagels in half. Cut each half into half circles. Spread the halves with toppings such as tuna salad, egg salad, or peanut butter. Decorate with sliced cherry tomatoes, banana slices, etc. Arrange the half circles to form the body of a snake. Use olives or raisins for the eyes.

#### Questions to Ask

**Q:** Which of the foods (toppings) are vegetables?  
**A:** Varies according to toppings selected.

**Q:** Which of the foods (toppings) are fruits?  
**A:** Varies according to toppings selected.

## WHAT'S POPPING?

#### MATERIALS NEEDED

- Air popper
- Popcorn kernels
- Clean sheet or disposable tablecloth
- Napkins or small bowls

#### DIRECTIONS

Have children wash their hands prior to starting the activity. Spread a sheet or tablecloth on the floor with the popper in the middle. Allow the popcorn to pop onto the floor. Allow to cool slightly and fill individual cups/bowls for the children to eat.

#### Questions to Ask

**Q:** How does the popcorn smell?  
**A:** It smells good.

**Q:** How does it feel in your mouth?  
**A:** Crunchy, airy, good, etc.

**Q:** What color is it?  
**A:** It is fun to use colored popcorn—it still pops white!

Hansen, S. (n.d). Tots and nutrition. [Conference]. University of Nebraska Extension.

\*For more recipes for kids of all ages, check out Kids in the Kitchen in the Resource Guide.

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# CHAPTER 12: HEALTH & SAFETY

Chris Jensen

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Pre-school children learn by hands-on experience developed through exploration of their world. The habits and practices they learn at this stage of their lives are very important to their overall health and safety, to their ability to follow directions and increased their abilities in reading, math, and science.

### LANGUAGE DEVELOPMENT

Children during this stage begin to use larger words to express their view of their world. They begin to know numbers, know when and how to use to use emergency numbers, gain confidence in community helpers such as police and firemen. Generally can give their home address.

### PHYSICAL DEVELOPMENT

Pre-school children develop their confidence and self-esteem through physical activity geared for their age and skill levels. These physical activities help to promote later thinking skills and fine motor skills appropriate for their success both socially and academically.

### SOCIAL/EMOTIONAL DEVELOPMENT

Pre-school children learn to develop the ability to follow rules, play with their fellow classmates, learning to control their bodies and their actions towards others. This is a time to learn healthy habits and procedures which will follow their throughout their lifetime.

### COGNITIVE DEVELOPMENT

Children develop positive interactions with community helpers, understand their role in the child's world and help them to be safe and happy.

## INTRODUCTION



The most important part of being a childcare provider or babysitter for families is the health and safety of the children you care for. These children may think they are invincible to the realities of life, but they are not.

It is your responsibility to provide a healthy and safe haven for these children. As a professional child care provider you will have guidelines and safety precautions for your facility given by your state. Check with your local health department for licensing and guidelines. They will want to inspect your facility. A helpful guide to get licensed is the publication by Utah State University called “Building a Quality Childcare Business.” This publication can be found in your local USU Extension Office or online at [http://extension.usu.edu/files/publications/publication/FC\\_Family&ConsumerSciences\\_2013-01pr.pdf](http://extension.usu.edu/files/publications/publication/FC_Family&ConsumerSciences_2013-01pr.pdf). This guide will help you set up your business and get licensed.

If you are an individual providing child care for families such as a babysitter, you may find the above listed publication helpful to you as well. You have a different environment to provide child care. You will be taking care of children in their own home and may not know the full extent of the safety issues in the home. Be prepared to help children stay safe by keeping doors locked, not inviting friends to call or come over, etc.

Your primary obligation is the safety of these children. It is a good idea to let your parents know where you will be. Also obtain information on the family and their children. When you arrive at the home, ask if there are any special needs for the children – such as allergies or food habits. Make sure you follow their directions and inform them of any problems you may

have. Children will understand the rules of their family but may test a new babysitter with breaking or stretching the rules while you are there. Keep the rules the parents have shared with you. Make sure you have their phone number in case of an emergency or problem.

There are numerous websites that will help you find activities to help the children you are caring for. By looking for preschool activities and preparing them ahead of time, you will be able to take care of the children and they also will be easier to take care of during the time they are with you. They will be less likely to find other things to do that may be less safe for them.

Never leave children unattended while care for them. The younger they are, the more direct time you have with them. Never leave an infant alone on a changing table or young children in a bathtub. Keep them within eye contact at all times even if your phone rings. Let it ring and take care of the children first.

It is important that children are also taught to wash their hands at appropriate times such as after using the bathroom, before eating, after petting an animal or being outside playing in the dirt etc. As a child care provider, you should be the example of what to do. Keep your hands clean especially after changing diapers or cleaning up messes and especially when preparing food.



# CHAPTER 12: LEARNING ACTIVITIES

## LESSON 1: HANDWASHING

**Goal:** Have children sing the “ABC Song” twice while washing their hands, using warm water and soap. Explain to children why we wash our hands, how we wash our hands, and how we dry our hands.

### DIRECTIONS

Dry hands with individual paper towels if in a child care situation where they are available. At home, a babysitter should have children use a clean, dry towel. Fold and hang the towel on a rod so it dries out. Wet towels are a breeding ground for germs and bacteria.

If available, use Glo-Germ liquid or powder and a black light to show proper handwashing. This product can help children understand where they may not be washing correctly.

## LESSON 2: BABYSITTER’S KIT

**Goal:** If babysitting, your job is to keep children safe and happy while the parents are away. You need to watch children closely and play with them. Bringing a babysitter’s kit with you will help children accept you as a new person in their life. Their curiosity is aroused as they find new toys and activities to do with you.

### DIRECTIONS

1. Find a container. This may be an old, but clean, backpack, a large tote bag, an ice cream bucket, pillowcase, shoe box, or file box. Use anything that will hold your items, keeping them clean and safe.
2. Decorate your container.
3. Fill the container with useful items such as:
  - Notebooks or file cards with family information and instructions
  - Disposable gloves
  - A small First Aid kit which contains colorful band aids, wraps, etc.
  - Flashlight for emergencies
  - Children’s DVD’s (ask parents’ permission before using them)
  - Storybooks
  - Plastic balls
  - Washable markers and paper
  - Puppets
  - Puzzles
  - Musical instruments such as a recorder (flute), whistles, bells, kazoo, etc.
  - Stickers
  - Small, clean stuffed animals
  - Small toys
    - Toys should contain no removable parts that can become a choking hazard (e.g. buttons, toy car tires, marbles, barbie doll accessories, etc.)

## **LESSON 2 (CONTINUED)**

Food items should not be given to children unless parents have approved. This is important because there may be things the children cannot eat. Be aware of any food allergies or parental food preferences before offering food to children. Some foods may be acceptable such as Cheerios®, crackers (saltine, animal crackers, fruit snacks, etc.)

Keep things simple and safe.

## **LESSON 3: MAKING AN INFORMATION LOG**

**Goal:** Whether providing child care in a commercial location or taking care of your neighbor's children, contact information is needed for each family. Using Handout 1, babysitters can copy, punch holes where designated and place rings in holes. This is a portable file with information for families you regularly babysit. This helps to gain knowledge of the children and the needs and expectations of the family during your child care experience. Advise your parents and give them information of where you will be babysitting.

### **DIRECTIONS**

Handout 1 can be found at the end of this lesson.

1. Copy the handout one onto cardstock, both sides.
2. Cut in half.
3. Punch holes in designated spots and make an alphabetical file by family last name (upper right corner).

## LESSON 4: ANSWERING THE DOOR, TELEPHONE

**Goal:** It is important that you, as a babysitter, and the children you care for, are safe. Ask parents if they want you to answer the door or telephone and if they are expecting anyone while they are away. Some parents may prefer you let an answering machine take messages or that you not answer the door.

### DIRECTIONS

Here are some simple and safe guidelines for answering the phone or door.

#### Answering the telephone:

1. Be courteous.
2. Do not make or accept personal calls while babysitting.
3. Identify the home by the name of the residence you are babysitting for. (e.g. the Jones residence).
4. Never give out information that you are alone with the children. Furthermore, do not give information about the family such as their personal cell phone number unless you have been given permission to do so.
5. If taking a message, write it down carefully using your paper and pencil.
6. Have a list of emergency numbers and post it by the phone. Know the street address where you are babysitting to give to emergency personnel if necessary.

#### Answering the door:

1. Keep doors, windows, and cellars locked. Ask parents/guardians to show you how they work if needed.
2. Turn off unnecessary lights inside the house. Turn on outside lights.
3. Always look through a peep hole or ask who is on the other side of the door before opening.
4. Do not open the door to strangers, no matter what they say. If they persist, call the police and report the situation. (If they claim to be a service person, ask them to return tomorrow or call and reschedule the appointment.)

# HANDOUT 1 CONTACT INFORMATION

Date: \_\_\_\_\_

Family name: \_\_\_\_\_

Parent/guardian name(s): \_\_\_\_\_

Street address: \_\_\_\_\_

Phone numbers to reach parents/guardians: Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Names / ages of children: \_\_\_\_\_

\_\_\_\_\_

Parent instructions: \_\_\_\_\_

\_\_\_\_\_

Allergies: \_\_\_\_\_

Bed time(s): \_\_\_\_\_

Emergency contact (other than parent): \_\_\_\_\_

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Poison Control: 1-800-222-1222

Police:

Fire:

# CONTACT INFORMATION

Date: \_\_\_\_\_

Family name: \_\_\_\_\_

Parent/guardian name(s): \_\_\_\_\_

Street address: \_\_\_\_\_

Phone numbers to reach parents/guardians: Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Names / ages of children: \_\_\_\_\_

\_\_\_\_\_

Parent instructions: \_\_\_\_\_

\_\_\_\_\_

Allergies: \_\_\_\_\_

Bed time(s): \_\_\_\_\_

Emergency contact (other than parent): \_\_\_\_\_

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Poison Control: 1-800-222-1222

Police:

Fire:

## CONTACT INFORMATION

Date: \_\_\_\_\_

Family name: \_\_\_\_\_

Parent/guardian name(s): \_\_\_\_\_

Street address: \_\_\_\_\_

Phone numbers to reach parents/guardians: Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Names /ages of children: \_\_\_\_\_

\_\_\_\_\_

Parent instructions: \_\_\_\_\_

\_\_\_\_\_

Allergies: \_\_\_\_\_

Bed time(s): \_\_\_\_\_

Emergency contact (other than parent): \_\_\_\_\_

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Poison Control: 1-800-222-1222

Police:

Fire:

## CONTACT INFORMATION

Date: \_\_\_\_\_

Family name: \_\_\_\_\_

Parent/guardian name(s): \_\_\_\_\_

Street address: \_\_\_\_\_

Phone numbers to reach parents/guardians: Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Names /ages of children: \_\_\_\_\_

\_\_\_\_\_

Parent instructions: \_\_\_\_\_

\_\_\_\_\_

Allergies: \_\_\_\_\_

Bed time(s): \_\_\_\_\_

Emergency contact (other than parent): \_\_\_\_\_

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Poison Control: 1-800-222-1222

Police:

Fire:

## LESSON 5: POLICE OFFICERS

**Goal:** At the end of this lesson children will be able to:

1. Identify police officers as friends.
2. Tell four duties of a police officer.
3. Cross the street safely by using the four basic safety rules.
4. Tell at least two basic bicycle safety rules.

Many children these days have been exposed to police officers and their jobs in ways that negatively impact them. Some negative exposure may have come from television programs. Explain to children that men and women go to school to learn how to become police officers. Police officers are nice people who are regular moms, dads, aunts, uncles, etc.

Police officers learn first aid, physical fitness, and gun safety (even though most officers will never shoot a gun at a person). They learn how to use handcuffs, which help people keep their hands to themselves so they can't hurt others or themselves. They have special radios that let them talk to other policemen when they are working. Police officers learn how to keep cars and trucks moving safely on our streets. They help people obey laws to stay safe on the road. (emphasize that drivers do NOT get taken to jail for speeding, just given tickets and that children are NEVER taken to jail!) Police officers usually drive special cars or even motorcycles. Sometimes policemen patrol streets by walking. Police officers use special clothing to help us recognize them (e.g. badge, uniform, etc.)

If we get lost or in an accident, a police officer will be happy to help us. Police officers are our friends.

### Police officers also:

1. Help lost children get home safely
2. Help people cross a busy street safely
3. Help people who have car accidents
4. Help people who need directions to get places
5. Stop people who drive too fast or break other driving rules
6. Stop fights or people who are being cruel to others
7. Help prevent damage to personal or public property (explain what this means)

## ACTIVITY 1: VISIT A POLICE OFFICER OR VISIT A CITY POLICE DEPARTMENT

### DIRECTIONS

If possible, arrange for a police officer to visit the preschool. He/she can show the children some of his/her equipment and explain the job. This will help familiarize children with police officers and take away some of the fear. Many police departments have toy police badges and will “deputize” the children with a promise to help others obey safety rules.



## LESSON 5 (CONTINUED)

### ACTIVITY 2: COLOR THE POLICE OFFICER; LEARN A POEM ABOUT OUR FRIENDS THE POLICE

#### DIRECTIONS

Use the drawing of a policeman (see page 172) and have children color the officer. When finished coloring, have children learn the following poem:

A POLICE OFFICER is someone  
 On whom we can depend  
 To keep our community safe and sound  
 We know he is our friend.

### ACTIVITY 3: MAKE A POLICE OFFICER PUPPET

#### DIRECTIONS

See page 173 for a copy of the puppet pattern.

Make the police officer puppet out of blue felt or on one-sided poster paper. Attach the puppet to a paint stir stick. Let children role play with their puppets about how they believe police officers would respond to different situations (e.g. lost child, speeder, vandals, etc.)

### ACTIVITY 4: LEARNING SAFETY RULES FOR CROSSING STREETS

#### DIRECTIONS

Explain to children that police officers sometimes help us cross busy streets safely, but they are not always around to help. We must learn to cross safely by ourselves. Always follow these rules:

1. Walk to a corner or a crosswalk. Do not cross in the middle of the block.
2. STOP before you begin to cross the street.
3. LOOK both ways (left, right, and left again) to make sure it is safe to cross.
4. WALK across the street.

With this activity have children complete the “Traffic Light Coloring Worksheet” found on page 183. If you choose not to use the worksheet, cut out circles of red, yellow, and green. Have children glue the “traffic light” circles onto black paper in the correct order. Explain what each color means in relation to crossing the street.

Young children may not understand some of the words you are using for crossing the streets, such as: crosswalk, traffic light, stop sign, left, or right. It is especially important they learn left and right, and this is a good activity to help them learn. Show pictures and practice with children away from the street until they can complete this activity.

**LESSON 5 (CONTINUED)****ACTIVITY 5: LEARNING SAFETY RULES FOR RIDING A BICYCLE ON THE ROADWAY****DIRECTIONS**

Ask the children, “How many of you have learned to ride a bicycle? Did you know there are special rules for riding a bicycle?”

1. Always wear a helmet to protect your head when you ride a bicycle.
2. Always ride your bicycle on the sidewalk or at the edge of the RIGHT side of the road.
3. Always get off your bike and walk it across the street. Only cross streets at corners or in crosswalks. Do not cross in the middle of a block.
4. Look both ways before you walk your bike across the street.

**ACTIVITY 6: BICYCLE SAFETY WORKSHEET****DIRECTIONS**

Have children color both pages of the bicycle safety worksheet (see pages 180 and 181). Note that the children are wearing their helmets. Point out that they are walking their bikes across the street at the intersection. Be sure the bottom light is colored green meaning GO.

**ACTIVITY 7: LEARN THE POEM ABOUT SAFELY CROSSING THE STREET****DIRECTIONS**

Have the children recite the following poem:

On the sidewalk by the street  
Before I cross and use my feet.  
I stop, I look, I listen carefully  
For any cars that just might be  
Down the street and close to me.  
I look both ways every time  
And then I’m sure I’ll be just fine.

Take children outside and practice crossing the street using the rules they have learned. If possible, walk to a traffic signal so children can see how the lights change colors. After the children have learned the poem, send a copy home with them and give the “responsibility” to the children to teach it to their families.

## LESSON 6: FIREMEN

**Goal:** At the end of this lesson children will be able to:

1. Name two fire safety rules
2. Demonstrate two ways to extinguish their clothes should they catch on fire
3. Name two duties of a fireman and list two pieces of his/her equipment

### DIRECTIONS

Men and women go to school to learn how to become firemen. Some firemen live at the fire station for a few days. Those firemen eat and sleep at the fire station and keep the firefighting equipment clean and in perfect working condition. Some firemen are volunteers and live at their homes with their families and have a special radio which calls them out to fires. Firemen sometimes visit schools, factories, and stores to teach people about fire safety.

**Important things a fireman tells people are:**

1. Never play with lighters or matches. If you find those things, give them to an adult immediately. NEVER PLAY WITH THEM OR TRY TO MAKE A FIRE!
2. Turn off irons, stoves, and other appliances when finished.
3. Good fires can be campfires. Help an adult to make sure a fire is completely out by shoveling dirt on it or pouring water on it.
4. Firemen teach us what to do if the clothes we are wearing catch on fire.

A fireman has other duties besides putting out fires. He/she can help us in almost any emergency. For example, firemen can rescue kittens who are stuck in a tree or help a child who is hurt. Firemen know first aid and can help until a doctor or ambulance comes to help someone who is hurt.

## ACTIVITY 1: WHAT DOES A FIREMAN WEAR?

### DIRECTIONS

Firemen have special equipment to fight fires. They have a heavy helmet (hat) that keeps burning pieces of buildings from falling on their heads. They have a fireproof coat and pants that are very heavy and are made of special material that keeps them from getting burned. They might also have an ax, a ladder, hoses, a badge, and a radio that lets them talk to other firemen. Firemen have tall boots with steel on the bottom that lets them walk on broken glass and not get cut. Their boots also have steel toes that keep their feet safe from falling objects. Firemen also have oxygen tanks strapped onto their back to give them fresh air as they help rescue people and put out fires. The oxygen makes the fireman sound a little like Darth Vader on Star Wars. Do not be afraid. Firemen are our friends and are there to help us!

## **LESSON 6 (CONTINUED)**

### **ACTIVITY 2: HAVE A FIREMAN VISIT YOUR PRESCHOOL OR MAKE A VISIT TO THE FIRE STATION**

#### **DIRECTIONS**

This is a good time for children to learn not to be afraid of firemen in full gear. If possible, have the fireman show what he/she looks like when wearing all his gear.

- Have children ask questions about firefighting, what they can do to be safe, etc.
- Color the worksheet of the fireman's clothes (see pages 174 and 175). Using glue, attach all of the equipment to the fireman.

Many fire stations have a short, kid-friendly movie about fire safety and what to do in case of a fire emergency and you might ask to show it to the children.

### **ACTIVITY 3: STOP, DROP, AND ROLL**

#### **DIRECTIONS**

Firemen tell us what to do if the clothes we are wearing catch on fire.

1. Never run if your clothes are on fire (STOP).
2. Drop to the ground where you are (DROP).
3. Roll around on the ground until the fire is out (ROLL).

STOP, DROP, AND ROLL are wonderful sight words. Children will learn to recognize them as well as their meanings with regard to fire safety. If the weather is warm, practice STOP, DROP, AND ROLL outside, or practice on an inside floor.

### **ACTIVITY 4: FIRE TRUCKS**

#### **DIRECTIONS**

There are two kinds of fire trucks. One is a pumper truck which is smaller and pumps water from a big tank inside the truck. The other is a hook and ladder truck, which is bigger than a pumper truck. It carries all the equipment needed to put out fires (See fire truck in the back of this chapter).

Make copies of the fire truck handouts at the end of this lesson (see page 176). Have each child color the fire truck.

Ask the children, "Do you know what a fire alarm is?" Show one that is either in the preschool or in the home. Do you have one at home? If not, please talk to mom and dad about getting one to warn the family if there is a fire – IT'S IMPORTANT!

## LESSON 6 (CONTINUED)

### ACTIVITY 5: HELP CHILDREN DIAL "911", NUMBERING ACTIVITY

#### DIRECTIONS

Give each child a large rectangle of foam core board or cardstock. On the rectangle, place numbers as they are found on a telephone keypad. Help children learn to dial 9-1-1 to report a fire. Make sure children know the name of their parents and their FULL name. Use role playing to help children report a fire.

EXPLAIN TO CHILDREN THAT WE SHOULD NEVER CALL 9-1-1 UNLESS IT IS AN ACTUAL EMERGENCY.

### ACTIVITY 6: MEMORIZE A SHORT POEM ABOUT FIREMEN

#### DIRECTIONS

Have the children color the picture of the fireman (see page 177). When finished coloring, have children learn the poem:

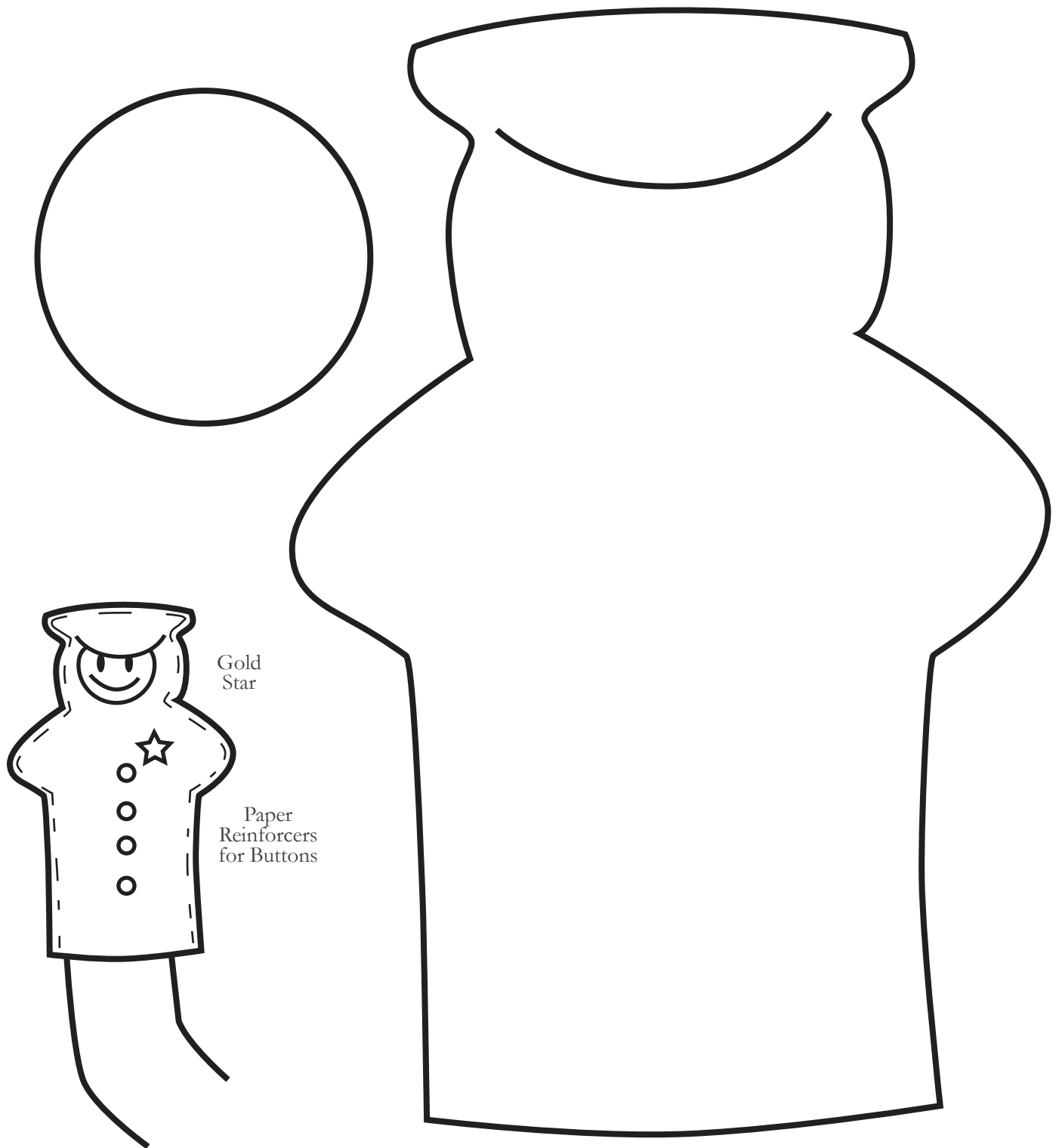
A fire fighter's job, they say,  
Takes courage, strength, and speed.  
They put out fires and protect us  
In our greatest time of need.

## POLICEMAN COLORING PAGE



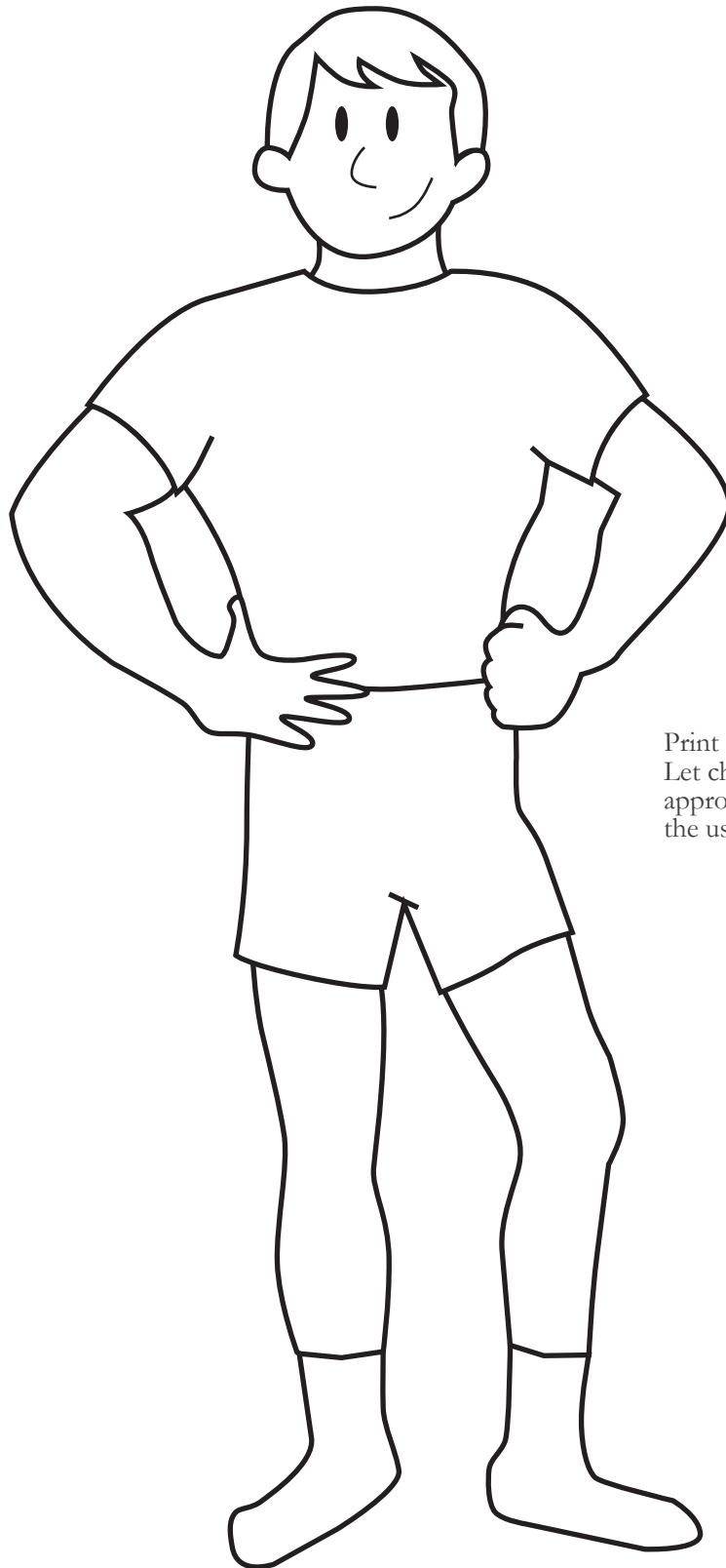
A **police officer** is someone:  
On whom we can depend  
To keep our community safe and sound.  
We know he is our friend.

# POLICEMAN PUPPET



Use this pattern to make a policeman puppet out of felt.

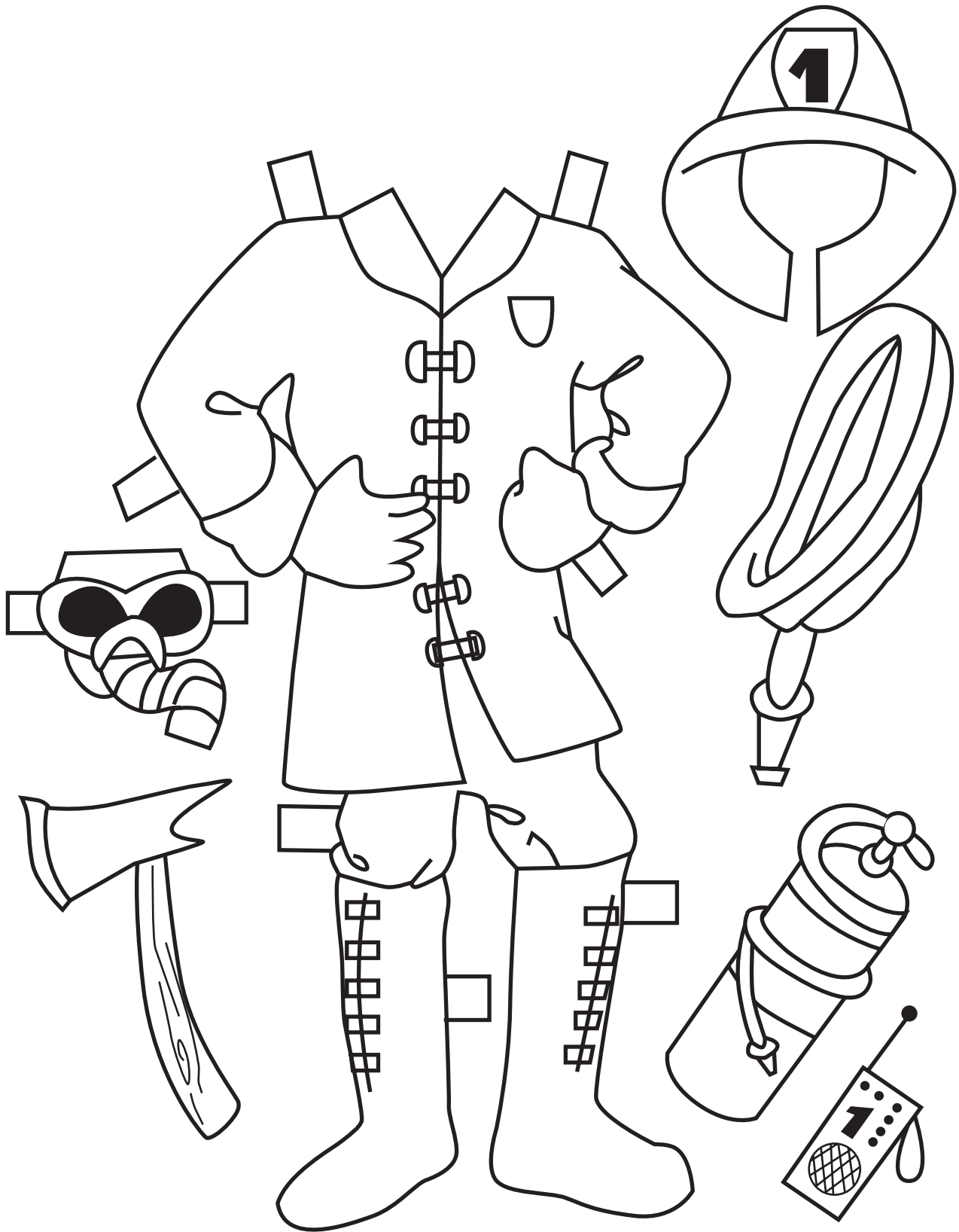
## FIREMAN PAPER DOLL



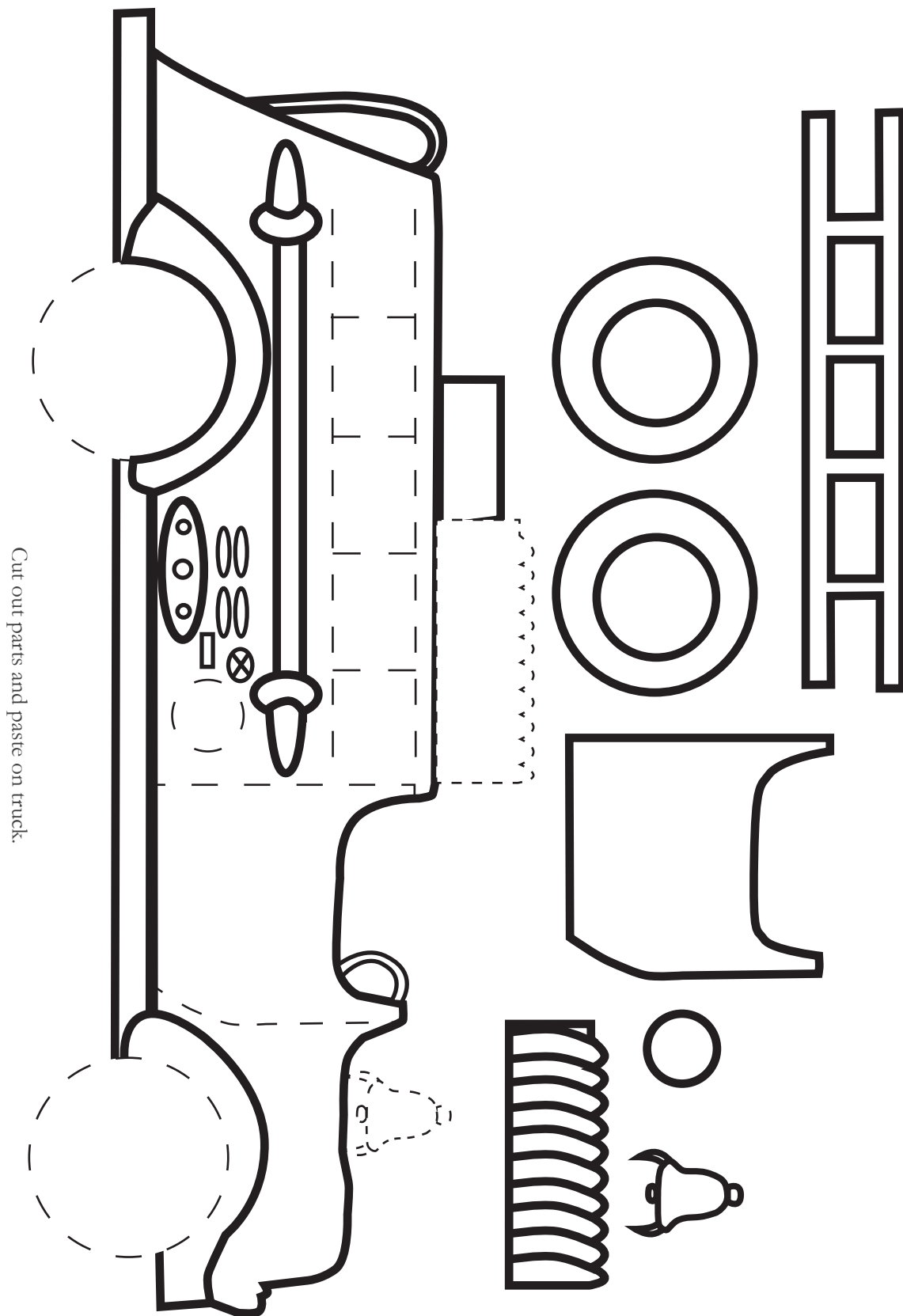
Print fireman paper doll on cardstock. Let children color and add the appropriate “fire gear,” while discussing the use for each piece of equipment.



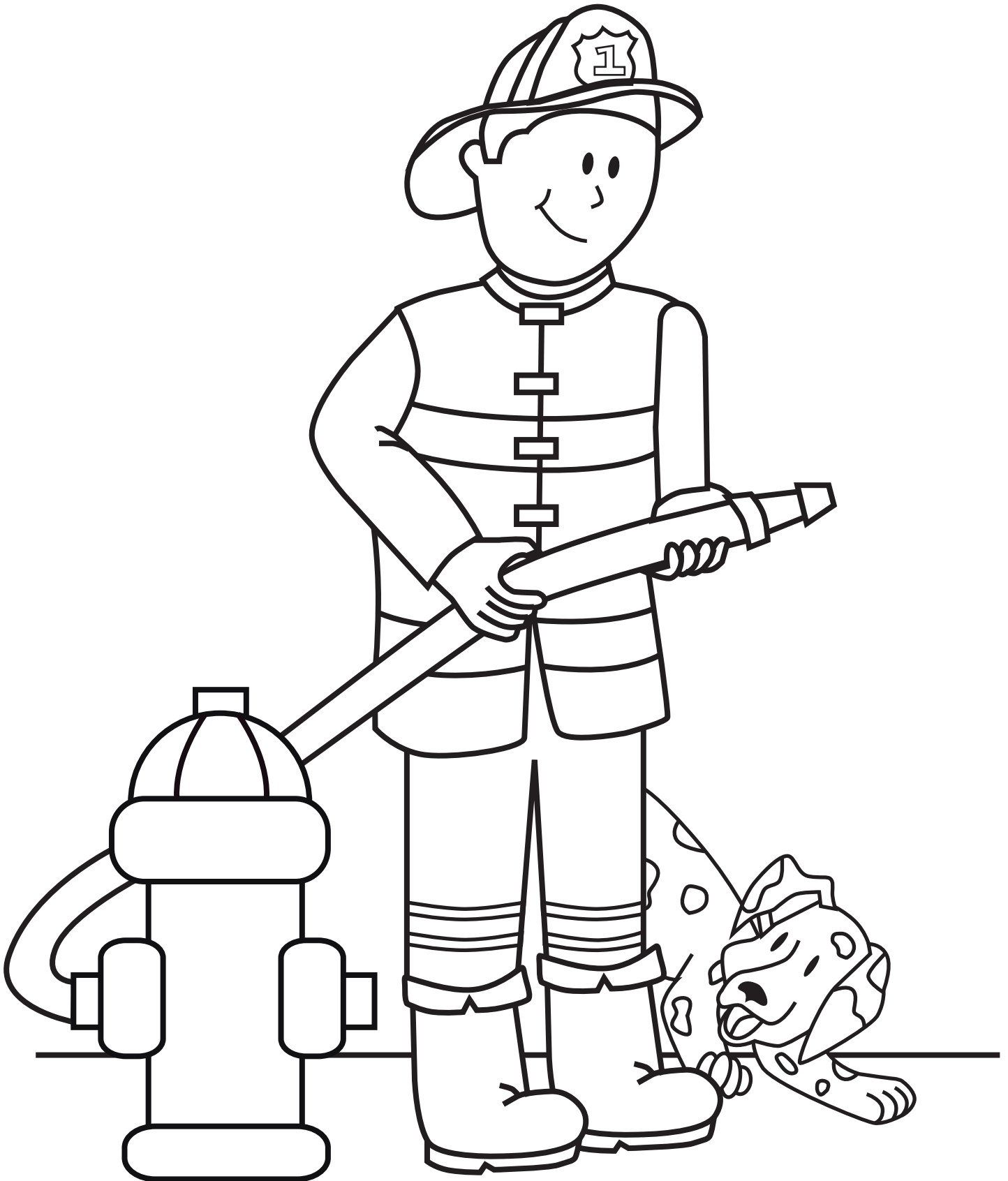
# FIREMAN PAPER CLOTHING & EQUIPMENT



# FIRE TRUCK PUZZLE



# FIREMAN COLORING PAGE

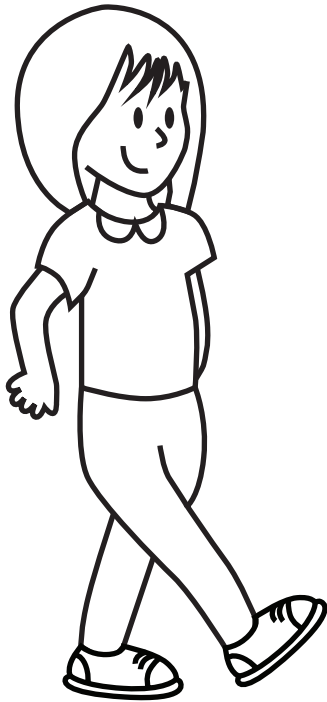


## FIREMAN COLORING PAGE

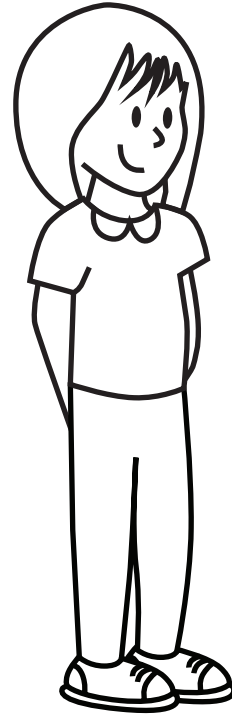
Copy on cardstock. Cut out eye holes.  
Have children color. Attach to a paint  
stick or punch holes above ears,  
add reinforcements and small elastic to  
fit around child's head.



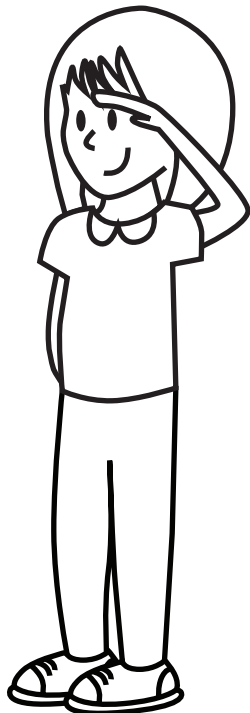
## STEPS TO CROSSING THE STREET



1. Walk to the corner or crosswalk.



2. Stop before you begin to cross.



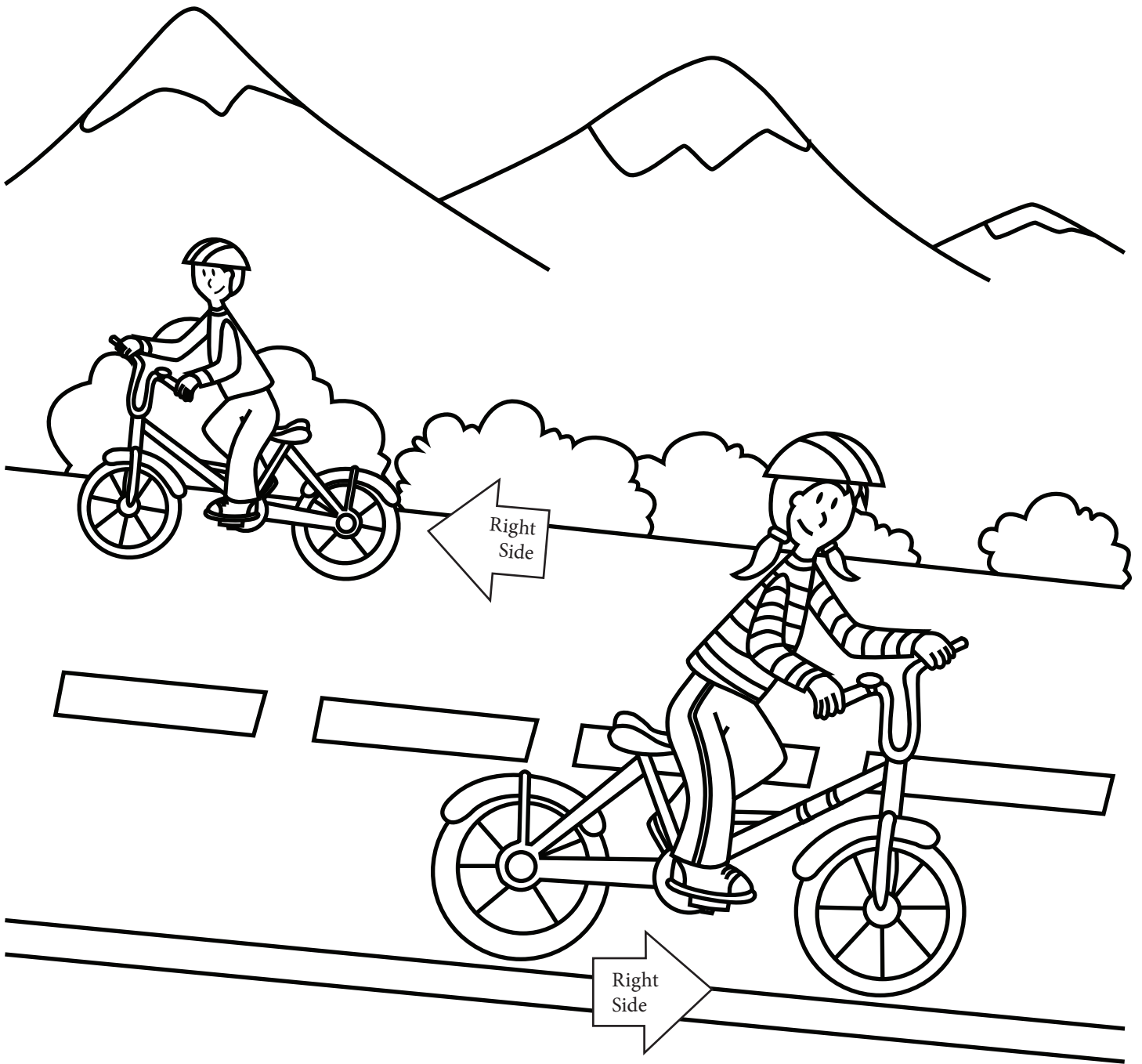
3. Look both ways.



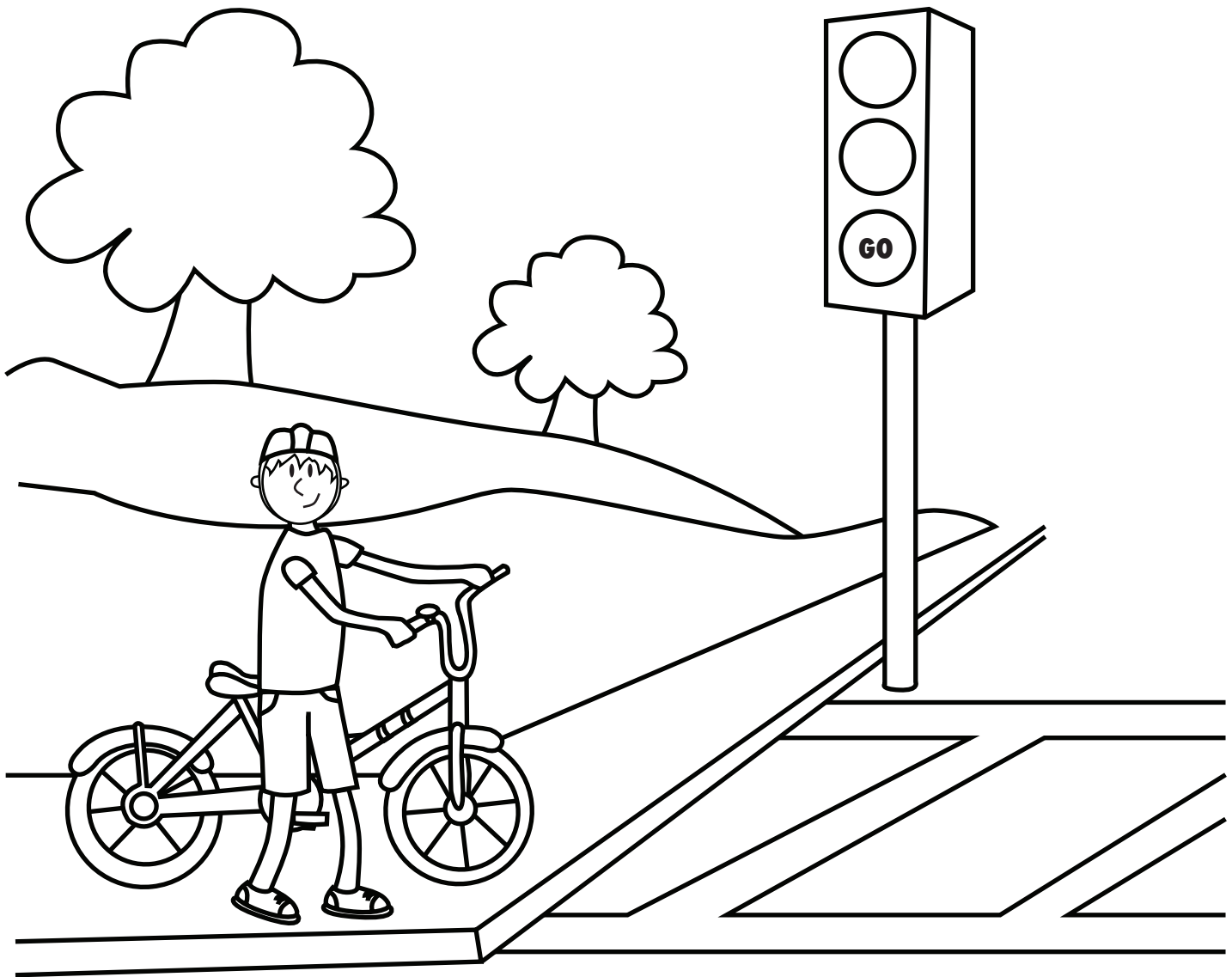
4. Walk across the street.

Cut out, paste in proper order for crossing the street.

# BIKE SAFETY COLORING PAGE



Always ride your bicycle on the right side of the road.

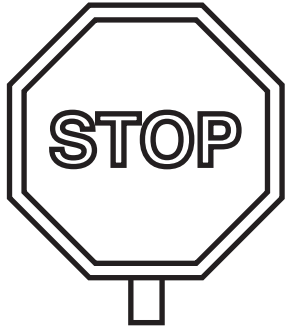
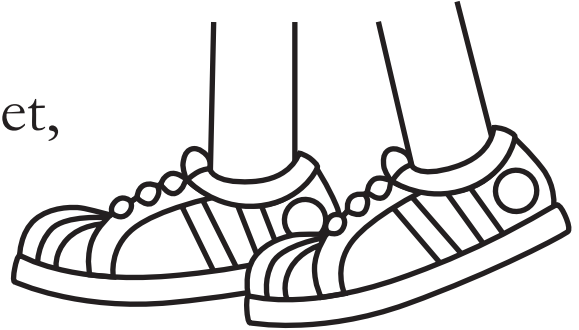
**BIKE SAFETY COLORING PAGE**

Get off your bike and walk it across the intersection with a green light.

## CROSSING STREET SAFETY

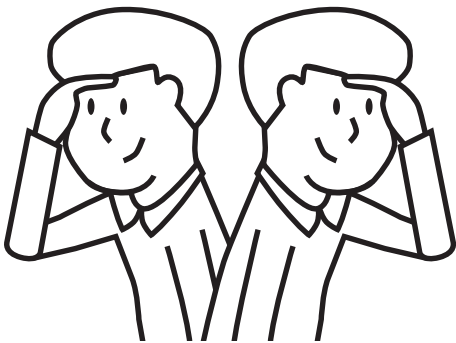
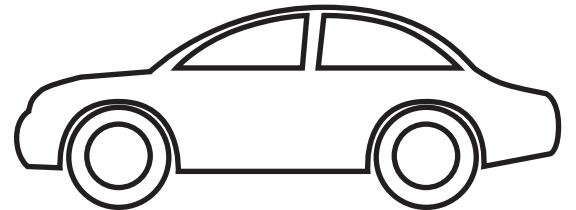
On the sidewalk by the street,

Before I cross and use my feet,



I stop, I look, I listen carefully

For any cars that just might be



Down the road and close to me.

I look both ways every time.

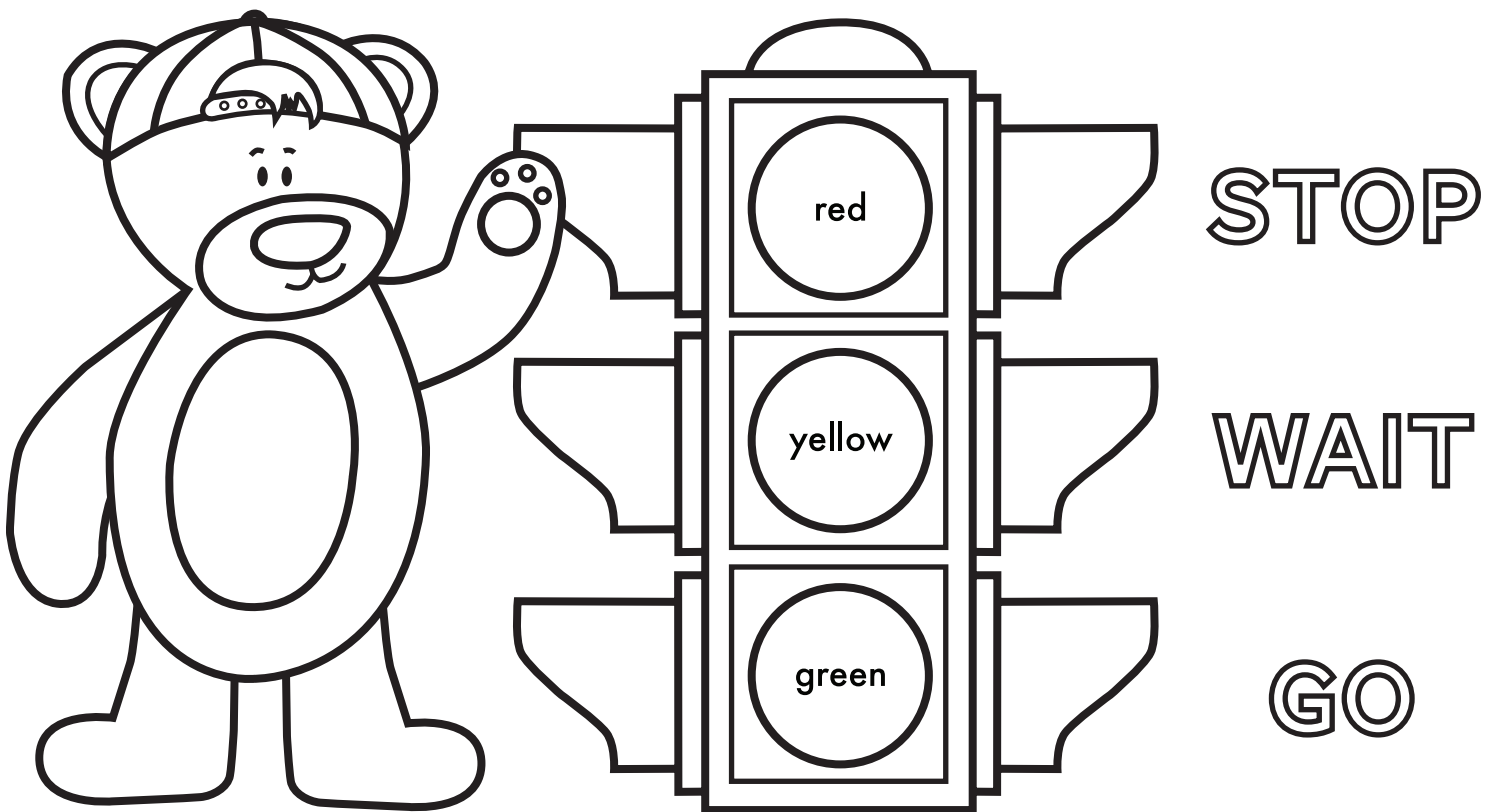
And then I'm sure I'll be just fine.

Written by: Lori Manning



**TRAFFIC LIGHT COLORING WORKSHEET**

Help Mr. Good Bear  
Learn his traffic lights.  
Color in the circles.  
Be sure to get them right.



Draw lines from each color,  
Yellow, red, and green,  
To the words which tell the Bear  
Exactly what they mean.

**RESOURCES****Health and Safety Resources/Notes**

<http://www.homeschoolcreations.com/firemanlapbook.html>

<http://www.uen.org/Lessonplan/preview.cgi?LPid=4583>

<http://www.first-school.ws/theme/safety.htm>

[http://www.doh.state.fl.us/ccfp/Nutrition/NutritionEd/preschool\\_lesson\\_plans.htm](http://www.doh.state.fl.us/ccfp/Nutrition/NutritionEd/preschool_lesson_plans.htm)

<http://www.parents.com/baby/childcare/daycare/day-care-safety-checklist/>

<http://www.cpsc.gov/library/ccstudy.html>

[http://www.brightfutures.org/mentalhealth/pdf/families/in/child\\_care.pdf](http://www.brightfutures.org/mentalhealth/pdf/families/in/child_care.pdf)

<http://nrckids.org/>

<http://www.ianrpubs.unl.edu/live/g1213/build/g1213.pdf>

**Suggested Reading:**

The Tooth Fairy (Troll books)

The Berenstain Bears go to the Dentist

The Berenstain Bears go to the Doctor

Those Mean, Nasty, Dirty, Downright Disgusting but....Invisible Germs, by Judith Ann Rice

**Suggested Songs:**

<http://www.preschooleducation.com/shealth.shtml>



# CHAPTER 13: FUN WITH ART

Joanne Roueche

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Art activities promote social skills, cooperation, confidence and self expression while providing children with hands-on experiences to enhance early learning.

### LANGUAGE DEVELOPMENT

Art activities provide an opportunity for children to develop new language skills related to color, texture, size, and shape relationships. Children develop skills in listening, following basic instructions, and sequencing from start to finish of a project.

### PHYSICAL DEVELOPMENT

Children develop fine motor skills and increase their hand-eye coordination through art activities. They develop hand and finger muscles needed to use pencils and crayons.

### SOCIAL/EMOTIONAL DEVELOPMENT

Children learn about themselves through art exploration. This process helps build self-esteem while developing individual uniqueness through self-expression. Children learn cooperation and social interaction through art activities. Art provides a means for children to express emotion—both positive and negative.

### COGNITIVE DEVELOPMENT

Children learn special relationships and early math skills through art activities. Art helps children to understand the world around them and express ideas and experiences.

## INTRODUCTION



Pablo Picasso once said, “Every child is an artist. The problem is how to remain an artist once we grow up.” Children naturally love art and enjoy the creative process. As parents, caregivers, or babysitters, our goal should be to feed that love and keep it alive.

Art activities are more than mere enjoyment for children. Art provides a means of self-expression that has been helpful in the therapeutic setting as well as the educational setting. Children find comfort in expressing their feelings and emotions through different forms of art media. They learn about the world by exploring through their senses.

Americans for the Arts (2002) factsheet outlines some of the benefits of Early Childhood Art Education:

- Stimulates the imagination and helps develop critical thinking.
- Children practice problem solving and critical-thinking skills.
- Helps build self-confidence.
- Nurtures collaboration and team building skills.
- Exposure and appreciation of different cultures and traditions.
- Accept responsibility and follow through with commitments.

- Motivates and engages children in learning—school can be fun, play can be learning.
- Helps to level the “learning field” for children across socio-economic boundaries.

Art projects should be fun for adults as well as children. The enjoyment comes from being flexible, being prepared, and allowing adequate time for children to explore their creativity. Set few limits or guidelines for art projects and have a variety of materials available for children to use. Most of all, have fun.

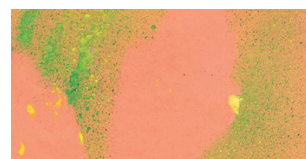
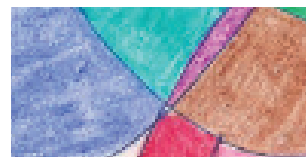
## OBJECTIVES

- Children display a sense of curiosity and willingness to try new things.
- Children work collaboratively with others.
- Children approach tasks with organization.
- Children demonstrate confidence in a range of abilities.
- Children attempt tasks until satisfied with results.
- Children accept responsibility (e.g. cleans up, does own share of work, accepts assigned role, etc.).

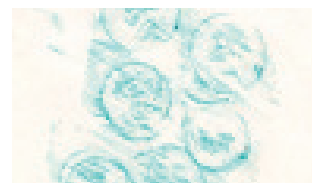
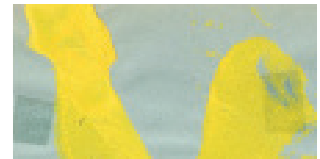
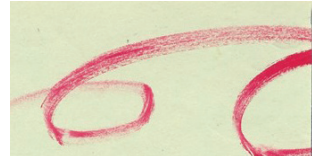
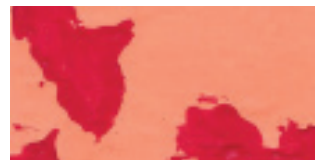


## PAINTING TECHNIQUES

- Potato painting:** Use small potatoes that can be easily held by small hands. Cut in half. Using the flat, cut side of the potato, make very simple designs. The designs can also be cut using a small cookie cutter. Carefully remove the potato from around the design to create a stamp. Place paint in a low container such as an aluminum pie plate. Place a paper towel in the bottom of the pan. This will help absorb the paint so the right amount will be transferred to the potato and will not drip or run. Other fruits and vegetables can also be used as stamps to create different effects (e.g. oranges, lemons, sweet potatoes, carrots, apples, cabbages, corn on the cob, etc.) Dried tempura paint or food coloring mixed with soap can be used to paint. Newsprint, butcher paper, construction paper, grocery sacks, etc., may all be used for potato painting.
- Scribble painting:** Let children “scribble” a line pattern or design onto a piece of paper with a pencil or crayon. Using crayons, paints, or markers, color in the sections of the “scribble” design.
- Chalk painting:** Using a sponge, wet butcher paper or construction paper with skim milk or buttermilk. Then let the children draw on the paper with colored chalk. The milk causes the chalk to adhere to the paper (Hint: soak chalk in a water-sugar solution for a short time prior to use to keep it from rubbing off onto hands).
- Spool painting:** Spools can be used as a painting tool. Take an old thread spool and nick the edges with a knife. Run a pipe cleaner or old hanger through the hole in the spool to create a handle. Roll the spool in paint then roll onto the paper. Different sizes of spool and different patterns on the edges can create interesting paint designs. In this activity, as in potato painting, paper towels or old sponges can be placed in the bottom of the paint container to absorb the excess paint so it will not drip and run.
- Straw painting:** Straw painting is done by dropping paint onto the paper and blowing through a straw to distribute the paint into interesting designs.
- Sponge painting:** Cut an old sponge into small pieces, about 2 inches by 1 inch. The sponge is easier to cut if it is wet. After cutting, tie pieces onto the end of a tongue depressor or popsicle stick with a string or elastic band. Sponge pieces can also be clipped to the clamp end of a clothes pin. Dip sponge in paint and use similar to a paint brush. Different textures of sponge can be used to create different textures.
- Spatter painting:** Place an object such as a leaf on a piece of paper. Using a brush, spatter paint over the paper. When the leaf or object is removed, the pattern remains on the paper.
- Marble painting:** This activity can become very messy but is a fun experience for children. Dip marbles in paint and let the children roll them across the paper.



- **Leaf and hand prints:** Let the children make leaves on their paper by first dipping their hand and leaf into the paint and then blotting it onto the paper. It is best if sponges or paper towels are placed in the bottom of the pan (like potato and spool painting) to help control the amount of paint and prevent running and dripping.
- **Q-tip painting:** Let children use Q-tips in place of paint brushes. Children can make very fine, thin lines. (For older children, use Q-tips in a diluted bleach solution to remove color from tissue paper. This technique works well in creating colorful windsocks for a Japanese activity. This needs to be done under close supervision because the bleach can also remove color from clothing!)
- **String painting:** Cut pieces of string 12 to 18 inches in length. Fold paper in half, then reopen it. Dip string in the paint and squeeze out the excess paint by running it between fingers. Place the string on the paper in any desired shape. Fold the paper on the original fold line. Place one hand on top of the paper to hold it in place and have the child pull the string from between the fold. Open the paper to see what design was created.
- **Melted crayons:** Grate or finely chop old and broken crayons. Have the children arrange bits of crayons on a piece of folded waxed paper. After they have arranged the shavings, press the waxed paper with a moderately hot iron. It is best to do this on a few layers of old newspaper to avoid scattering the pieces. The crayons will melt between the folded waxed paper and run together. This is a fun project to create a stained glass look in a picture or silhouette.
- **Finger painting:** Finger paint is a valuable medium for art expression. The finger paint can be altered by adding one or more colors, by adding rice or wheat for texture, or by adding crepe paper confetti. Let children each add their own color, rice, etc. Finger paint may be used on a wet table top with wet butcher paper (the wet table top keeps the paper from sliding), or paint on a smooth table top with no paper. (Men's shirts with part of the sleeves cut off can be used for aprons.)
- **Texture painting:** This activity is a manipulative exercise with crayons. Provide the children with items that have textures such as leaves, screen, cardboard, pennies, etc. Put the items underneath the paper and let the children rub crayons over the top of the paper. The patterns from the items underneath will then be drawn up on the paper. Children can experiment with texture, colors, and patterns by using this technique.
- **String block painting:** Wrap string or twine around small blocks of wood and tie securely. Dip block into paint and press on paper. (Use sponges, paper towels, etc., in the bottom of paint pan to prevent paint from running and dripping.) Since the design will be made from the twine or yarn, use various textures and wrap in different patterns. Tin cans can also be wrapped with string or twine and then used to roll the paint on the paper.



- **Crayon resist:** Have children draw a design with a crayon on their paper. Then paint over the entire surface with a contrasting hue of water color paint. This works best with dark but thin water color paint.



- **Stamp painting:** Simple shapes can be cut from styrofoam (e.g. plates, meat trays, etc.), foam, or sponges. Glue the cutout onto the end of a small piece of dowel or small block of wood. These are easy for children to use and inexpensive to create new designs. Household items like buttons or designs from paper clips will also work. It is best if sponges or paper towels are placed in the bottom of the pan to help control the amount of paint and prevent running and dripping.

## TYPES OF PAINT

- **Soap flakes paint:** Paint can be made by mixing soap flakes, water, and food coloring. Place soap flakes in a bowl and add water gradually while beating with electric mixer. Consistency should be about the same as stiffly beaten egg whites. The paint has a thick texture when first prepared but will become thinner over time.
- **Tempera paint:** Add tempera paint to water until the desired consistency is reached. Soap flakes can be added to make the paint last longer.
- **Pudding finger paint:** Instant or cooked pudding may be used for an edible finger paint. Danish dessert can also be used and provides a different texture. Be very specific in letting the children know that only certain finger paints are edible.
- **Creams:** Whipping cream, shaving cream, or other cosmetic creams may be used.

**Note:** Different types of painting media can be found on the website <http://buildingstrongchildren.usu.edu>.



## COLLAGES AND CREATIVE ACTIVITIES

Collages and creative activities are avenues to learning about the world and should not be used merely to keep children busy. Children are at their creative best when they are allowed to experiment and develop their own ideas. Collages and creative activities should have very few parameters and allow children to express themselves.

Collages are a collection of various materials that are pasted on paper. A child's creativity can be sparked by a nature walk to collect materials or an assortment of materials gathered ready to assemble.

- Bottle caps
- Buttons
- Candy
- Cans and cartons
- Cardboard
- Cereal boxes
- Confetti
- Cotton
- Cut paper
- Cut vegetables
- Disposable pie plates
- Dried beans
- Drinking straws
- Egg cartons
- Egg shells
- Feathers
- Felt
- Flour
- Flowers or flower petals
- Fun foam
- Gift paper
- Glitter
- Grass
- Greeting cards
- Hooks and eyes
- Lace
- Leaves
- Macaroni
- Magazines
- Material scraps
- Newspapers
- Noodles
- Nuts
- Old jewelry
- Paper bags
- Paper clips
- Paper cups
- Paper napkins
- Paper plates
- Pebbles snaps
- Pieces of aluminum foil
- Pipe cleaners
- Popped and unpopped popcorn
- Pre-cooked cereal
- Raisins
- Ribbon
- Rice
- Rick Rack
- Salt
- Sand paper
- Sawdust
- Sea shells
- Seeds
- Sequins
- Spices
- Sponges
- Stamps
- String
- Sugar
- Toothpicks
- Tree and brush branches
- Uncooked cereal
- Uncooked spaghetti
- Wallpaper
- Weeds
- Wheat
- Wood chips
- Yarn

Following are some suggested themes using many of the materials listed above.

**Tree collage:** Cut a tree trunk out of construction paper or a brown paper sack. The tree trunk can be pasted onto paper beforehand or children can paste their own. Let the children gather leaves, twigs, small pieces of bark, etc., to add to their tree. This can also be done on a larger scale where the children participate in completing a tree mural.

**Paper sack masks:** Use paper sacks that are large enough to fit over a child's head. Place the sack on the child's head and locate where the eyes and nose need to be cut out. Help the children cut the holes for eyes, nose, and mouth. Now the children can decorate their mask in any way desired.





## SCULPTURES

Sculptures can be created from nearly any material. The process allows children to explore different colors, shapes, and textures while creating their masterpieces. Here are some sculpture ideas:

- **Box sculpture.** Assorted boxes can be stacked and glued to create a sculpture. This can be a group project or a large motor skill project, depending on the size of the boxes.
- **Marshmallow sculpture.** Create a marshmallow sculpture by attaching marshmallows together using toothpicks. A styrofoam base can be used for creating a sculpture using smaller marshmallows.
- **Macaroni sculpture.** Various shapes of colored macaroni can be glued together to create a sculpture. To color the macaroni, place 2 tablespoons of rubbing alcohol and 2-3 drops of food coloring (gel works best) in a sealable plastic bag. Mix well. Add approximately 1 cup of pasta and mix well to coat. Repeat for each color desired.

- **Salt flour clay.** The following recipe can be mixed and stored in an air-tight container for several days.

3 cups flour

$\frac{3}{4}$  cup salt

$\frac{1}{2}$  teaspoon oil

Mix dry ingredients together with dry tempura paint. If tempura paint is not available, add food coloring to the water before mixing. Gradually add water until the desired consistency is obtained.

- **Play clay:**

1 cup baking soda

$\frac{1}{2}$  cup cornstarch

$\frac{2}{3}$  cup warm water

Mix baking soda and cornstarch together. Add water and stir until smooth. Bring mixture to a boil over medium heat and stir until the consistency of mashed potatoes. Cool. Knead in food coloring.

\*\*More recipes for clays can be found on the website: <https://buildingstrongchildren.usu.edu>.



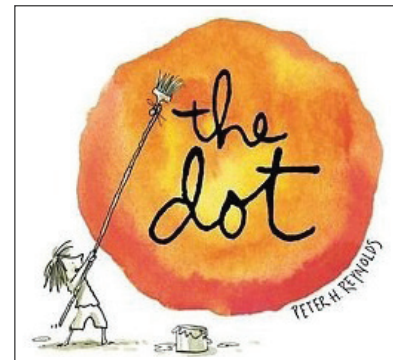
# CHAPTER 13: LEARNING ACTIVITIES

## LESSON 1: THE DOT

By: Peter H. Reynolds (2003)

**Goal:** To help children understand that everyone can be an artist, we just need a starting point.

This story is about a little girl who was given a piece of paper to create an art project. After sitting through the class with nothing on her paper and feeling very frustrated, her teacher said “Just make a mark and see where it takes you.” That was the beginning of a creative journey of self-discovery that capitalizes on the creative spirit in each of us.



### MATERIALS NEEDED

- Paper towels or coffee filters
- Markers
- Pipe cleaners (stems for the body and antennas for the butterfly)
- Spray bottle filled with water
- Plastic cover or newspaper to put on work table

### DIRECTIONS

1. Read the book “The Dot.”
2. Give each child a paper towel or coffee filter.
3. Have the children make a dot or two or three on a paper towel. Allow them to color the paper as they wish: “See where it goes.”
4. Spray the paper towel or coffee filter with water.
5. Let dry. When dry, the coffee filter makes a great butterfly, and the paper towel can be made into a flower or stained-glass window. Put a layer or two of paper towels under the original. The colors will soak through and provide more colored paper to make a flower. Use the pipe cleaners to make stems, antennas, etc. for the children’s creations.



### SNACK IDEA

Give each child a sugar cookie and a small cup of white frosting. Let the children pick their favorite color of food coloring to add to the frosting. Add a small drop. The child can stir it a small amount and make it look like swirls or blend it completely. They can share colors or use only their own. Let the children decorate their cookie and just see where it goes.

## LESSON 2: THE BEAUTIFUL OOPS

By: Barney Saltzberg (2010)

**Goal:** To help children understand that art is a creative endeavor and there are not mistakes

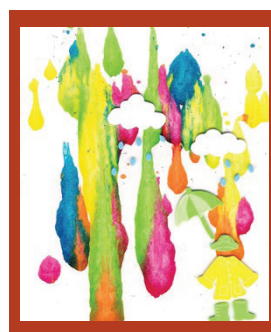
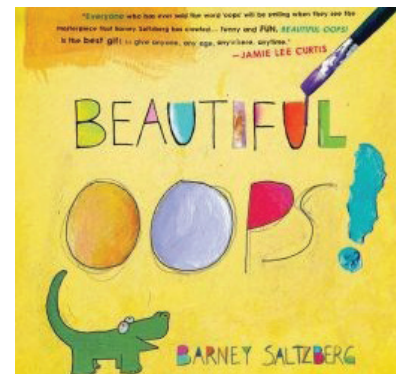
“The Beautiful Oops” creates beautiful masterpieces from what could be considered a mistake. It is a lesson on taking every “mistake” and looking at it as an opportunity to create something creative and original. This is a wonderful lesson every child and adult can benefit from.

### MATERIALS NEEDED

- White paper
- Laminator and film (if desired)
- Crayon shavings (use bright, clear colors). Save the rest of the crayon for the next project!
- Stickers, stamps, or cutout silhouette shapes

### DIRECTIONS

1. Read the book “The Beautiful Oops.”
2. Talk about how each of the “mistakes” made the project more beautiful.
3. On a piece of white paper, have the children put several small pieces of crayon on the top part of the page. Place in a laminator sheet and run through the laminator. Very small pieces melt to be large splotches on the page. Keep the crayon pieces toward the top of the page since they melt and streak downward. (Be sparing with the crayon pieces until you know how they melt since they can damage your laminator.)
4. Ask the children to decorate their creation. You can have them draw or paint their own creation.
5. Use other methods such as stamps, stickers, etc. to color the picture (see pages 187-189).



### SNACK IDEA

Make rice crispy treat paint brushes.

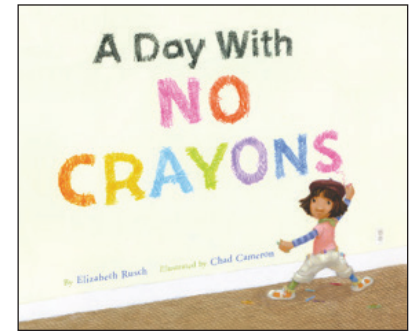
1. Make or buy marshmallow crispy treats.
2. Cut the treats approximately 2”x2 ½”.
3. Place a stick in the middle of the 2” side, making it look like a sucker.
4. Dip the top half in colored molding chocolate. Let it drip down toward the stick so it will look like a paint brush that has been dipped in paint. Molding chocolate can be purchased in a variety of colors, or use gel or paste food coloring added to white molding chocolate to make desired colors.

## LESSON 3: A DAY WITH NO CRAYONS

By: Elizabeth Rusch, illustrated by Chad Cameron (2007)

**Goal:** To learn to appreciate the beautiful art that exists in nature.

“A Day With No Crayons” is a story about Lisa, a creative little girl who has used up all of her paper coloring. She is inspired by a big white wall and begins to color it. Lisa loses the privilege of coloring for an entire day. She soon discovers there are many beautiful colors in nature.



### ACTIVITY 1

#### MATERIALS NEEDED

- Paper
- Glue
- Small paper bag to collect items from a walk

#### DIRECTIONS

1. Read the book “A Day with No Crayons.”
2. Discuss why Lisa had her crayons taken away for the day. What did Lisa discover when she didn’t have her crayons?
3. Go on a walk and gather small items from nature.
4. Give the children each a piece of paper and have them create a collage from the items gathered.
5. Have the children share what they have learned.



#### SNACK IDEA

Provide a tray of cut fresh fruit and vegetables. Talk about the wonderful colors that come from nature. Some ideas include:

- Watermelon cut with cookie cutters into flowers, hearts, etc.
- Apple slices— red and green
- Carrots—baby carrots or carrot sticks
- Grapes —purple and green
- Tomatoes — cherry or grape
- Celery

## LESSON 3 (CONTINUED)

### ACTIVITY 2

Melting old crayons can add new life to old, broken crayons while providing children with a fun recycling art project. They learn how the crayons melt, colors mix and have fun using the multi colored crayon when they are finished.

#### MATERIALS NEEDED

- White paper
- Broken or old crayons
- Small disposable plastic cups, small silicone molds or muffin tin (you will need access to an oven to complete this activity)

#### DIRECTIONS

1. Give each child a small disposable plastic cup marked with his or her name (You can also use muffin tins).
2. Have the children remove the paper from the crayons.
3. Place the crayons in the cups.
4. Put the cups on a baking sheet, or muffin tin, in a preheated 200 degree oven. Turn the oven off after you place the sheet in so it will not melt the cups.
5. When the crayons are completely melted, remove from oven.
6. Allow to cool.
7. Remove the crayons from pan or plastic cups.
8. Give each child a piece of white paper to make a scribble picture. It is fun and interesting since the colors are all together.



## ACTIVITY 2 (CONTINUED)

### SNACK IDEA

#### Edible Crayons:

There are several different ways to create edible crayons.

1. Break honey wheat twists or large pretzel sticks into 2-3" lengths.
2. Dip the ends in colored molding chocolate. Depending on resources available, molding chocolate or chocolate dots can often be purchased in bags with assorted colors. Separate the colors and melt each individually for a variety of colored crayons. If the colored molding chocolate is not available, use white molding chocolate or almond bark. Color with paste or gel colors. It is easier to work with small amounts of chocolate since the coloring will cause it to set more quickly.
3. Let the chocolate set.
4. Wrap the pretzel in colored paper to resemble a crayon.

#### Option 2:

Follow the instructions above but use gummy candies for the crayon ends. The candies can be added to the pretzel sticks with chocolate or royal icing.

See end of lesson (pages 198-201) for colored paper to assemble edible crayons.

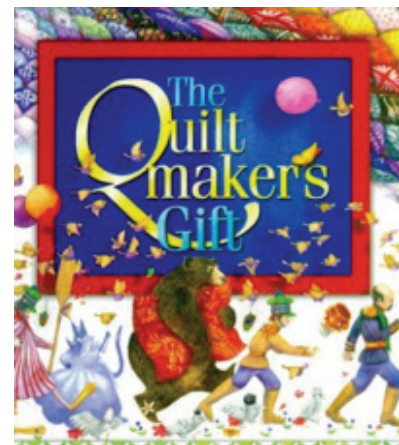


## LESSON 4: THE QUILTMAKER'S GIFT

By: Jeff Brumbeau and Illustrated by Gail de Marcken (2001)

**Goal:** To help children understand that happiness comes when we share our talents with others.

This book is a folktale about a generous quiltmaker who made lovely quilts to give to the poor. The greedy king wanted one of the quilts to warm his heart and make him happy. The quiltmaker refused to make the king a quilt. The quiltmaker made a deal with the king. Eventually the quiltmaker made the king a quilt and in the process he found true happiness.



### ACTIVITY 1

#### MATERIALS NEEDED

- Paper cut in 8" squares
- Glue
- Assorted colored paper and scrapbook paper cut in 4" and 2" squares and triangles

#### DIRECTIONS

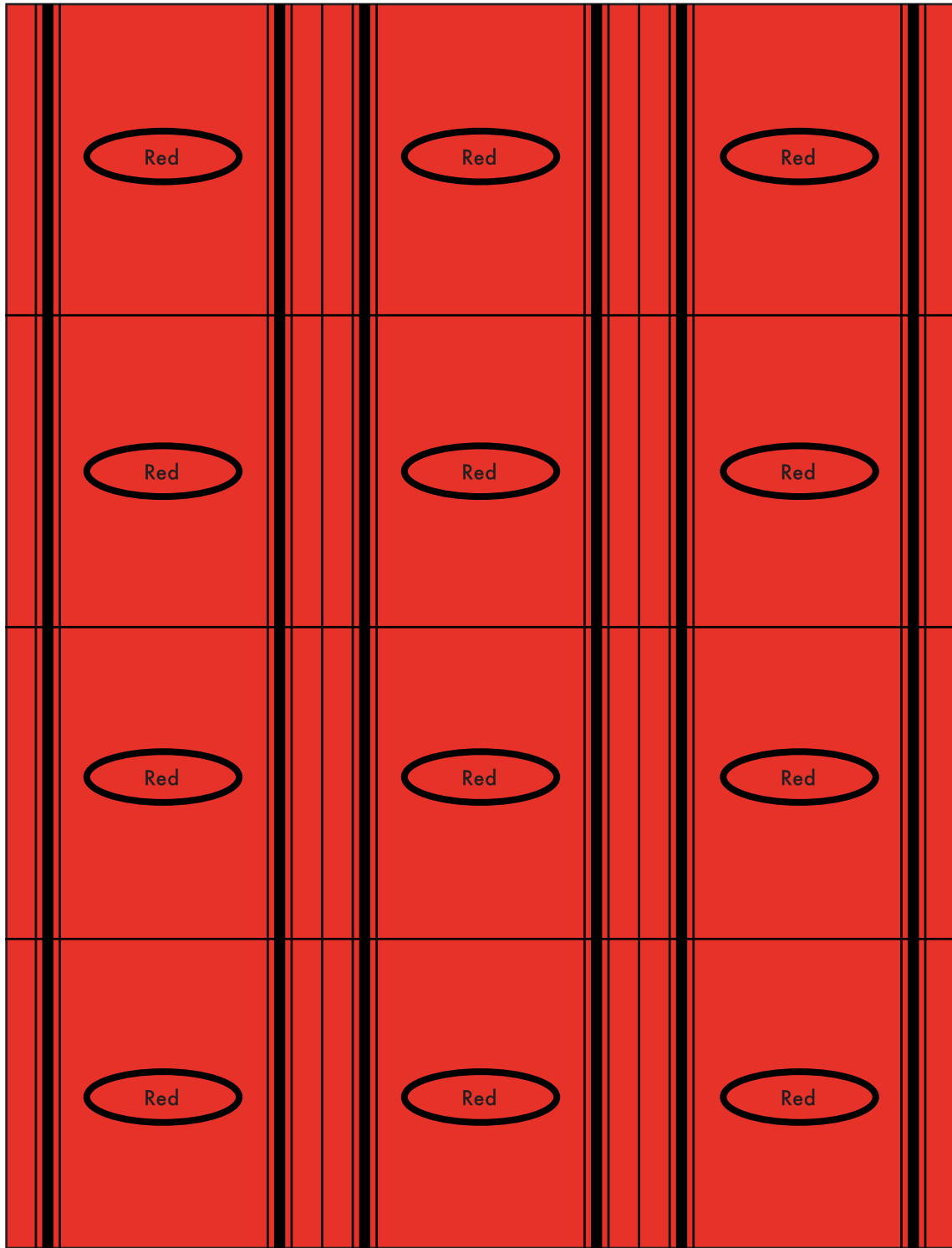
1. Read the book "The Quiltmaker's Gift."
2. Why did the quiltmaker give her quilts away? What finally made the king happy? Discuss why we feel good when we make other people happy. What makes you happy?
3. Give each child a piece of colored paper 8" square.
4. Place assorted colored 4" squares/triangles and 2" squares/triangles. Pieces can be from colored paper, scrapbook paper, or paint chips.
5. The children can each create a quilt block.
6. Attach quilt blocks with tape, or lace them together with yarn to create a paper quilt.



#### SNACK IDEA

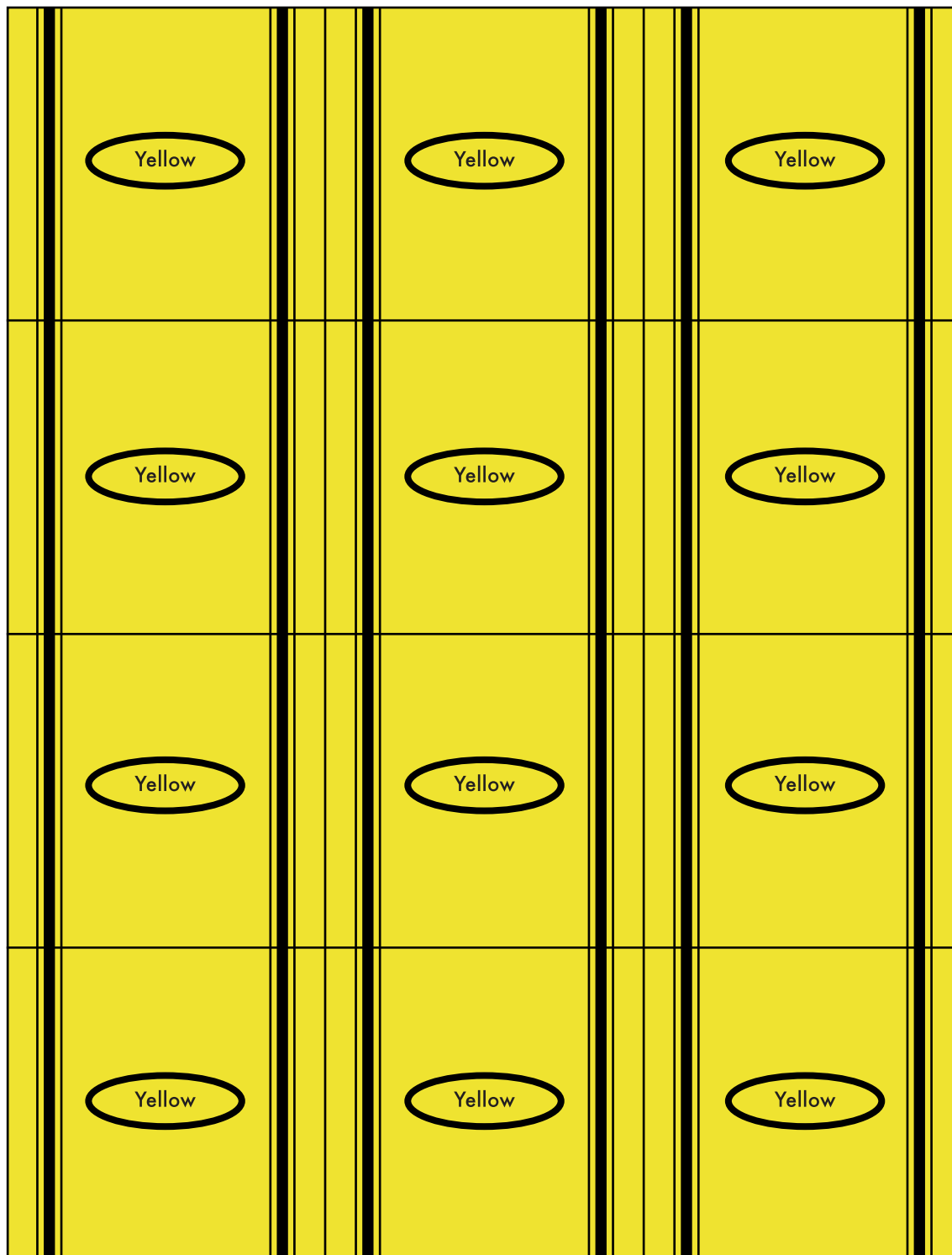
**Quilt block cheese sandwich.** Cut slices of assorted colors of cheese into squares and rectangles. Give each child the equivalent of one slice of cheese and a slice of bread. Children can arrange the cheese on the bread in whatever pattern they choose. Melt the cheese under a broiler or in the microwave. The cheese can also be cut with quilt block cookie cutters if available.

# EDIBLE CRAYON TEMPLATE

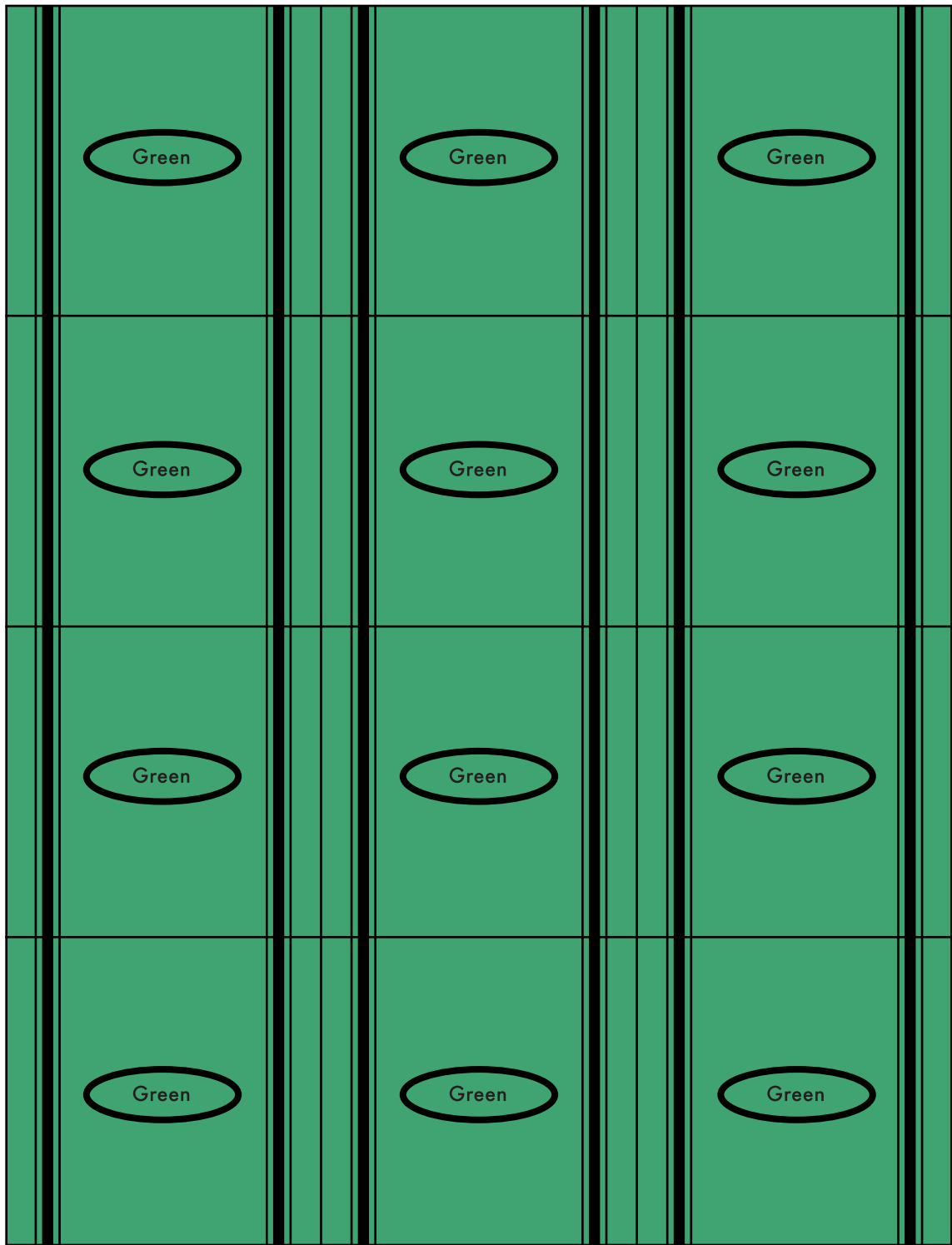




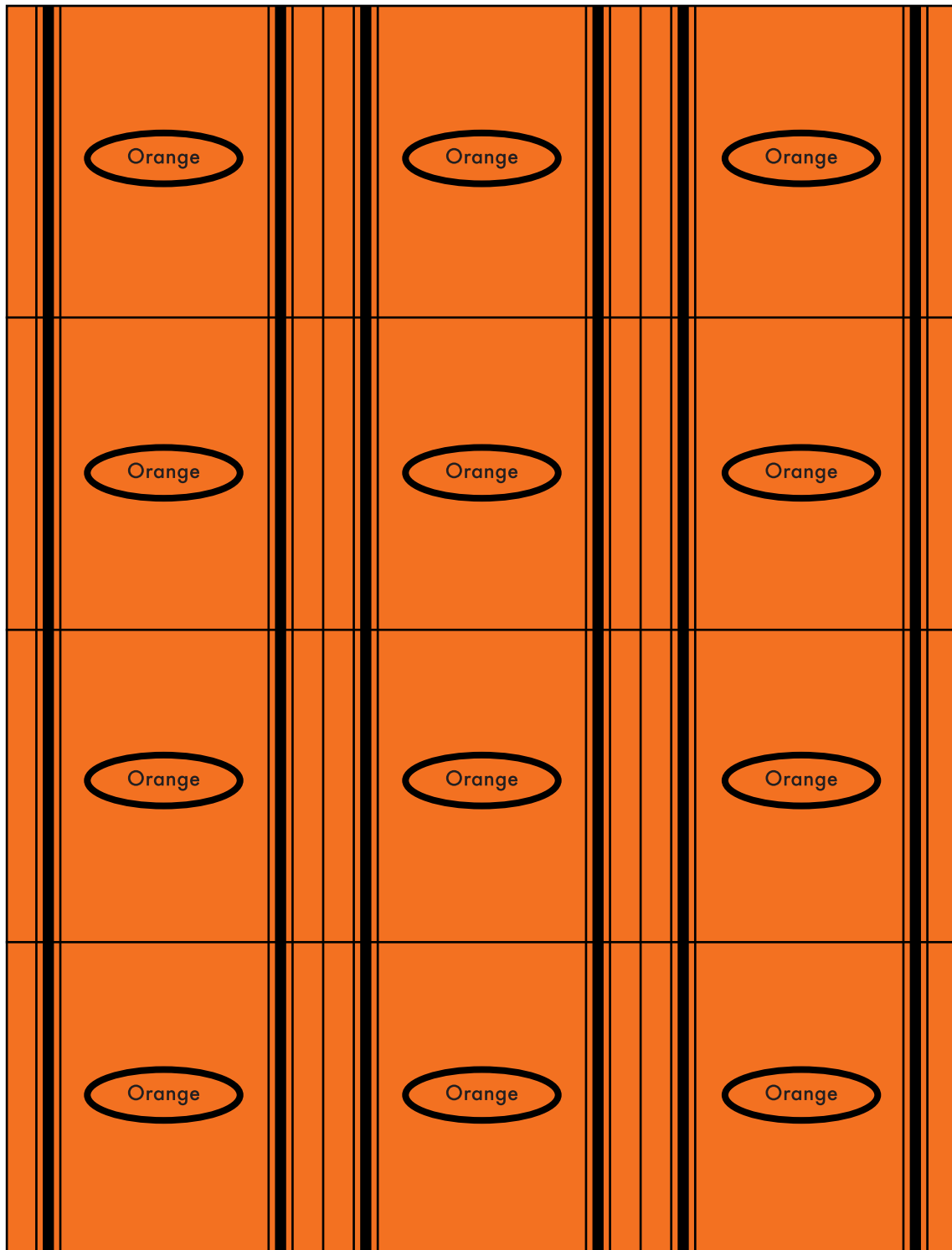
# EDIBLE CRAYON TEMPLATE (CONTINUED)



# EDIBLE CRAYON TEMPLATE



# EDIBLE CRAYON TEMPLATE (CONTINUED)



## **REFERENCES**

Americans for the Arts. (2002). Retrieved September 19, 2013, from:  
[http://www.americansforthearts.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.americansforthearts.org/get_involved/advocacy/funding_resources/default_005.asp)



# CHAPTER 14: CREATING TOYS AND LEARNING ACTIVITIES

Joanne Roueche

## THE FIVE DEVELOPMENTAL DOMAINS

### APPROACHES TO LEARNING

Toys and learning activities provide children with the appropriate tools to engage in creative and imaginative play, curiosity, problem solving, and space relationships.

### LANGUAGE DEVELOPMENT

Creative activities provided through play experiences contribute to better verbalization, a higher level of language development, and comprehension.

### PHYSICAL DEVELOPMENT

Activities promote fine and gross motor skills. Children develop fine motor skills from manipulation of small objects while participating in lacing, weaving, art activities, and crafts. Large motor development comes from exploring nature, creative games, and building projects.

### SOCIAL/EMOTIONAL DEVELOPMENT

Play provides an avenue for social and emotional development in children. Through play activities, children learn to interact with peers, participate as part of a group, learn the importance of cooperation, rules, and what behavior is expected or appropriate.

### COGNITIVE DEVELOPMENT

Learning activities provide children a variety of opportunities to interact with people and materials, to learn about their environment, construct knowledge patterns related to cause and effect, and learn how to solve problems in everyday life. Play provides the variables for children to learn success and failure in a safe environment. Children are able to practice what they already know while learning new skills.

This chapter does not contain specific lesson plans but ideas that can be used in a variety of applications. The activities can support previous chapters or be used as a fill-in activity for the child who finishes the project early. Other activities support creative, imaginative play—such as a stick horse or sock doll. Structured learning activities and imaginative play are equally important in the development of a child.

Busy bag ideas are included throughout the chapter. They are simple, one-concept activities that can be stored in a zip-type bag. These activities are well suited for babysitter kits or grab and go learning bags for parents or child care providers.

The following children's toys are designed to be used with adult supervision and may have small parts.



## INTRODUCTION

The importance of play in a child's life cannot be emphasized enough. For many years we have heard that play is a child's work. Children learn life's lessons through play activities. Play contributes to a child's social, emotional, physical, and cognitive development (Ginsburg, 2007). It provides an avenue for a child to make decisions and learn the positive and negative consequences linked to those decisions. Children experience success and failure through their play interactions.

Play involves different learning and development stages for small children. When an infant is engaged in random movements or activities, it is often considered "unoccupied play." As children develop and begin to play with toys, they are engaged in solitary or independent play. Solitary play will generally continue until a child is age 2 or 3. Solitary play often evolves into onlooker play. A child will observe other children playing but is not ready to be part of the play activity (Anderson-McNamee & Bailey, 2010).

Two and three-year olds generally engage in parallel play. They are playing together but separate. They may be doing the same activity, but they are doing it independently of the others (Smith and Pellegrini, 2013). As they progress, they will begin to participate in associative play. They continue to play independently but begin to socialize, problem solve, and cooperate.

Cooperative play begins when children have specific roles in mind. Cooperative play is seen through organized games with rules, including such games as Red Rover or Simon Says (Smith and Pellegrini, 2013). It can also include role playing games with each child assuming a specific role such as mommy, daddy, child, teacher, or student. Cooperative play can include fantasy or dramatic play, constructive play, physical play, expressive play, and competitive play.

Fantasy or dramatic play can be best achieved with a few simple items that stimulate play and creative thinking (Smith and Pellegrini, 2013). Items of clothing or pieces of fabric can be transformed into capes, gowns, houses, or teepees. A variety of accessories such as hats, gloves, or jewelry can help transform children into princesses, mommies, or super heroes. Fantasy play provides a child with the opportunity to try new and different roles or situations. Through fantasy play, children are able to expand their imagination and think creatively.

Constructive play allows children to experiment with blocks, logs, cars, trucks, and other construction materials (Smith and Pellegrini, 2013). Natural materials such as shells, stones, and wood can also be used. Construction play helps children develop hand-eye coordination while manipulating objects and acquiring experience with spatial relationships.

Locomotor or physical play provides children with the opportunity to run, jump, and climb (Smith and Pellegrini, 2013). This type of play can be organized with games such as Hide and Seek, Red Rover, or Tag. These games engage children in physical activity and often introduce them to social skills such as taking turns and sharing.

Expressive play provides the tools for a child to discover self-expression through art (e.g., crayons, paints, markers), music (e.g., rhythm instruments), and sensory (e.g., textures, sand, water) (Smith and Pellegrini, 2013).

The toys and activities in this chapter allow the creativity of the child to supply the play activity. It may be a stocking doll, a stick horse, or a puppet that needs the child to bring it to life. Through creativity, children are able to tell stories, act out life events, or engage in physical exercise, all in the name of play.

## GUIDELINES FOR PLAY

- Set aside adequate time and space for the activity.
- Provide necessary supervision for safety.
- Know the rules or learning objectives. Set necessary limitations.
- Provide proper play equipment.
- Allow children to develop their own ideas.
- Provide activities that help to build play experiences.
- Provide materials that have multiple uses and can foster the children's creativity.
- Have a play area that is neat and has equipment that is easily accessible to children.

## GUIDELINES FOR SELECTING CHILDREN'S TOYS

- Select toys that are age appropriate and suited to a child's skill and ability level. Simple toys are generally best. Let the child supply the creativity!
- Toys should be sturdy. Toys that are easily broken or have many small parts are frustrating for children.
- Select toys that have multiple uses.
- Select toys that have child appeal. Children enjoy bright colors – reds, yellows, blues, and greens. Toys should also be suited to the size of the child.
- Toys should be safe! Toys with sharp edges or points are not recommended for children under the age of 8.
- Avoid giving children under the age of 3 toys with small parts that can be swallowed.

- Avoid toys with hazardous chemicals, lead paint, or rust. Store outdoor toys properly during the winter to avoid creating a hazard.
- For infants and small children, avoid toys with long strings or cords.
- Look for age recommendations when purchasing toys.
- Carefully examine toys and discard or repair broken toys.

## OBJECTIVES

Children will:

- Demonstrate confidence in a range of abilities.
- Attempt new and challenging activities.
- Persist in completing tasks.
- Demonstrate awareness of abilities and preferences.
- Develop growing capacity for independence.
- Select own activities.
- Stay on task as appropriate during activity.
- Participate in cooperative play.
- Employ positive social behaviors with peers and adults.
- Increase vocabulary development.
- Match equivalent sets of objects.
- Sort objects into groups.
- Recognize that shapes have specific names.
- Manipulate shapes to create designs and arrangements.



# CHAPTER 14: CREATING TOYS AND LEARNING ACTIVITIES

## STORIES AND BOOKS

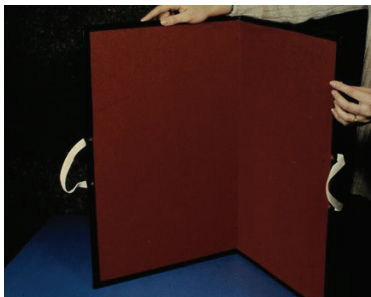
Stories can be made and told using a wide variety of materials. Perhaps the most common is the flannel board story. Originally made out of flannel and placed on a piece of flannel or “flannel board,” the story characters have evolved using various materials from pellon, felt, paper, or magazine pictures with Velcro® to help them adhere to the board.

(Figure 1) A flannel board can be created by covering a heavy piece of cardboard with felt (an old game board works well). A handle can be attached to the board if desired.

(Figure 2) A clear piece of acetate can be placed on the back to create a pocket for carrying characters.

(Figure 3) Pictures with a general topic such as farm animals, seasons, colors, etc., provide an opportunity for children to create a story or retell an experience. Pictures from a specific book or story offer children additional ways to experience stories. More story telling techniques can be found in the chapter on “stories” in the curriculum (see page 21).

(Figure 1)



(Figure 2)



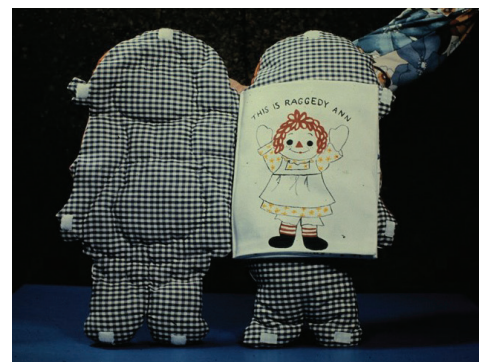
(Figure 3)



**Flip Card Book:** A flip card book can be made from a favorite story or book. A flip card book provides the reader the opportunity to read the story while children can see the pictures. It is the perfect solution for group storytelling. Flip cards can be created using magazine or coloring book pictures.



**Soft-sided Book:** A soft-sided book can be created using a commercially printed piece of fabric. These are intended to be a simple stuffed toy for a child. By using a complimentary piece of fabric, cut backing for the front and back pieces. Sew with quilt batting between the layers. You have created the front and back to a soft story toy. Write or copy the story you have selected on fabric pages and stitch between the two cover pieces. Attach closures such as buttons, snaps, or Velcro®.





## QUIET BOOKS OR BUSY BOOKS

Quiet books or busy books are soft books created to teach children different skills such as: counting, identifying colors, fine motor skills (buttons, snaps, lacing, braiding), matching, etc. There are many resources available to create a quiet book. Check the website <http://buildingstrongchildren.usu.edu/hm/chapter-14-toys-learning-activities/quiet-books> for resources, including free patterns and instructions.



## SENSORY BOOKS/ACTIVITIES

Children learn through the sense of feel by using their:

- Hands for touching, feeling texture, and temperature
- Feet for wearing shoes, socks, and taking slippers on and off
- Mouth for feeling temperature and texture
- Body for feeling temperature and pain

Children learn new words related to sensory experiences:

- Hard or soft
- Hot or cold
- Little or big
- Smooth or rough
- Round or square

Sensory activities can be made in a variety of ways. A sensory book can be created using materials from around the house. The following book can be made using a small binder.

1. Cut a piece of light-weight batting to cover the outside of the binder.
2. Lay the binder with the layer of batting on top of exterior fabric. Cut fabric (or oil cloth)  $\frac{1}{2}$  to  $\frac{3}{4}$  inch larger on each side of the binder.
3. Pull the fabric firmly around the edges and glue with a hot glue gun.
4. Finish the binder on the inside by covering a piece of light-weight cardboard with fabric and gluing it in place to cover edges.

Pages for the sensory book can be created from anything that has texture. A few ideas include sponges cut in different shapes, pom-poms, felt or plastic bumpers (for cabinet doors), microfiber cloth, wood, paint chips, fake fur, ribbon, texture balls or erasers, gel stickers, or nearly anything else that has an interesting texture.

**Note:** If you are unable to find a suitable binder or don't have time for this step, use loose-leaf binder rings to attach the pages.



## BUSY BAG IDEAS

- Create texture sticks using large craft sticks. Using some of the texture ideas above, glue strips onto the sticks. They can be used for games to find the stick that is soft, fluffy, rough, etc. Clothespins can also be used.
- Small children enjoy plastic water bottles filled with water, glitter, and/or confetti. When they are shaken, they are glittery and pretty. Secure the lid with glue to avoid accidents. Bottles can also be filled with silk or dried flowers, or other interesting items that have texture.



## PUPPETS

Puppets are another means of creative self-expression for children. They can be simple or complex, providing hours of entertainment. Puppets are multi-sensory. Children experience visual, auditory, and kinetic learning. Puppets help children develop confidence in speaking and social interactions. Puppets can be used to enhance nearly any learning activity. They can be successfully used to tell stories, for dramatic play, art projects, role playing, and imaginative play.

Additional puppet patterns and techniques can be found in the “Puppet” section of this curriculum and on the website:

<http://buildingstrongchildren.usu.edu/htm/chapter-4-puppets>.



## COLORS

Color recognition is one of the first concepts children develop. Many games can be created with color as the focus. For small children, bold colors are often the easiest to distinguish. As the children age, different shades of colors can be used.

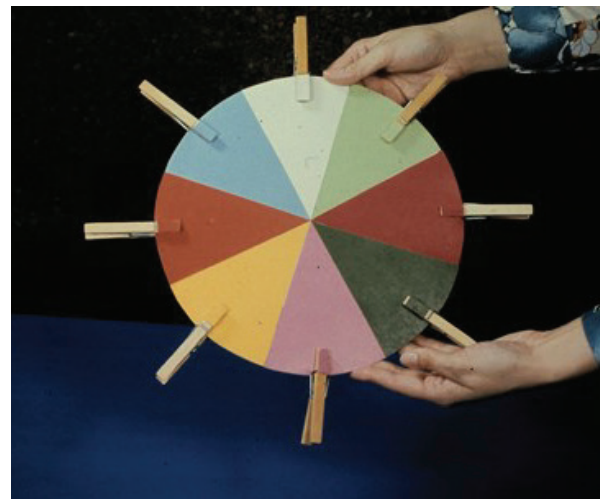
### *Egg Carton Colors:*

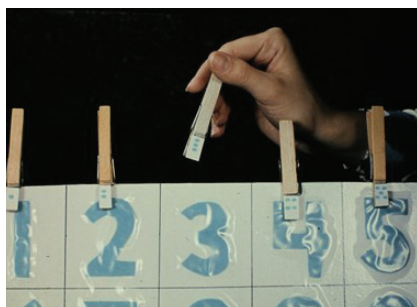
Simple matching games can be created using an egg carton with each compartment painted a different color. Paper painted in corresponding colors can be cut into various shapes to be sorted and matched to the egg carton.



### *Color Wheel:*

Create a color wheel from poster board using various colors of construction paper or poster board. Use a small piece of the same color on the end of a clothespin to match to the color wheel.





## NUMBER GAMES

The same principle used on the color wheel can be used in creating number games. The game board can be made from poster board with the numbers 1 to 10 displayed in numerical order. The clothespins have the corresponding number of dots to match each number. A variation to this game is individual number cards that can be matched and placed on top of the game board. The same principle can be used to match shapes (circles, triangles, squares, etc.) or letters in place of the numbers.



## COLOR MATCH APRON

Colored pockets can be added to a simple apron to provide a color matching opportunity. The following apron is constructed of a neutral background with multicolored pockets on the front and back. The apron can be made in either adult or youth sizes. Another option is to create a pocket board which can be hung in a classroom or on the back of a car seat to play color matching games.



Objects to match with the pockets can be made from colored paper (or paint chips), glued onto small wooden discs, and sealed with a non-toxic acrylic. These will last a long time and can be used to sort and match colors to other objects. Felt, fun foam, or construction paper can also be used to create color match objects to go in the pockets.

## MATCHING DISCS

Wooden discs can be found in many sizes. They can easily be made into matching games using colors, stickers, stamps, or words for children to match and sort.

*Color match games* can be created by using color chips and clothespins. This matching game is more difficult than matching basic colors. It involves matching shades within that color. If you are laminating the color chips, it changes the color slightly so the swatch on the clothespin will also need to be laminated.



## MATCH THE SOCKS

Children match the color and pattern of socks by pinning them together and putting them back in the laundry basket.

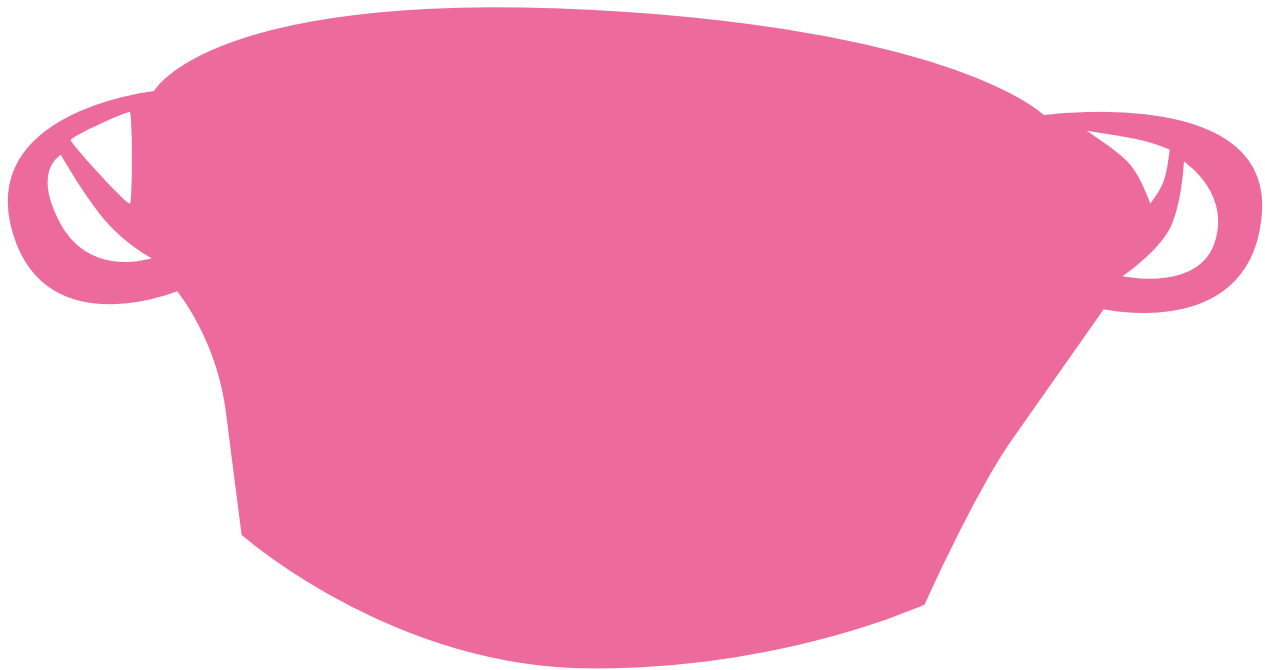
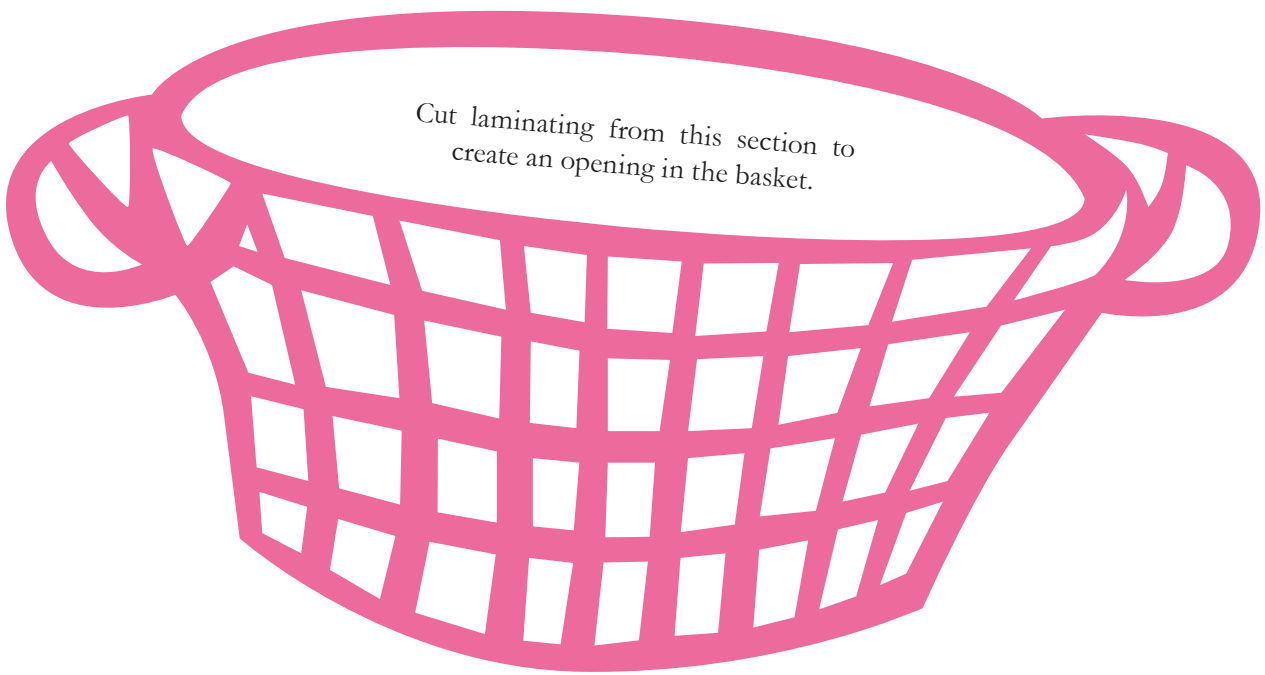
Laundry basket instructions:

1. Copy both front and back of the laundry basket on colored paper.
2. With an X-Acto knife, cut out the holes on the front to look like a basket.
3. Laminate both pieces separately.
4. Cut out both pieces, remembering to cut out the opening in the top of the basket.
5. Punch and lace the basket together (see photo).
6. Cut two stocking shapes from a variety of plain and patterned paper.
7. Laminate and cut out stockings.



Sock pattern





## MATCHING PUZZLES

Matching puzzles can be made from scraps of poster board or construction paper. Make happy and sad faces, then match them to a master board. These can be used to match both expressions and color.



**Number books (Figures 1 and 2).** Number books can be made by assembling three sets of cards.

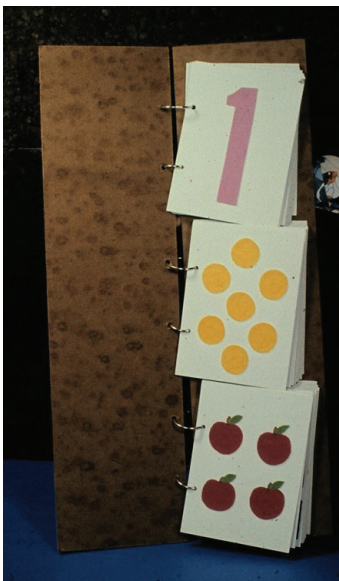
- The first set is made of cards numbered 1 to 10, each a different color. The numbers should appear in order.
- The second set of cards shows dots that correspond with the colors and numbers of the first set of cards. These do not appear in order.
- The third set of cards is made with shapes corresponding in color and number. These are not in order. The child can learn to identify color and number by learning to match the cards.

This book was assembled by using two masonite boards and attaching the cards with rings. A smaller book can be made using a three-ring binder and 3x5-inch cards.

**Masonite peg board (Figure 3).** A masonite peg board can be used to create a number counting game. Cut the peg board into a 12-inch square. Using 1-inch pieces of dowel, create small legs on the back side of the board.

On the front side of the board, number 1 to 10 on the far left side. Cut the sharp end off from colored golf tees and place the appropriate number of tees next to the corresponding number. Children can sort the tees according to color, learn to count, and learn basic addition and subtraction.

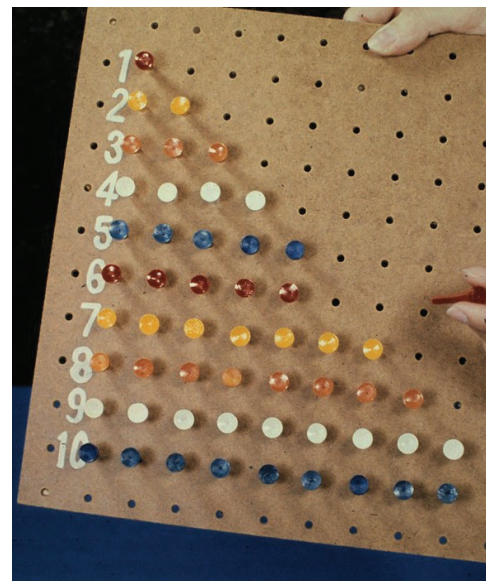
(Figure 1)



(Figure 2)



(Figure 3)



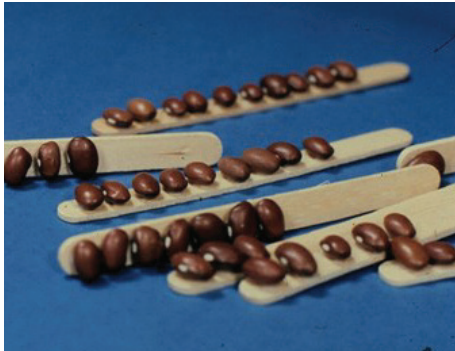
## NUMBER CARDS

Children learn numbers through a variety of experiences. Number cards can be created using 3x5 cards with the numbers 1 to 10 printed on one side of the card. Children can match the appropriate number of objects on the card. Simple objects such as paper clips, macaroni, buttons, or beans can be used.

## BEAN STICKS

Bean sticks are made using a wooden stick with beans (or dots) to represent the numbers 1 to 10. The number can be written on the top of the stick for younger children to learn the number-symbol association, or on the back for a more challenging counting game. The sticks can also be used to help children learn addition and subtraction.

Bean sticks are small and work well for a busy bag. Sticks created from thin foam with paper dots make it easy to practice numbers and basic addition and subtraction.

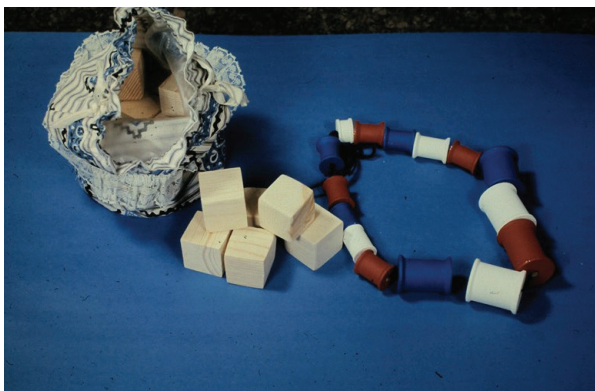


## BOXES AND BLOCKS

Blocks have been a long-time favorite toy for children. They can range from small blocks to help develop fine motor skills, to very large blocks for climbing and outdoor play. Scrap pieces of wood can be sanded and provide hours of enjoyment for children.

Nearly any box can create a block. Cut cardboard boxes or milk cartons so they can slide together forming a box. Fill with newspaper or packing peanuts. Paint or cover with contact paper.

Boxes can provide hours of entertainment for children. Large empty boxes have unlimited possibilities. Use a simple produce box, add paper plates for wheels, smaller boxes for a grill, and headlights to create a car. Children can then make a simple drive-in movie theater!



## SPONGE TOYS

**Sponge blocks:** Cut sponge blocks lengthwise making sure the strips are square. Cut some of the sponges width wise or into assorted lengths to provide more building options. The sponge blocks can be stacked or sorted according to color or size.



**Sponge ball:** Use some of the strips that were cut from the sponge, gather them in the center and tie with string or secure with an elastic band. The ball is fun and safe for indoor play and can be a fun water toy for outdoor play.



## STACKING CANS

Size relationship can be learned through simple objects such as cans or boxes. Select empty boxes or cans that stack neatly inside each other to create an opportunity for children to learn larger-smaller relationship and give practice stacking objects. Make sure the cans are clean with no sharp edges. You can paint the cans to add to the learning experience. Painting the cans in various shades of one color can create an opportunity to experience hue along with size.

## BALL TOSS



Use a small box to create a ball toss game. The game can be made more difficult by placing a point value on the opening of the box or the color of the pom-pom.



## LACING ACTIVITIES

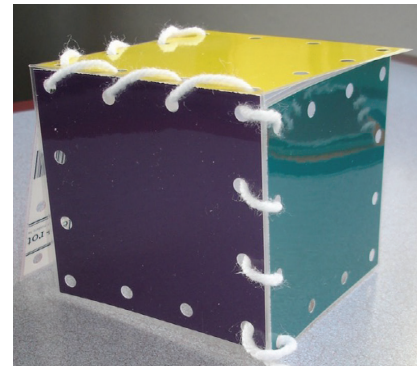
Lacing is a good activity to develop fine motor skills and creative thinking. Lacing boards can be created from masonite board or stiff cardboard. Drill or punch holes for lacing. The board can be decorated with a picture, colors, or shapes that help guide children in lacing.



## LACED SQUARE OR CUBE

Cut colorful paper or paint chips in 4-inch squares. Laminate. Punch holes around the outside edge. Younger children can lace around the outside edge.

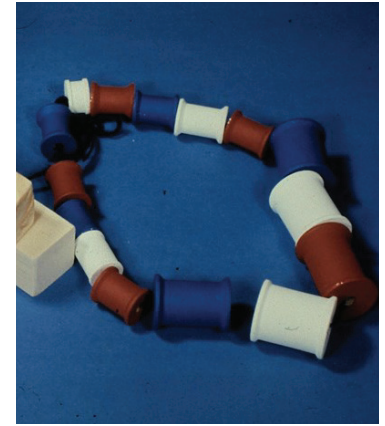
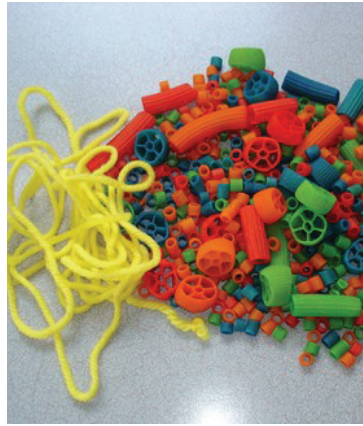
As their skills develop, children can attach two squares and eventually lace them into a cube. When lacing with yarn, dip the end in wax or wrap one end with tape. Cut the tape to create a point. This will keep the yarn from fraying and make it easier to lace. Shoelaces can also be used.



## COLORED PASTA

Lacing colored, assorted pasta will keep children busy for hours while developing hand-eye coordination, fine motor skills, color identification, and sequencing. To color the pasta, place 2 tablespoons of rubbing alcohol and 2-3 drops of food coloring (gel works best) in a sealable plastic bag. Mix well. Add approximately 1 cup of pasta and mix well to coat. Repeat for each color.

Old spools or wooden beads are also fun and challenging to lace. If painting, use a non-toxic paint.



## FISHING GAME

Fishing games are fun and easy to create.

1. The fish can be made from brightly colored paper, paint chips, magazine pictures, or printed images from the Internet.
2. Cut out the pictures and laminate.
3. Place a paper clip on the end of each fish so the magnet can be attached to it.
4. The fishing pole can be made from a piece of dowel, a stick, or a bamboo stick from the floral department at craft stores.
5. Secure yarn or string on one end of the stick.
6. Securely attach a magnet on the other end of the yarn.

Fishing games can be used to teach concepts. Some ideas include:

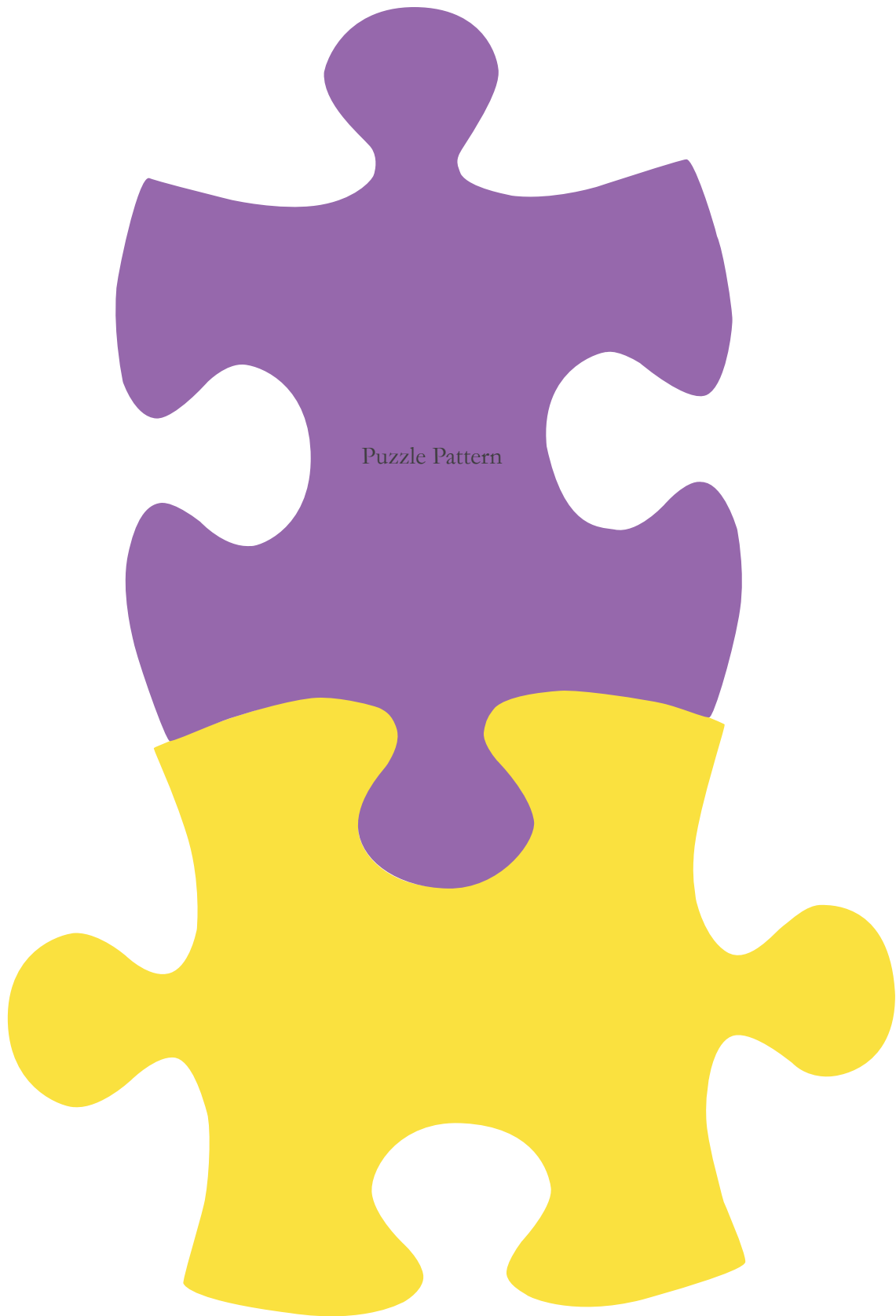
- Attaching numbers to the fish and using them to teach addition and subtraction.
- Placing chores on each fish. Whatever the child catches is their chore for the day.
- Matching colors.
- Learning to identify different fish.



## PUZZLES

Select a fun, age-appropriate picture to turn into a puzzle. Laminate the picture. Cut the picture to fit onto craft sticks and glue in place. The puzzle can be stored in a pencil box. For a foam puzzle, use a basic puzzle piece cut of craft foam and attach numbers, colors, etc.







## WEAVING CARDS

Children can learn weaving skills by creating simple weaving cards. Each card is made from a piece of cardstock approximately 6-inches square. Laminate the square. Using two different colors of craft foam, staple strips on two sides of the square.

Weaving cards can be made for different weaving levels by making the strips wider for beginners and narrower for children who have had weaving experience. As children become more proficient, they can begin to learn different weaving patterns such as twill patterns (e.g., over 2, under 2 or over 3, under 3, etc.)

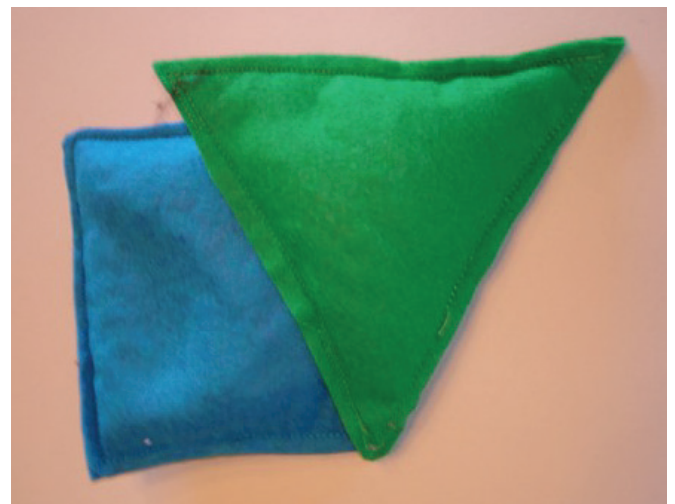
## BEAN BAG GAMES

Bean bags can be made in nearly any shape and out of any material. There are many games that children can play using bean bags. Here are a few:

- **Birds on a Fence:** Create a balance beam out of a piece of board. Line the bean bags across the board.
- **Kitten in a Basket:** Let each child toss a bean bag into an empty basket or cardboard box. Each bean bag that lands in the basket is a kitten. The child with the most kittens is the winner. It is easy to count the number of kittens if each child has a different color of bean bag.
- **One Step:** Throw the bean bag to a partner. After each catch, take one step back. See how far the children can move back and still be able to catch the bean bag.
- **Toss to the Leader:** Have the children form a line with one child as the leader. The leader will throw the bean bag to each person in the line. If someone drops the bean bag, he or she goes to the back of the line. If the leader drops the bag, he or she goes to the back of the line and the person at the front becomes the leader.
- **Bean Bag Horseshoes:** Put a piece of masking tape on the floor. Have the children throw a bean bag to see who can get closest to the mark. If the children get the bean bag on the mark, they get two points. If they are close, they get one point.
- **Milk Carton Toss:** Cut the bottom out of a milk carton so it looks like a 'scoop.' Each child should have a scoop. Using the scoop, toss the bean bag from child to child.
- **Balloon Target Toss:** Cut feet out of a piece of cardboard (see attached pattern on page 220). Blow up a balloon and slide the knot down the slit on the foot so the balloon will stand upright. Using a bean bag, try to knock the balloon off the table.

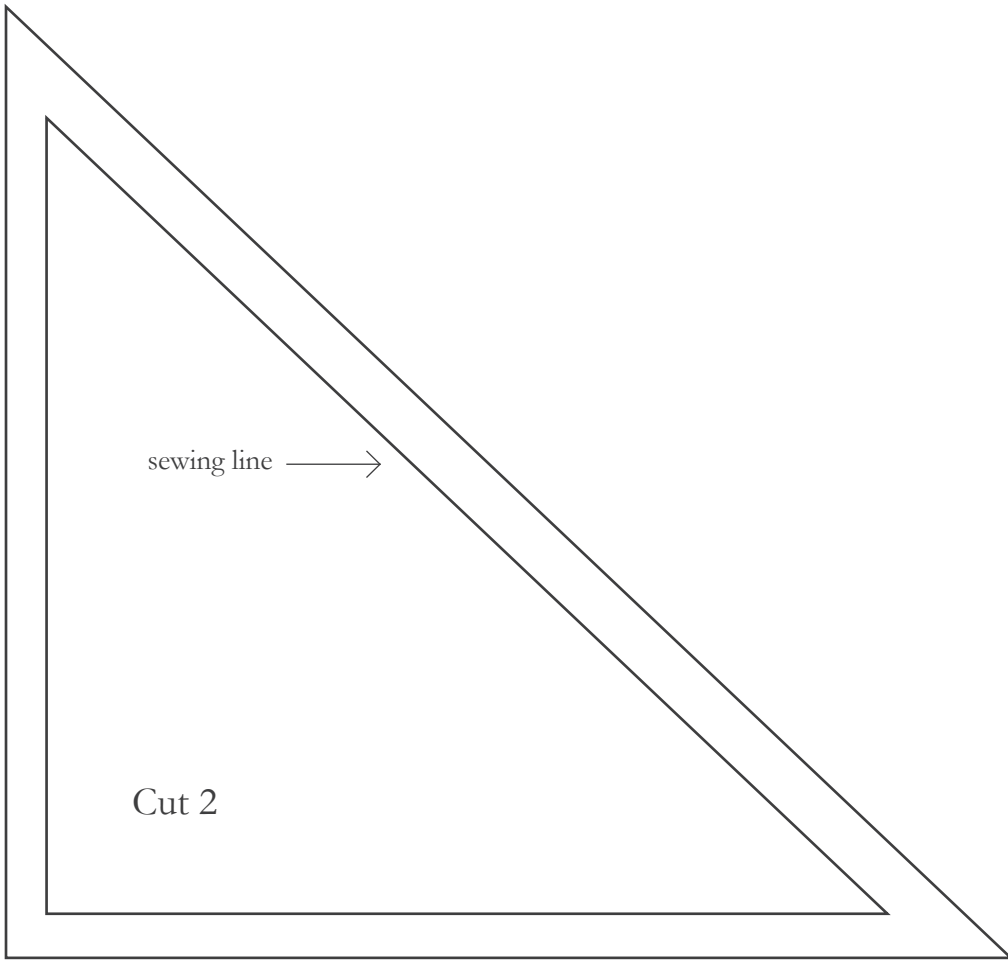
## FELT BEAN BAGS

Create simple bean bags from pieces of felt. Children can use the bean bags to play any of the bean bag games.

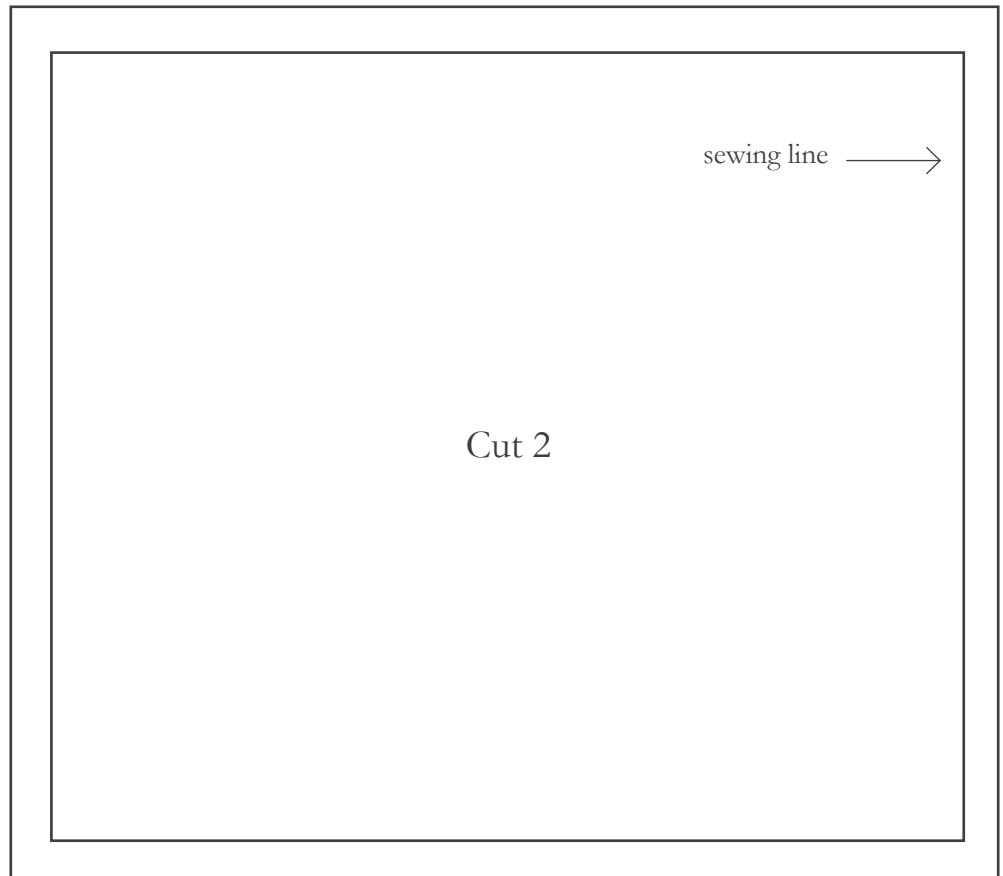


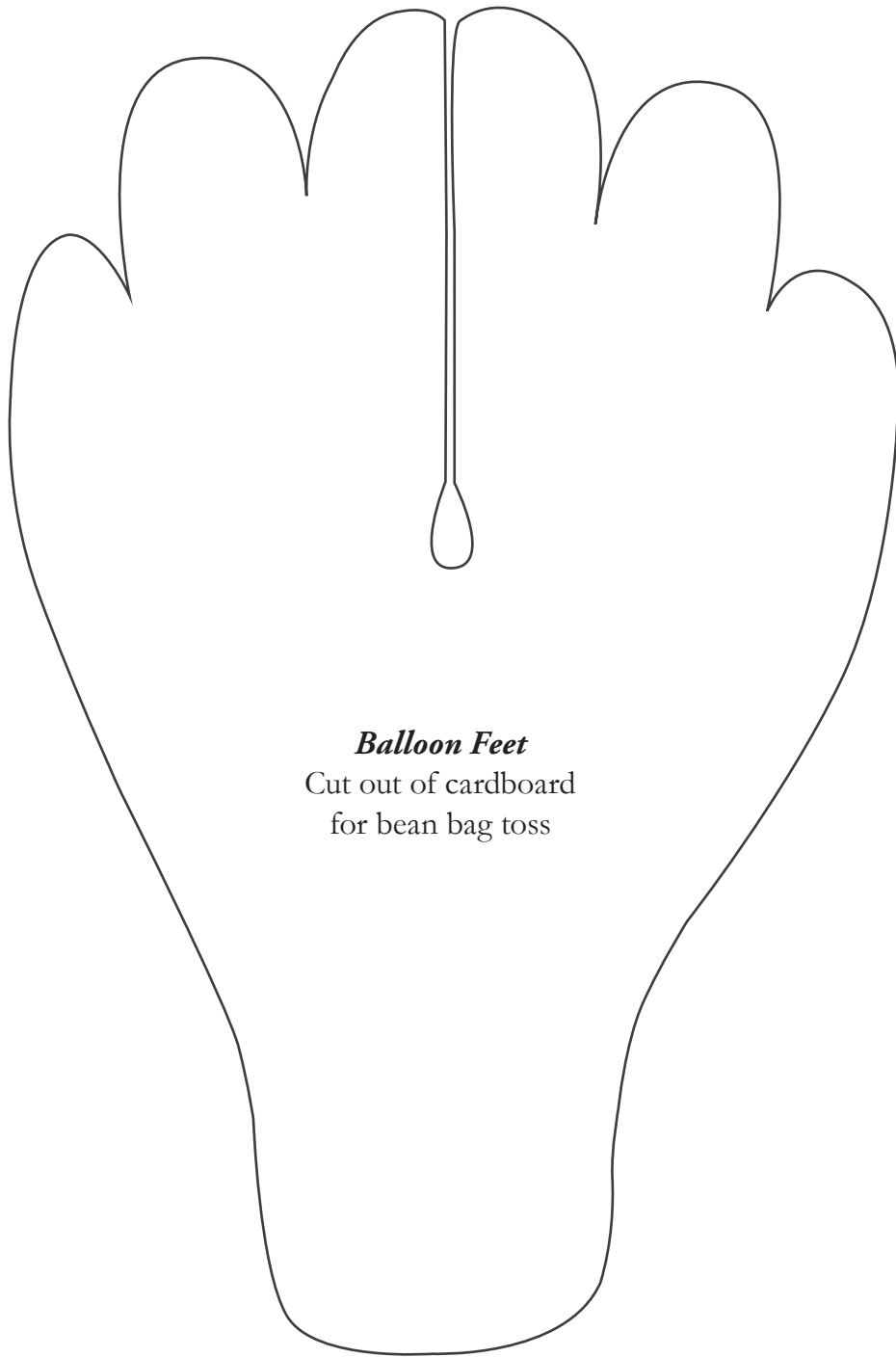
## DIRECTIONS

1. Cut two of each shape from felt.
2. Sew ¼" from the outside edge leaving an opening.
3. Loosely fill with beans.
4. Sew opening closed.



Bean Bag Patterns





***Balloon Feet***

Cut out of cardboard  
for bean bag toss

## STICK HORSE

Preschool children can enjoy many hours of creative play with a stick horse. The stick horse can be made with recycled items.

### MATERIALS NEEDED

- Sock
- Batting, stuffing, or an old pillow
- Dowel, old broom stick, or straight tree limb
- String
- Tacks
- Fingers from a glove or felt (ears)
- Buttons, felt, or wiggly eyes (eyes)
- Ribbon
- Yarn

### DIRECTIONS

1. Select any color of sock, new or old, for the head.
2. Stuff the head. Batting or stuffing from an old pillow works well. Stuff until the sock is firm and will hold its shape.
3. Use a dowel or old broom stick for the body of the horse. A straight tree limb will also work. Put the end of the stick in the sock. Push it up to the heel of the sock.
4. Secure the sock to the stick using small tacks. Wrap string around the sock so it covers the tacks.
5. The ears can be made from the fingers of a glove, felt, vinyl, etc. If using a glove, stuff lightly. Secure to head.
6. The eyes can be made from buttons, felt, or purchased wiggly eyes. Sew them halfway down the head.
7. The reins/ bridle can be made using ribbon, heavy string or strips of non-fray fabric. Cut about 3-feet long and securely attach to the head of the horse. These need to be sturdy and securely attached since they support the weight of the horse.
8. The mane can be made from yarn looped and sewn to the upper head and neck.
9. Add nostrils and other embellishments as desired.

Reference: “Let’s Make Toy Horses,” Auburn University Extension.



## SOCK DOLLS AND TOYS

Sock toys are easy to create and versatile in their use. They can be used to enhance a story, provide comfort or creative play for a small child. The creator can enjoy making the dolls as much as a child will enjoy playing with them. They can be made in different sizes and dressed as any character.

### MATERIALS NEEDED

- Tan, ribbed sock
- Scissors
- Sewing machine
- Needle and thread
- Stuffing (polyester fiberfill)
- Cord or elastic band
- Buttons (eyes)
- Embroidery floss (nose and mouth)
- Scarf or dress (optional)



### DIRECTIONS

1. Ted E. Bear is created using a tan, ribbed sock. Select socks that have the color and texture desired in the finished doll. Socks with a heel will give the doll more shape. Tube socks work well for caterpillars and dolls with less definition (Figure 1).
2. Lay one sock flat with the heel laying flat. The two side folds should line up in the center (Figure 2).
3. Cut along the center (previously the side folds) stopping just slightly before the heel (Figure 3).
4. Decide how long the legs should be for the bear you are making. Cut and round the edges of the paws. Save the smaller pieces to be used later (Figure 4).
5. Sew 1/4" leaving an opening on the upper edge of one of the legs. Stuff the toe of the sock creating the head. Work the stuffing (polyester fiberfill) until the desired head and face shape are created. Tie a cord around, separating the head and body (an elastic band works well to temporarily hold it in place while stuffing). Continue stuffing the legs and body. Stuff firmly since it will soften over time. Sew opening in leg (Figures 5 and 6).  
Optional: To give the bear added definition and flexibility, hand sew where the legs bend. With three strands of embroidery floss, create paws or toes. Hand stitch a "tuck" across the top of the foot to add more definition to paw (Figure 7).
6. With the two strips that were cut off from the legs, cut a 1" piece off of each. Round one edge of the 1" pieces to create ears and round the longer pieces to create the arms. (If using shorter socks these pieces would need to be cut from the second sock.) With wrong sides together, sew the rounded edges of both ears (Figure 8).
7. Hand sew ears onto head (Figure 9).
8. Sew around curved edge and up the side of the arm. Leave the top open for stuffing. Stuff arms and attach to doll. For floppy arms stuff lightly toward the top opening. Hand stitch arms by the neck (Figure 10).
9. Sew on buttons for eyes and embroidery nose and mouth (Figure 11).
10. Add scarf or dress.

One sock= One bear and an unlimited amount of fun!

Check the website <http://buildingstrongchildren.usu.edu/htm/chapter-14-toys-learning-activities/sock-dolls> for additional ideas and instructions for doll variations.



(Figure 1)



(Figure 2)



(Figure 3)



(Figure 4)



(Figure 5)



(Figure 6)



(Figure 7)



(Figure 8)



(Figure 9)



(Figure 10)



(Figure 11)



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**NOTES**



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