



THE SCHOOL DISTRICT OF
PHILADELPHIA

Office of Early Childhood
Parent Toolkit

Prekindergarten
Parent Resource Cards

Welcome to the Early Childhood Parent Toolkit!

We have prepared this set of interactive activities to support you in keeping your prekindergarten student engaged during the extended school closure period. In addition to the interactive activity booklet you are receiving, there are also online resources that can be accessed on the Office of Early Childhood Education's webpages at <https://www.philasd.org/earlychildhood/resources/parents/literacy-activities/> and <https://www.philasd.org/earlychildhood/resources/early-childhood-weblinks/>. You can also join us for learning and fun at <https://www.facebook.com/sdpprek/>.

The activities found in this booklet mirror activities that your child would engage in if they were in school. The activities focus on a variety of skills and support student progress in language and literacy, mathematical thinking, scientific thinking, social studies, and the arts.

As your child's first teacher, your work at home supports the learning going on in the classroom. Here are a few tips to keep in mind as you work with your child:

1. Routines are important. Set aside a specific time each day to work with your child.
2. Complete one activity each time you work with your child. If there is an activity that is really enjoyed, do it again!
3. If your child becomes tired or frustrated, stop and come back to it at another time.
4. Praise your child's effort as they work through the activities.
5. Enjoy this special time with your child.

To successfully participate in many of these activities, you will need to collect some of the materials listed in each lesson, many of which you will have at home! Please be sure to carefully supervise your child with all items. If these items are unavailable, don't stress! Feel free to be creative and substitute as you see fit.

We hope you find these activities fun and useful!
The Office of Early Childhood Education.



Language and Literacy

1 Descriptive Pictures

Domain: Language and Literacy

This Activity Supports:

- Drawing
- Writing (using pictures)
- Following directions
- Text to illustration



Materials: piece of paper, crayons, pencils, or markers

- Steps:
1. Parent helps child fold and crease paper lengthwise
 2. Parent writes sentence using simple wording
(Example: I see a big cat. I see a big dog.)
 3. Parent directs students to select writing utensil and draw a picture related to the sentence
 4. Parent reads the sentence to the child and makes connection to the picture

Link to Resource: Sight word list: www.dolchsightwords.org

Vocabulary/Sight words: a big can down find go I jump little make not one play red
make not one play red said the to up we yellow

2 Simon Says

Domain: Language and Literacy

This Activity Supports: Following 1-2 step directions



- Steps:
1. Tell your child that you are going to play a game called Simon Says
 2. Explain that each time you ask him/her to do something you will say "Simon Says". If you do not say "Simon Says" they do not complete the task.
 3. Ask your child to practice as you demonstrate by saying "Simon Says put your hand on your head"
 4. Next say "Put your hand on your tummy" explain that because you did not say "Simon Says" they did not need to follow your command.

Literacy Connection: *I Can* by Eric Carle

3 Name Letter Fun

Domain: Language and Literacy

This Activity Supports:

- Letter recognition
- Listening and speaking
- Fine Motor Development

Materials: glue, scissors, magazines, newspapers, paper

Steps:

1. Help your child write his/her name on a piece of paper
2. Using magazines or newspapers, cut-out letters that correspond with the letters in your child's name
3. Identify the letter and letter sound, while gluing the letters to the paper to create a collage

Literacy Connection: *Chicka, Chicka, Boom, Boom* by Bill Martin Jr.



4 Alphabet Treasure Hunt

Domain: Language and Literacy

This Activity Supports:

- Shows awareness of the environment
- Letter recognition
- Sequencing

Materials: index card, markers



- Steps:
1. Parent writes 1 letter on each index card beginning at the letter A
 2. Parent places cards in alphabetical order some distance apart creating a trail throughout the house (letters can be displayed on different objects/surfaces chair, floor, carpet, table etc.)
 3. Have a prize or treasure waiting at the letter Z
 4. Have your child sing the ABC song as they follow the trail
 5. Child receives a prize at the letter Z

Literacy Connection: *The ABC Book* by Dr. Seuss
The Alphabet Book by P.D. Eastman

5 Your Own Story

Domain: Language and Literacy

This Activity Supports:

- Writing
- Identifying characters, setting and plot
- Family interaction



Materials: paper, crayons, pencils, or markers

- Steps:
1. Read a favorite book or story together with your child. Ask questions, like "What makes the story special for you?" "Who are the characters?" "What are they doing that captured your attention?" "Where does the story take place?" (setting) "What's the problem in the story and how is it solved?" (plot)
 2. Now you're ready to create your own favorite tale with your family acting as the characters! You and your family will decide the following:
 - What will your story be about?
 - Where will it take place?
 - What will the characters' names be?Be creative and use your own cultural background to decide on a setting and storyline.

Related Book: *The Gingerbread Boy* by Richard Egielski

6 Constructing Your Name

Domain: Language and Literacy

This Activity Supports:

- Name recognition
- Letter recognition
- Letter/Sound Recognition
- Creativity
- Eye/hand coordination



Materials: paper, glue, various materials (string, pennies, tissue, paper, buttons, Q-tips, etc.) pencil, markers

- Steps:
1. Write your child's name with the first letter capitalized and the remaining letters in lowercase print on a big piece of paper
 2. Help your child point to and name each letter.
 3. Help your child trace each letter in their name with glue
 4. Use materials to cover each letter to make a name collage, making the sound of each letter when it is covered
 5. Hang your child's name in their bedroom at eye level

Literacy Connection: *Chrysanthemum* by Kevin Henkes

7 Tell Me About Your Picture

Domain: Language and Literacy

This Activity Supports:

- Organizing thoughts
- Sentence writing
- Voice to print match
- Concepts of Print
- Phonemic awareness
- Letter writing



Materials: paper, crayons, pencils, or markers

Steps:

1. Have your child draw a picture of their desire
2. Say to your child, "Tell me about your picture"
3. Write exactly what your child says
4. Show your child how to read the sentence left to right, pointing at each word as you read them
5. Encourage child to "write" their own sentence.

Literacy Connection: *Harold and the Purple Crayon* by Crockett Johnson

8 Storybook Interview

Domain: Language and Literacy

This Activity Supports:

- Identifies some people's job and what is required to perform them
- Recalling details from text
- Listening and speaking



Materials: recording device (phone, iPad, Computer w/camera), various dramatic play clothes (dress, hat, tie, microphone prop)

- Steps:
1. Allow your child to pick a story
 2. After reading a book with your child, set up camera while pretending to be a talk show host with your child acting as a character from the story (dressing up could make this more fun!)
 3. Record the interview, asking your child questions about the story
(Why did you pick this particular story? Who was the main character?
Where did the story take place? What was your favorite part of the story? If you were the author what would you change about the story?)
 4. After you are finished the interview, watch the video with your child
 5. Upload the video to share with family and friends

9 How are you feeling?

Domain: Language and Literacy

This Activity Supports:

- Speaks clearly enough to be understood
- Expression of feelings
- Fine motor



Materials: paper, crayons, pencils, or markers

- Steps:
1. Invite your child to tell how s/he is feeling today
 2. Ask your child if s/he can remember a time when they felt.....(happy, sad, surprised, angry)
 3. Ask your child to describe that time. "Why did you feel _____?" Show me what your face looks like when you feel happy, sad, angry, etc.
 4. Tell your child to draw a picture about the feeling they discussed with you
 5. Ask your child to tell you about their drawing

Literacy Connection: *Llama Llama Mad at Mama* by Anna Dewdney

Mathematical Thinking

10 How long am I?

Domain: Mathematical Thinking

This Activity Supports:

- Measurement with nonstandard tools
- Comparing length using appropriate math vocabulary

Materials: string, household objects (furniture, kitchen utensils, shoes), scissors

- Steps:
1. Gather household items to measure
 2. Tell child that you are going to use string to measure objects
 3. Have student measure various household items using the string
 4. Cut the string to the appropriate length
 5. Lay out the pieces of string used to measure and compare the lengths using mathematical vocabulary (longer than, shorter than)

Literacy Connection: *Measuring Penny* by Loreen Leedy
Inch by Inch by Leo Leoni



11 Patterns All Around Me

Domain: Mathematical Thinking

This Activity Supports:

- Identifying patterns

Materials: household Items (i.e. silverware, barrettes, legos)

- Steps:
1. Look around the home and identify patterns in furniture, clothing, bedding,
 2. Create a pattern for your child to complete using household items.
 3. Ask your child to review the pattern (ex. Fork, spoon, fork, spoon)



Vocabulary: Pattern: repeated design; something happens over and over again.

Literacy Connection: *Patterns All Around Me* by Trisha Callella

Beep, Beep, Vroom, Vroom by Stuart G. Murphy

12 Sock Sort

Domain: Mathematical Thinking

This Activity Supports:

- Sorting objects by color, size, pattern, material
- Oral language

Materials: Book: *A Pair of Socks* by Stuart J. Murphy, an assortment of socks in different sizes and colors/patterns

- Steps:
1. Read the book, *A Pair of Socks*
 2. Ask questions about similarities and differences of the socks in the book
(Example: What do you notice about these two sock? Do they match?)
 3. Collect several socks from your home
 4. Sort socks by size/color/pattern

Note: This book may be available at your local library, however the activity can be completed without the book



13 Where Oh Where?

Domain: Mathematical Thinking

This Activity Supports:

- Understanding positional words

Materials: a plastic cup and any other item that will fit inside the cup (toy action figure, button, crayon, lego)

- Steps:
1. Place the object on a flat surface and put the cup over the object. Ask your child, "Where is the _____?"
 2. Continue by placing the object on, under, behind, in front, on top of etc. and asking your child to tell you where the object is
 3. Encourage your child to use the above positional words

Literacy Connection: *Rosie's Walk* by Pat Hutchins



14 Counting and Sorting Coins

Domain: Mathematical Thinking

This Activity Supports:

- Counting
- Sorting
- Oral language

Materials: A variety of coins

Steps:

1. Gather a variety of coins
2. Have the child sort the coins by type (pennies, nickels, dimes and quarters)
3. Discuss what makes the coins different (size, color)
4. Count how many coins are in each group
5. Combine groups of coins and ask your child to tell you how many coins all together

Literacy Connection: *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst

Technology Connection: "Coins!"
<https://www.youtube.com/watch?v=aaJLkveG750>



15 Shape Search

Domain: Mathematical Thinking

This Activity Supports:

- Identifying shapes
- Early literacy

Materials: paper and pen



- Steps:
1. Adult draws a number shapes on a piece of paper and names them. (i.e. circle, square, triangle and rectangle)
 2. Explain that together you are going to walk through the house and naming the shapes that you see
 3. Discuss what shapes you found and where. (Example: The door is a rectangle.)

Literacy Connection:

The Shape of Things by Dayle Ann Dodds and Julie Lacombe
Mouse Shapes by Ellen Stoll Walsh

- Read one of the books listed above.
- As you read the story, point out the shapes throughout the book.
- Talk about what shapes were in the book. Talk about how we can find shapes everywhere

Technology Connection: Shapes games: http://www.abcya.com/shapes_geometry_game.htm
www.pbskids.org/games/shapes/

Link to Resource:

<https://www.englishclub.com/kids/shapes.htm>

16 Snack Math

Domain: Mathematical Thinking

This Activity Supports:

- Begins to understand addition and subtraction
- Problem solving
- Following directions
- Fine motor



Materials: snack foods (fruit slices, small crackers, cookies), napkins/plates

- Steps:
1. Tell your child you are going to have a little fun with snack today
 2. Give your child 5 snack items
 3. Ask your child to count the items their snack. Give them another piece of snack and ask them to count their snack again
 4. Discuss whether they now have more or less?
 5. Ask your child if s/he would share two of their snacks with you? If child does not want to share, ask them to eat two pieces. Tell them to count how many pieces they have left and discuss

Literacy Connection: *Ten Apples* by Dr. Seuss

Scientific Thinking

17 Mystery Bag

Domain: Scientific Thinking

This Activity Supports:

- Using the 5 senses to describe/identify objects
- Oral language
- Vocabulary development



Materials: a bag, shoebox or pillowcase (that you can not see through), household objects/toys (i.e. pen, fruit, toy car, spoon, rattle)

- Steps:
1. Place one object in the bag without letting your child see it
 2. Tell your child to smell the object in the bag with their eyes closed. Ask your child, "What does it smell like?"
 3. Next, shake the bag. Ask your child: Does it make a sound? What does it sound like?
 4. Then, tell your child to reach in the bag and feel the object without pulling it out of the bag. Ask your child "What does it feel like?"
 5. Ask your child: "What do you think is in the bag?"
 6. Tell your child to take the object out of the bag. Ask your child to tell you what the object is. Ask your child to describe the color, shape, and size of the object
 7. Repeat steps 1-6 using other objects
 8. Encourage your child to ask questions about the properties of the remaining objects used

Literacy Connection: *My Five Senses* by Margaret Miller

18 What's the Weather?

Domain: Scientific Thinking

This Activity Supports:

- Observes weather and seasonal changes
- Beginning writing and drawing
- Counting and comparing



Materials: current calendar, pencil, crayon, or marker, paper

- Steps:
1. Discuss the different types of weather conditions (sunny, rainy, cloudy, hot, cold, windy etc.)
 2. Starting at the beginning of the month, have child go outside and observe the weather conditions.
 3. Ask child to draw a picture to represent the weather on the corresponding day on the calendar.
 4. At the end of the month the child counts each weather type
 5. Discuss with the child how many days of each type of weather focusing on most/least/same
 6. Repeat each month

Literacy Connection: *The Wind Blew* by Pat Hutchins

19 Rock Collection

Domain: Scientific Thinking

This Activity Supports:

- Explore items in nature
- Language development
- Expanded vocabulary
- Rote counting
- 1 to 1 correspondence
- Sorting



Materials: small rocks that a child can comfortably handle, a bag or container to hold rocks

Steps:

1. Take an outdoor walk with your child
2. Collect at least 10 rocks from the ground placing them in a bag/container
3. Take the rocks home and spread on a table or the floor
4. Discuss the characteristics of the rocks
5. Begin to sort rocks by size or shape or color or weight
6. Count the rocks in the various groups
Which has more? Which has less?

Literacy Connection: *If Rocks Could Sing* by Leslie McGuirk

20 Making Mud

Domain: Scientific Thinking

This Activity Supports:

- Exploration of the characteristics of soil
- Vocabulary/language Development
- Measurement
- Fine motor skills

Materials: soil, plastic cups or containers, water, spoon

Steps:

1. Talk about how mud is made (water mixing with soil)
2. Set out a cup of soil
3. Set out a small cup of water
4. Have child pour small amount of water into the soil cup gently stirring with a spoon
5. Talk about the characteristics of mud

Literacy Connection: *Mud* by Mary Lynn Ray and Lauren Stringer
 Dirt + Water = Mud by Katherine Hannigan

Lesson Extension: Write the recipe for making mud using pictures and words
 (Example write the word cup with a picture of a cup on recipe chart)



21 Sky Time

Domain: Scientific Thinking

This Activity Supports:

- Observing and discussing the natural world
- Vocabulary development

Materials: paper, writing materials, art materials (crayons, markers, cotton balls, glue, paper, scissors, paint, paintbrushes)



Steps:

1. Take your child outside to look at the sky.
2. Ask your child, "What do you see in the sky?"
3. Discuss the things your child sees in the sky.
4. When you return to your home, have your child create a picture of the sky using any available art materials
5. Have your child discuss their creation, saying: "Tell me about what your picture."

Literacy Connection: *Little Cloud* by Eric Carle
It Looked Like Spilt Milk by Charles G. Shaw

22 Exploring Wind Spirals

Domain: Scientific Thinking

This Activity Supports:

- Makes meaning from exploration
- The use of art materials for tactile experience and exploration
- Eye/hand coordination to perform simple tasks (i.e. cutting)
- Expanded vocabulary and language for a variety of purposes



Materials: paper plates, scissors, string, pencil or crayon

Steps: 1. Read the following poem about wind to the child(ren):

*The wind is full of tricks today
It blew my daddy's hat away
It chased our paper down the street
It almost blew us off our feet
It makes the trees and bushes dance
Just listen to it howl and prance.*

2. Using a paper plate and marker or pencil, the adult will draw a spiral circle on the plate, starting on the edge and moving inward until the circle ends in the center of the plate
3. Have the child cut out the spiral circle, if necessary, guide the child to cut on the line until the center is reached
4. Attach a piece of string to the spiral shape, in the center, and encourage the child to hold it in the wind
5. Observe the effects of the wind
6. Encourage the child to describe what is happening based on their observations

23 A Window Garden

Domain: Scientific Thinking

This Activity Supports:

- Observing skills
- Measuring
- Discovery of the stages in a plant's growth



Materials: A recycled container (ex. milk carton, large can, margarine tub, etc.), potting soil, seeds & water

- Steps:
1. Explain to your child that you are going to grow a plant
 2. Ask your child what s/he thinks the seed needs to grow and what s/he thinks will happen
 3. Help your child put some potting soil into the recycled container
 4. Use fingertips to poke holes in the soil, let your child drop a seed into each hole and then cover with soil
 5. Pour a small amount of water over the seeds and soil
 6. Place container in a sunny area and check soil daily to determine if the seeds need to be watered

Related Book: *Flower Garden* by Eve Bunting

24 Discovery Bottles

Domain: Scientific Thinking

This Activity Supports:

- Make meaning from exploration
- Property of objects
- Use expanded vocabulary and language
- Following directions



Materials: Recycled water bottle, any small object that will fit through the opening of a water bottle (beads, glitter, ribbon, foam pieces, barrettes, small buttons), duct tape

- Steps:
1. Remove label from water bottle
 2. Ask child to choose items to put in the bottle
 3. Put items in each bottle
 4. Ask child to help you add water to the empty water bottle
 5. Use duct tape to cover around the lid to make sure it remains sealed
 6. Shake well and start your discovery
 7. Ask child what do they see? How do things move? Have they changed?

Literacy Connection: *I am Water* by Jean Marzollo
Splish, Splash, Splish by Mick Manning

25 Exploring Leaves

Domain: Scientific Thinking

This Activity Supports:

- Observing
- Classifying
- Language development

Materials: Leaves from different trees, leaves in many colors

Steps: 1. Collect 3-5 different types of leaves

2. Discuss the leaf type, size, texture, and color

(Use descriptive vocabulary words- large, medium, small, rounded, rough, smooth, pointy, count the points and name the color)

3. Ask your child questions about the leaves. Encourage your child to ask you questions about the leaves

Literacy Connection:

Leaf Man by Lois Ehlert

Autumn Leaves by Lois Ehlert

Red Leaf, Yellow Leaf by Lois Ehlert



26 Ice Creations

Domain: Scientific Thinking

This Activity Supports:

- Explore the properties of objects and materials and how things change.
- Vocabulary expansion
- Fine motor skills & eye/hand coordination

Materials: containers (any shape or size); plate/dish; water; salt; sugar; any household seasonings (if available)

Steps:

1. Freeze a container of water
2. Remove ice from container and place on plate
3. Encourage child to sprinkle salt over ice mold - observe reaction.
4. Ask child: How did the ice change?
5. If desired, add other spices, such as ground pepper - observe
6. Discuss observations with child. Ask child: Does the ice change? If yes, how?
7. Use vocabulary such as dissolve, melt, solid, liquid and ridges.

Literacy Connections: *Melting and Freezing* by Lisa Greathouse
 Ice Cream by Peter Sis



Social Studies

27 Grocery List

Domain: Social Studies

This Activity Supports:

- Letter recognition
- Sorting
- Phonemic awareness
- 1 to 1 correspondence
- Understanding of family roles or jobs



Materials: paper, pencil, grocery store circular

- Steps:
1. Discuss jobs people do in the family (Ex. Picking up toys, washing dishes, writing a grocery list)
 2. Tell you child it's their turn to write the grocery list
 3. Have your child look through a circular, circling items they would like to buy at the grocery store
 4. Provide the child with a piece of paper and writing utensil, allowing them to write the names of the items they circled

Literacy Connection: *Feast for 10* by Cathryn Falwell

28 Cereal Box Building

Domain: Social Studies

This Activity Supports:

- Demonstrating awareness of community
- Identifying and describing shapes
- Following directions

Materials: Empty box (cereal, shoe, rice, oatmeal etc.) paper, glue, scissors, tape, markers, or crayons, collage materials (fabric scraps, buttons, stickers, tissue paper)

- Steps:
1. With your child find an empty box at home
 2. Together tape the box closed
 3. Cover the box on all sides with paper
 4. Encourage your child to decorate the box using the above materials to create a model of the building you live in (Include doors, windows, roofs, porch etc.)
 5. Have your child describe the building to you including the shapes they've created using the materials
 6. Discuss the number of windows, doors etc.

Literacy Connection: *The Shape of Things* by Dale Ann Dodds and Julie Lacombe



29 Family Similarities and Differences

Domain: Social Studies

This Activity Supports:

- Listening and speaking
- Understanding physical characteristics
- Identifying colors

Materials:

mirror (full length if possible)

Steps:

1. With your child, sit in front of a mirror
2. Notice similarities and differences in skin tone, hair color and texture, size, eye color, clothing, shoes, etc.
3. Discuss the similarities and differences
4. Discuss why these similarities and differences are present

Literacy Connection: *It's Okay to be Different* by Todd Parr



30 House Rules

Domain: Social Studies

This Activity Supports:

- Awareness of rules
- Following directions
- Writing

Materials: poster board, markers

- Steps:
1. Discuss what rules are and why people have them.
 2. Discuss consequences of not following the rules
 3. Together develop rules that you can have at home.
(Example: we clean up and put our toys away, we use kind words)
 4. Write down the rules or assist your child with writing the rules.
 5. Draw a visual that relates to the rule

Literacy Connection: *David Goes to School* by David Shannon



31 Environmental Print Hunt

Domain: Social Studies

This Activity Supports:

- Beginning awareness of community
- Print awareness
- Letter Recognition



Materials: Camera, smartphone, or tablet, pencil, crayon, marker, or pen

Steps:

1. Tell your child you are going to go on a short walk to "hunt" for words and letters
2. Walk around the neighborhood, or along your block, looking for print (stop signs, street names, names of stores/businesses)
3. Take several pictures of environmental print (sign, etc.)
4. When you get home, scroll through the photos and help your child "read" the print or name the letters
5. Have your child choose their favorite pictures and invite them to write the word/letters using the picture as a guide

Literacy Connection: *City Signs* by Zorah Milich
I Read Signs by Tana Hoban

32 Community Hunt

Domain: Social Studies

This Activity Supports:

- Reading and writing skills
- Understanding of community
- New vocabulary

Materials: paper and pencil

Steps:

1. With your child, make a list of the different places in the community you might see on a walk through your neighborhood (ex. park, bank, hospital, grocery store, library, doctor's office, etc.)
2. Let your child come up with his/her own ideas, and give clues when necessary. (ex. Where do we go and get our teeth checked?...dentist be sure to talk about the people that work in the places and how they contribute to the community)
3. Leave room on the list to add new places you may find on the way
4. Take the list with you on a walk to find the places in your community
5. Let your child check off everything you find

Related Book: *Trashy Town* by Andrea Zimmerman & David Clemesha



33 My Special Map

Domain: Social Studies

This Activity Supports:

- Awareness of community

Materials: paper, crayons, markers, optional: computer and/or local map

Steps:

1. Tell your child they are going to draw a map of their route to school.
2. Besides their home and school, encourage children to include landmarks (i.e. fire or police stations and stores) they pass along the way.
3. Help your child label their map with any street or building names they may know.
4. Review the map with the child to discuss the accuracy of the places and items that they see on their way to school.

Extension Activity: On your computer, type your home address into Google. Using the "GoogleMaps" feature, show your child where your home is located on the map. Zoom out or in to show your neighborhood or to, noting any places your child identified on the map. Have child review their actual route to school.

Literacy Connection: *There's a Map on my Lap!: All About Maps* by Tish Rabe and Aristides Ruiz



34 Fire Safety Check

Domain: Social Studies

This Activity Supports:

- Counting skills
- New vocabulary
- Observation skills

Materials: home smoke detectors, paper, markers, crayons

Steps:

1. Tell your child that it is important to have smoke detectors in the home to promote fire safety and notify the family if there is smoke and/or a fire in the home.
2. Label the heading of a piece of paper, "Home Smoke Detectors".
3. Begin a walk through your home with your child to find, test and count the number of smoke detectors in your home.
4. Once you have found them, list the rooms on your chart where they are located.
5. Ask your child to put a check mark next to each room where the smoke detector was working.
6. Have your child count all the check marks with you to find the total number of working smoke detectors in your home.

Literacy Connection: *What If There Is A Fire* by Anara Guard



The Arts

35 Leaf Collage

Domain: The Arts

This Activity Supports:

- Creativity
- Eye/hand coordination
- Using drawing tools
- Tactile experience
- Exploration



Materials: paper, glue, crayons or markers, leaves, twigs, acorns, natural objects

Steps: 1. Collect some leaves

2. Arrange them on a piece of paper

3. Discuss similarities and differences of leaves

4. Glue leaves in place on the paper

Say: Tell me about your creation. What items did you use to make your creation? Why? What do you like about your artwork?

Literacy Connection: *The Leaf Man* by Lois Ehlert

36 Neighborhood Walk

Domain: The Arts

This Activity Supports:

- Writing
- Drawing
- Observation and inquiry skills
- Awareness of community
- Oral language development
- Vocabulary



Materials: paper, pencils, crayons, markers, tape

- Steps:
1. Take a walk around your neighborhood with your child
 2. During your walk, ask your child to describe what he/she sees (Houses, building, animals, trees, signs)
 3. When you get home, ask your child to name something he/she saw on your walk
 4. Ask your child to describe the object (size, shape, color)
 5. Have him/her draw the object with details
 6. Provide tape, allowing your child to hang their work

Literacy Connection: David's Drawing by Cathryn Falwell

37 Noise Maker

Domain: The Arts

This Activity Supports:

- Creative movement
- Oral language
- Following directions
- Comparison



Materials: 2 empty plastic bottles (water, soda, juice) with a lid, small objects, (rice, beans, macaroni, pennies, q-tips, cotton balls)

Steps: 1. Rinse and dry plastic bottles

2. Select two different types of small objects

3. Have child put a small amount of one object in each bottle (Example: one bottle is filled with pennies while the other is filled with rice)

4. Screw lid on bottle

5. Have child shake bottle and compare sounds (Which one is loud or soft? Does the sound change when you shake it slower or faster? Why?)

6. Put on music and have child shake to the beat

Literacy Connection: *I Got the Rhythm* by Connie Schofield-Morrison

38 Tissue Paper Collage

Domain: The Arts

This Activity Supports:

- Creativity
- Fine motor
- Attending to a task



Materials: paper, pencils, crayons, various colors of construction paper, wrapping paper or tissue paper torn into small pieces, glue.

- Steps:
1. Have your child draw a picture of their choice on a piece of paper
 2. After drawing, have your child tear pieces of paper into smaller pieces
 3. Help your child ball up or crumple up the pieces of paper
 4. Your child then glues the pieces of balled-up paper onto the paper in order to fill in the picture
 5. Discuss your child's creation

Literacy Connection: *Hannah's Collection* by Marthe Jocelyn

39 Karaoke Show

Domain: The Arts

This Activity Supports:

- Creative movement
- Dance
- Drama

Materials: Radio or CD Player, prop for microphone (ex. hairbrush, marker)

- Steps:
1. Find a song that everyone in the family knows.
 2. Take turns singing and dancing to the song.
 3. Don't forget to use your "microphone"!

Related Book: *I've Got Music* by Cathy Molitoris



40 A Tale in the Tree

Domain: The Arts

This Activity Supports:

- Identifying the beginning, middle and end of the story

Materials: construction paper, markers and/or crayons, Book: *Where The Wild Things Are* by Maurice Sendak



Steps:

1. Fold a sheet of paper into thirds.
2. Unfold the paper and label each section. The first section should be labeled "beginning", the middle section should be labeled "middle" and the third section should be labeled "end".
3. Read the story, *Where the Wild Things Are*, guide your child to identify the beginning, middle and end of the story.
4. Give your child the paper and have him/her trace the fold lines and ask them to draw a picture in each section to represent the beginning, middle, and end part of the story.

41 Shadow Dancing

Domain: The Arts

This Activity Supports:

- Creative Movement

Materials: white sheet, flashlight and music



Steps:

1. Tell children you are going to play a game, where they are going to have to copy the leader's shadow
2. Suspend a sheet from your doorway to make a "shadow screen"
3. Place a flashlight about six feet behind the "screen"
4. Put on the music and acting as the leader, dance between the light and sheet.
5. Make sure your child is watching so they can copy your movements when it is their turn
6. Once you are done, give your child a chance to do your dance behind the "screen"
7. Praise them for copying your movements
8. Now let the child be the leader

Literacy Connection: *Light, Shadow, Mirrors and Rainbows* by Natalie M. Rosinsky