Comfort Play & Teach

PRESCHOOLER Activity Program

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Learning About Words and Letters

In this package you will find:

1. Overview of Language and Literacy
2. Greeting Song (Hello Everybody!)
3. Finger plays
   - Down at the Bakery Shop
   - Slice, Slice the Bread Looks Nice
4. Activity for Session One
   - Bread Dough Alphabet
5. Movement Activity Trio #1
   - Tony Chestnut
   - Hokey Pokey
   - Teddy Bear, Teddy Bear
6. Good-bye Song
7. Ten Language and Literacy Activities
8. CPT Language and Literacy Checklist
Perhaps the most precious gifts that adults can share with children are language and literacy. When we teach children to communicate effectively and to read and write, they are enabled to share and obtain information and learn practically anything they want to learn. Here are some ways for adults to make the time they spend giving this gift Comfort, Play & Teach time.

**Comfort**

- Language helps children to understand others, to communicate their thoughts and feelings, and to belong. Through language, a child plays, problem-solves and interacts with other people. Adults can support these skills by talking to children, asking questions and showing interest in what they have to say. Children then learn to talk, ask questions and listen too!

- Interactions between caring adults and children are essential to language and literacy development. Throughout the day, there are many ways to help a child develop a love of language, such as reading a story, making lists or labels together, or following a recipe and cooking. A child’s skills develop naturally through participating in daily activities and routines.

**Play**

- Many activities and experiences teach, encourage and reinforce language and literacy skills. These can include picture books, poems, nursery rhymes, finger plays, puppets and songs. Play materials can include crayons, pencils, markers, paper to write with, and dramatic play props like menus, telephone directories, magazines and board books that can be read to dolls.

- How does your home environment support your child’s language and literacy skills? Play games and provide experiences that help him learn about letters and words. Put magnetic letters on the refrigerator, post food shopping lists, provide books and magazines to read, make name label for his bedroom door, write down stories he dictates, listen to finger plays he is learning. Show how language, letters and words are used throughout the day!

**Teach**

- Children’s literacy is supported by adult role modeling. Adults should read to and read in front of children – books, newspapers, maps, directories, signs, mail, and labels. This not only demonstrates an enjoyment of reading, but shows that it is a useful skill. Children learn that print means something, and that reading helps them to investigate and understand the world around them.

- Exploring written words and listening to their sounds help children to build up their language and literacy skills. Nursery rhymes let children hear the music and rhythm of language, and detect differences in letter sounds. Storytelling introduces children to story patterns and structure (i.e. plot, climax, resolution) while books teach concepts like letter and word recognition, and matching the text and picture. Books also provide opportunities to engage children in discussions about why certain events happened and what those meant to the main character, as well any emotions or morals explored in the text.
Words and Actions:

Hello everybody and how are you?
How are you? How are you?
Hello everybody and how are you?
How are you today?

Second Verse:

Hello to (child’s name) and how are you?
How are you? How are you?
Hello to (parent’s name) and how are you?
How are you today?

Repeat this verse until each parent and child has been greeted.

Third Verse:

Hello everybody and (action), (action), (action)
Hello everybody and (action), (action) today!

Sing the Hello song, providing and demonstrating different actions, i.e., pat your head, shrug your shoulders, rub your tummy, stomp your feet, wiggle your fingers, etc.

Developmental benefit to the children

- **Language**: to recite songs and engage in word play and action songs
- **Intellectual**: to begin to recognize and respond to elements in music (i.e. beat, melody, tempo)
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to respond to the beat
Words and Actions:

*Down around the corner at the bakery shop*
   (Hold hands above the head to make a roof)

*Were (10) little pretzels with salt on top*
   (Hold up 10 fingers)

*Along came (child’s name) all alone*
   (Move arms back and forth as if walking)

*S/he paid a penny and then took one home*
   (Pretend to pay for the pretzel)

Start the rhyme with as many pretzels as there are children. Repeat the rhyme until each child’s name has been said.

Developmental benefit to the children

- **Language:** to participate in action songs and poems
- **Intellectual:** to use imagination creatively in dramatic play
- **Social:** to join in small group games and activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to develop fine motor skills
Words and Actions:

Slice, slice, the bread looks nice

(Pretend one hand is a loaf of bread, and “cut” with the other)

Spread, spread, butter on the bread!

(Pretend to spread butter on your hand)

On the top put jam so sweet…

(Pretend to spread jam on your hand)

Now it’s nice for us to eat!

(Hold hands together like a sandwich and pretend to eat)

Ask children what else they could spread on the bread, i.e. honey, mustard, peanut butter, marmalade, etc.

Dramatizing a familiar activity helps children to feel confident about demonstrating and sharing their special skills.

Children can develop their creativity as they use their hands to role play the words to the rhyme and to make a pretend sandwich.

Inviting children to suggest different toppings for the bread helps them to problem solve and to build their vocabulary.

Developmental benefit to the children

- **Language**: to participate in action songs and poems
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills
What You Will Need:

- 1 1/2 cups warm water
- 1 package dry yeast
- 4 cups flour
- 1 teaspoon sugar
- 1 teaspoon salt
- 1 egg, lightly beaten with 1 tablespoon of water
- coarse salt, sesame or poppy seeds (optional)
- margarine or cooking spray to prepare the baking sheets
- cooking tools, including mixing bowls, wooden spoons, measuring cups, measuring spoons, boards for rolling the dough

How To Do This Activity:

Wash hands before beginning to cook.

- Preheat oven to 425° F. Grease two (or more) baking sheets.
- Dissolve the yeast in the water and then add the remaining ingredients, stirring them with a wooden spoon until completely combined.
- Turn the dough onto a cutting board and knead it gently a few times. Break off a piece of the dough (about the size of an egg) and make a shape with it, such as the first letter of your name.
- Once the shape is complete, spread some of the egg and water mixture on it and sprinkle with salt or seeds, if desired.
- Bake for approximately 25 minutes, watching to make sure smaller pieces don’t burn.

Once removed from the oven, allow the bread to cool and then enjoy with your favourite topping.

NOTE: This is a very generous recipe and many shapes can be made from it. Keep leftover dough in the refrigerator for use later on.
Song and Actions:

Tony Chestnut

(Touch toes, knees, chest then head)

Knows I love you

(Point to nose, eyes and heart, then point to a person)

Tony knows, Tony knows!

(Touch toes, knees and nose twice in a row)

Tony Chestnut knows I love you,

(Repeat actions from first two lines)

That’s what Tony knows!

(Clap hands on ‘that’s what’, then touch toes, knees and nose)

Developmental benefit to the children

- **Language**: to engage in word play and action songs
- **Intellectual**: to become aware of how ideas are communicated through movement
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities
Song and Actions:
You put your right hand in  
(hands on waist and put right hand forward)
You take your right hand out  
(pull hand back)
You put your right hand in  
(put hand forward)
And you shake it all about  
(give it a shake)
You do the hokey pokey  
(make up own silly dance)
And you turn yourself about  
(turn around)
That’s what it’s all about  
(Clap hands)
Choo Choo!  
(Sing out and pretend to pull a train whistle)

Comfort
The simple actions of this game build children's confidence in their ability to move, and to demonstrate what they can do.

Play
Dancing, moving and making silly sounds invite children to learn in ways that are joyful and that help them to smile and laugh.

Teach
This is a fun way for children to learn the names for different body parts, and also to be introduced to the concepts of left and right, in and out, and around.

Developmental benefit to the children
- **Language**: to engage in word play and action songs
- **Intellectual**: to identify some body parts and discover their function
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities
**Movement Activity Trio #1**

**Action Song 3: Teddy Bear, Teddy Bear**

**Song and Actions:**

*Teddy Bear, Teddy Bear turn around*

(children stand up and turn around in their place)

*Teddy Bear, Teddy Bear touch the ground*

(children bend and touch the ground)

*Teddy Bear, Teddy Bear show your shoe*

(children stand up and point toe out)

*Teddy Bear, Teddy Bear that will do*

(children clap three times on ‘that will do’)

*Teddy Bear, Teddy Bear go upstairs*

(children pretend to climb stairs)

*Teddy Bear, Teddy Bear brush your hair*

(children pretend to brush their hair)

*Teddy Bear, Teddy Bear turn out the lights*

(children pretend to pull on the light switch)

*Teddy Bear, Teddy Bear say good night!*

(children lay down and pretend to sleep)

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**Developmental benefit to the children**

- **Language:** to engage in word play and action songs
- **Intellectual:** to use imagination creatively in dramatic play
- **Social:** to participate in class and group activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to experience body awareness during movement activities

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**Comfort**

Children will feel comfortable and confident as they role-play different actions that are very familiar to them.

**Play**

Pretending to be teddy bears is a way for children to develop their creativity and to learn the rhyme by moving their bodies.

**Teach**

Doing the actions helps children to practice their listening skills, to learn the order in which to do the actions, and to remember the words to the song.
Words and Actions:

Goodbye
Goodbye
Goodbye

We’ll see you all next week!

Repeat the song several times, filling in the names of each child and parent until each person has been addressed. Smile and wave to each participant as you say their name.

Encourage each participant to wave back.

Developmental benefit to the children

- **Language**: to respond to their own name
- **Intellectual**: to engage in word play and action songs
- **Social**: to develop communication skills appropriate to context
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills

This song helps children feel like they are a welcome part of the group, and encourages them to practice social skills like turn-taking.

Singing provides children with a joyful way to participate in activities and to express their feelings.

Songs with simple and repetitive words are easy for children to learn and to sing independently. This song enables children to learn and remember the names of their peers.
1 Read books together like Brown Bear, Brown Bear, What do you See? or From Head to Toe, both by Eric Carle. Both of these books have many different creatures in them, such as fish, gorillas, horses, giraffes and dogs, and your child will love using her body to copy the actions of the animals.

2 Encourage your child to read to you. Let him practice turning the pages independently or play an ‘I Spy’ game and ask him to identify familiar things in the pictures by pointing to them. This will help him to use the small muscles involved in reading books.

3 Do finger plays with your child like ‘Five Little Monkeys’, and take turns saying each line of the rhyme. She will love hearing the rhythm and music of language as she recites it, and dramatizing the actions with her fingers. She will also be practicing important conversational skills.

4 Read your child’s favourite picture books to him before bed. This is a very comforting experience and will help your child develop a love of stories because he will associate being read to with being loved. Let story time be an opportunity to cuddle with your child and connect with him.

5 Provide board books for your child to read to her teddy bears and dolls. She will model reading behaviours she has observed, and practice emerging literacy skills like turning pages, telling stories about what is in the pictures and recognizing letters and words.

6 Provide crayons, pencils, markers and chalk for your child. As he draws he will strengthen the muscles involved in writing. Encourage him to tell you a story about his pictures. Write it down for him, so that he will see the connection between spoken and printed words.

7 Look at magazines and catalogues with your child. Ask her to cut out pictures of words that begin with different letters of the alphabet and glue these onto paper to create her own alphabet book. This will give her the opportunity to recognize the sound that each letter in the alphabet makes and to build her vocabulary.

8 Role model reading and writing for your child. Read the mail or make shopping lists together. Look at catalogues or write ‘thank you’ notes together. Follow a recipe or send an e-mail together. Your child will learn a lot about print and discover many ways to use it himself.

9 Provide craft materials for your child to make paper bag puppets. She can use these to develop her expressive language skills by making up her own stories or by role-playing stories she already loves and knows well.

10 Point out the names of familiar items to your child when you go grocery shopping. As he becomes more able to identify those words independently he will develop confidence as he starts to see himself as able to read.
My child and I read bedtime stories together each night.
I make time to ask my child questions about her day.
My child and I repeat his favourite finger plays and rhymes frequently, enjoying the familiar words.
I praise my child’s emerging literacy skills and encourage her to tell me stories about pictures that she draws.

I supply my child with empty product containers, flyers and coupons for pretend play so text is a natural part of his play.
My child represents her experiences with books by drawing, dancing, using craft materials, singing songs.
I tell my child simple stories that she can dramatize using puppets. She knows a few by heart!
My child has many different kinds of books and pretends to read to his stuffed toys.

My child and I look at cookbooks, write lists of needed ingredients and follow recipes. He is learning many new words!
I take my child to the library so she can see what is available there (i.e. books, magazines, videos) and sign things out.
My child and I play word games together like Alphabet Bingo, I Spy or matching rhyming word cards.
I write down stories that my child tells me so that she can see what her spoken words look like in print.
Learning About Math and Numeracy

In this package you will find:

1. Overview of Math and Numeracy
2. Greeting Song (Hello Everybody!)
3. Finger plays
   - Five Little Monkeys
   - Five Ripe Bananas
4. Activity for Session Two
   - Shapes and Sizes Necklaces
5. Movement Activity Trio #2
   - Head and Shoulders
   - Simon Says
   - Sleeping Bunnies
6. Good-bye Song
7. Ten Math and Numeracy Activities
8. CPT Math and Numeracy Checklist
Children learn concepts like measurement, shape, location, counting, comparing, ordering, adding and taking away in many ways. When you hear them count aloud to ten, use words like ‘first’, ‘last’, ‘over’, ‘under’, ‘bigger’ or ‘smaller’, or see them build with blocks or use shapes in drawings, they are showing their understanding of mathematics. Here are some ideas for turning learning about mathematics into Comfort, Play & Teach time.

**Comfort**

- Children feel a sense of satisfaction and competence as their math and number skills increase, and as they learn to problem-solve. Help them practice these skills in familiar and comfortable ways, such as cooking, filling measuring cups and containers while taking a bath, or stacking and counting blocks. The home environment can provide many opportunities for exploring math.
- Think of ways to personalize math experiences. Create a birthday chart so your child can track how old she is and see the number symbols for her birth date. Providing a wall measure will enable your child to observe her own growth over time. Post a calendar so she can document special experiences and learn the number of days and weeks in each month at the same time.

**Play**

- Children need to touch and manipulate concrete objects in order to learn to think in abstract ways. Things that they experience each day can be used to practice math skills – toys, food, nature items. Objects can be grouped according to similarities (i.e. colour, shape, kind). They can be sequenced in order from smallest to largest. Children can practice skills like counting and matching.
- Include math experiences throughout the day. Do finger plays to reinforce counting through rhyme, or read picture books that introduce number concepts. Teach measurement by making play dough. Encourage exploration of geometry and 3D shapes by doing crafts with beautiful junk. Discover patterns while creating a collage. Provide calculators, toy cash registers and pretend money for dramatic play. The possibilities for learning math through play are endless!

**Teach**

- Children need to explore math in many ways to understand it. Provide them with objects to manipulate, and open ended activities with more than one right answer. Interact with your child, and ask questions that encourage his problem-solving and reasoning. Play games like Snakes and Ladders, Dominoes and numbers Bingo to support his learning.
- Math experiences enable children to develop skills like identifying, classifying, observing, counting, calculating, measuring, predicting, problem-solving, ordering and matching. Adults can support children’s understanding of the processes involved in developing these skills, so they are more able to communicate and to apply these understandings once they enter school.
**Greeting Song**

**Hello Everybody!**

**Words and Actions:**

*Hello everybody and how are you?*

*How are you? How are you?*

*Hello everybody and how are you?*

*How are you today?*

**Second Verse:**

*Hello to (child’s name) and how are you?*

*How are you? How are you?*

*Hello to (parent’s name) and how are you?*

*How are you today?*

Repeat this verse until each parent and child has been greeted.

**Third Verse:**

*Hello everybody and (action), (action), (action)*

*Hello everybody and (action), (action) today!*

Sing the Hello song, providing and demonstrating different actions, i.e., pat your head, shrug your shoulders, rub your tummy, stomp your feet, wiggle your fingers, etc.

**Developmental benefit to the children**

- **Language:** to recite songs and engage in word play and action songs
- **Intellectual:** to begin to recognize and respond to elements in music (i.e. beat, melody, tempo)
- **Social:** to join in small group games and activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to respond to the beat

**Comfort**

This song helps children feel like they are a welcome part of the group, and encourages them to practice social skills like turn-taking.

**Play**

Singing provides children with a joyful way to participate in activities and to express their feelings.

**Teach**

Songs that include body parts and different actions help children to develop awareness of their bodies and to learn more creative ways to move.
Words and Actions:

*Five little monkeys jumping on the bed,*

(Hold up five fingers, pretending they are monkeys bouncing up and down)

*One fell off and bumped his head.*

(Hold up one finger and tap head)

*Mama called the doctor and the doctor said,*

(Pretend to dial and talk on telephone)

“No more monkeys jumping on the bed!”

(Wave finger in the air)

With each repetition of the rhyme hold up one less finger until none remain.

**Last Verse**

*No little monkeys jumping on the bed,*

None fell off and bumped their head.

*Mama called the doctor and the doctor said,*

“Put those monkeys straight on the bed!”

On the last line, the children can pretend to go to sleep.

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**Developmental benefit to the children**

- **Language:** to participate in action songs and poems
- **Intellectual:** to count the number of objects in a set up to 5
- **Social:** to join in small group games and activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to develop fine motor skills

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**Comfort**

This finger play could be a wonderful part of a child's bedtime routine, providing parents and children a chance to laugh together and connect.

**Play**

Children will enjoy doing the different actions for the monkeys, their mother and the doctor, and can add to the imaginative play by making monkey sounds!

**Teach**

Reciting this rhyme helps children to practice counting numbers up to five and also introduces the concept of subtraction.
**Words and Actions:**

*Five ripe bananas hanging in a tree*
  (dangle fingers downward to look little bananas)

*Along came a monkey who picked one for me.*
  ("pick" a banana with the other hand)

*Now how many bananas do you see?*
  (fold one finger away)

*Eeeeeeeee*  
  (make a monkey noise, four times)

With each repetition, count down the number of bananas, making a monkey noise for each banana left.

**Last Verse**

*One ripe banana hanging in a tree*

*Along came a monkey who picked one for me.*

*Now how many bananas do you see?*

*Ooooooooh! (make a monkey noise)*

*No more ripe bananas hanging in a tree!*

**Developmental benefit to the children**

- **Language:** to participate in action songs and poems
- **Intellectual:** to count the number of objects in a set up to 5
- **Social:** to join in small group games and activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to develop fine motor skills
**Activity**

**Shapes and Sizes Necklaces**

**What You Will Need:**

- Pieces of yarn long enough to make necklaces (one piece for each participant)
- Masking tape
- Straws cut into different lengths
- Pieces of construction paper cut into different shapes and sizes (i.e. circles, squares, triangles) with a hole punched in the middle
- Tri-coloured tube pasta
- Containers for sorting the different beads

**How To Do This Activity:**

- Tie a length of straw to the end of your piece of string, to prevent beads from falling off.
- Affix a small piece of masking tape to the other end of the string to facilitate sliding the beads onto the string.
- Select some beads and string these onto the length of yarn. Patterns can be made by alternating pieces of straw, paper beads of different shapes and tubes of pasta.
- When the necklace is complete, knot the two ends together and wear it.

**Developmental benefit to the children**

- **Language:** to talk about properties of objects, like shape and size
- **Intellectual:** to begin to participate in problem-solving
- **Social:** to join in small group games and activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to develop perceptual-motor skills through activities involving eye-hand co-ordination

**Comfort**

Simple activities like making necklaces help children to feel a sense of accomplishment when they create something independently. They feel a sense of pride when they show off what they have made.

**Play**

Necklace making allows children to explore their creativity and also to make their own props for dramatic play. Making props for play encourages children to use their imagination.

**Teach**

Children can develop their fine motor skills by making necklaces while learning about concepts such as shape, size and length. Counting skills can be practiced and different patterns can be made as children decide how to arrange their beads.
Song and Actions:

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

As you sing, touch or point to the body parts named.

Developmental benefit to the children

- **Language**: to engage in word play and action songs
- **Intellectual**: to become aware of how ideas are communicated through movement
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities
You Will Need:

Creativity! The facilitator can make different suggestions for movement and role model actions to support children's learning and demonstrate for parents.

How to do the activity:

Explain to the children that you are “Simon” and when you say, “Simon Says, jump up and down” or “Simon Says, turn around”, you want them to do the action. But if you don’t say “Simon Says” they need to remember to stay still. Do not eliminate players if anyone moves when you do not say “Simon Says”. Simply say, “I caught you! I didn't say Simon Says!!”

Suggested Actions:

- Tell the children to touch different body parts (i.e. head, toes, knees, ears)
- Tell the children to move their body parts in different ways (i.e. nod head, stamp feet, wiggle fingers, shrug shoulders)
- Explore different positions (i.e. reach up high, crouch down low) and counting concepts (i.e. jump two times, clap hands once, take 5 steps)
- Tell the children to move like different animals (i.e. stomp like an elephant, fly like a bird, jump like a kangaroo, slither like a snake)
- Tell the children to move like different vehicles (i.e. rock like a boat, blast off like a rocket, chug like train, float like a hot air balloon)
- Tell the children to make different animals sounds (i.e. crow like a rooster, hiss like a snake, bark like a dog)

These are just a few suggestions. Be creative and have fun!
Song and Actions:

*See the little bunnies sleeping until noon*

(children lay on floor, pretending to be asleep)

*Can we wake them with a merry tune?*

*Oh so still, are they ill?*

*Wake up sleeping bunnies and hop, hop, hop!*

(children get up and jump like rabbits)

*Wake up sleeping bunnies and hop, hop, hop!*

*Wake up sleeping bunnies and hop, and STOP!*

(children lay back down)

Repeat the song, substituting different animals and appropriate actions i.e. birds fly, elephants stomp, snakes slither, ponies gallop. Use suggestions given by the children.

Developmental benefit to the children

- **Language:** to engage in word play and action songs
- **Intellectual:** to use imagination creatively in dramatic play
- **Social:** to participate in class and group activities
- **Emotional:** to explore and express feelings through movement
- **Physical:** to experience body awareness during movement activities
**Words and Actions:**

*Goodbye*

*Goodbye*

*Goodbye*

*We’ll see you all next week!*

Repeat the song several times, filling in the names of each child and parent until each person has been addressed. Smile and wave to each participant as you say their name.

Encourage each participant to wave back.

**Developmental benefit to the children**

- **Language**: to respond to their own name
- **Intellectual**: to engage in word play and action songs
- **Social**: to develop communication skills appropriate to context
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills
1 **Read books together** such as *Roar! A Noisy Counting Book* by Pamela Duncan Edwards. This interactive book invites children to make sounds while counting animals. Another example is *Counting Kisses: A Kiss and Read Book*, which encourages affectionate interactions between parents and children as they read and count together.

2 **Encourage your child to count with you.** As you walk up or down the stairs, count the number of steps. When you shop for groceries, ask your child to count apples as you place them into a bag. While tidying, count each toy as it is returned to its spot. Help your child to practice using numbers!

3 **Do finger plays with your child** like ‘Five Little Monkeys’. This is a fun way to introduce number concepts, and also to help your child to begin to understand the processes involved in subtraction. With each repetition of the rhyme, there is one less monkey. Encourage your child to tell you how many are left.

4 **Play number games with your child** like number and shape Bingo, Dominoes, matching games, and simple board games like Snakes and Ladders. This will give you an opportunity to interact with your child, to observe her counting skills and to support her efforts to recognize and make sense of numbers.

5 **Teach familiar songs and nursery rhymes to your child which include numbers.** One, Two Buckle My Shoe, The Ants Go Marching One by One and This Old Man are fun songs that will help him learn to count to ten. He will want to sing these familiar songs again and again.

6 **Cook with your child.** As she participates in a family activity she will practice skills like counting and measuring ingredients, comparing quantities. Depending on what you cook, she can also learn important information about temperature. Try different cooking experiences, like freezing ice cream or baking muffins.

7 **Look at magazines and catalogues with your child.** Suggest making a counting book using pictures of things that interest him. He can cut and paste different numbers of things like animals, cars, toys, foods from one to five, or sort the pictures into related groups.

8 **Demonstrate different uses of numbers for your child.** Do simple household arithmetic using a calculator. Measure a window space for new curtains. Weigh ingredients on a kitchen scale. Cross off the days on a calendar. Use a timer when cooking. He will see the different ways people use numbers.

9 **Provide craft materials for your child** like empty boxes, paper towel rolls and paper cone cups, so she can construct three-dimensional objects using recyclable materials from around the house. She can learn about different shapes and make discoveries about their dimensions.

10 **Point out the names of familiar shapes** to your child when you walk in the neighbourhood. Help him to notice round car tires, rectangular doors, triangular traffic signs and square windows. This will encourage him to recognize different shapes and make words for them part of his vocabulary.
Comfort

☐ My child and I know some finger plays like Five Little Monkeys and we recite them together often.

☐ I read bedtime stories to my child that includes number concepts. He is familiar with The Three Little Pigs and The Three Little Kittens.

☐ I praise my child’s efforts to count things and show her how proud I am that she knows some numbers.

☐ When my child and I share a snack together, we count the number of apple slices or crackers so we have the same amount.

Play

☐ I provide my child with empty containers of different shapes and sizes, paper towel rolls and other recyclables that she can use as craft materials.

☐ My child has a number of toys that he can count, sort, and put in order from smallest to largest.

☐ At bath time, my child plays with different sized containers and he makes interesting discoveries as he fills and empties them.

☐ My child has many different dramatic play props that include a toy telephone, a toy cash register and play money, and measuring cups and spoons for pretending to cook.

Teach

☐ My child and I look at cookbooks, and follow recipes. He is learning many concepts related to counting, measuring and temperature.

☐ I take my child to the grocery store and explain things to her like the cost of foods, how to weigh things in the scale, and how people use money.

☐ My child and I play math games together like Numbers Bingo, Snakes and Ladders and Dominoes.

☐ When my child and I set the table, we count the dishes and different pieces of cutlery, making sure each person has one plate, cup, fork and knife.
Learning About Creative Art

In this package you will find:

1. Overview of Creative Art
2. Greeting Song (Hello Everybody!)
3. Finger plays
   Old Mr. Rabbit
   Chop, Chop, Choppity Chop
4. Activity for Session Three
   Cookbook Collage
5. Movement Activity Trio #1
   Tony Chestnut
   Hokey Pokey
   Teddy Bear, Teddy Bear
6. Good-bye Song
7. Ten Creative Art Activities
8. CPT Creative Art Checklist
Art supports children’s growth in so many ways, allowing children opportunities to explore materials (i.e. paint, paper, paste, clay, beautiful junk), to strengthen their motor skills, to express their thoughts and feelings, to appreciate and learn from the efforts of their peers, and to feel pride in their own creations. Parents can provide unlimited Comfort, Play & Teach time by encouraging children to look at and create art.

**Comfort**

- Art experiences should be open-ended and process oriented. This helps children to feel capable as they shape dough, smear paint, tear paper, arrange and glue collage materials or build three-dimensional structures from boxes, berry baskets and paper towel rolls. Creative art activities can motivate children, build their confidence and foster pride in their achievements and in their unique work.

- Children can relax as they finger paint and experiment with lines, spirals, swirls, dots, or make hand prints and squish paint between their fingers. Combining flour, salt, vegetable oil and water into dough that can be patted, pinched, rolled and squeezed might help children to release tension as they create different shapes. Playing tranquil music adds inspiration to art experiences as well.

**Play**

- Enjoying and creating art is not restricted to drawing at the table! Children can discuss their drawings, practicing expressive language skills. They discover art techniques by viewing picture book illustrations. They can assemble puzzles made from art gallery postcards. Making playdough teaches math concepts, while collecting nature items for collages helps children notice beauty in their environment.

- Many concepts are learned indirectly as children explore and experiment with art materials. While painting they learn about colours, and what happens when colours combine. Constructing with beautiful junk teaches about space and shapes. Assembling collages builds children’s understanding of textures and patterns. Lots can be learned about what is involved in creating art, simply by creating it!

**Teach**

- Using different art materials such as paint brushes, crayons, scissors, glue sticks, markers and modeling dough not only enables children to create works of art in various ways, but helps them to practice small motor skills and develop eye-hand co-ordination. Many of the skills that children use to represent their ideas through art will eventually be used to represent their ideas in writing.

- Creating art encourages the development of divergent thinking and problem-solving skills. As children use familiar items in unexpected ways, for example, pine cones and tree bark for print making, coffee grounds for playdough, labels from cans for collage or pipe cleaners and aluminum foil for sculpting, they expand their imaginations while discovering different possible uses for things.
Greeting Song
Hello Everybody!

Words and Actions:

Hello everybody and how are you?
How are you? How are you?
Hello everybody and how are you?
How are you today?

Second Verse:

Hello to (child’s name) and how are you?
How are you? How are you?
Hello to (parent’s name) and how are you?
How are you today?

Repeat this verse until each parent and child has been greeted.

Third Verse:

Hello everybody and (action), (action), (action)
Hello everybody and (action), (action) today!

Sing the Hello song, providing and demonstrating different actions, i.e., pat your head, shrug your shoulders, rub your tummy, stomp your feet, wiggle your fingers, etc.

Developmental benefit to the children

- **Language**: to recite songs and engage in word play and action songs
- **Intellectual**: to begin to recognize and respond to elements in music (i.e. beat, melody, tempo)
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to respond to the beat

**Comfort**
This song helps children feel like they are a welcome part of the group, and encourages them to practice social skills like turn-taking.

**Play**
Singing provides children with a joyful way to participate in activities and to express their feelings.

**Teach**
Songs that include body parts and different actions help children to develop awareness of their bodies and to learn more creative ways to move.
Words and Actions:

Old Mr. Rabbit
(Hold up two fingers above head, like bunny ears)

You’ve got a mighty habit
(Wave finger)

Of jumping in my garden
(Hold hands in front like paws, and bounce in place)

And eating all my (vegetables)
(Children can suggest a vegetable and pretend to eat)

How to do this activity:

• Repeat the rhyme several times, role modeling the actions and encouraging the children to participate. On the last line, invite different individuals to name a vegetable for Mr. Rabbit to eat.

• If you have vegetables (or plastic or felt models of vegetables) available, these can provide visual cues for the children and give them ideas for suggestions they can make when it is their turn. It will also give the children an opportunity to have concrete experiences with different vegetables.

Developmental benefit to the children

• Language: to participate in action songs and poems
• Intellectual: to use imagination creatively in dramatic play
• Social: to join in small group games and activities
• Emotional: to participate actively in learning tasks
• Physical: to develop fine motor skills
Words and Actions:

**Chop Chop Choppity Chop**

(Hold up one hand like a cutting board, using the other to “chop” the vegetables)

**Cut off the bottom and cut off the top**

(Continue pretending to chop the vegetables)

**What we have left goes into the pot**

(Pretend to scrape the vegetables into a pot)

**To make a beautiful soup!**

(Pretend to stir the soup)

**Mmmmmmmmm!**

(Pretend to taste the soup)

**Developmental benefit to the children**

- **Language**: to participate in action songs and poems
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills

**Comfort**

Doing this finger play provides an opportunity to engage in pretend play together and to talk about your favourite vegetables and favourite flavours of soup!

**Play**

This finger play will encourage children to use their imaginations as they dramatize cutting vegetables and preparing a meal with them.

**Teach**

With each repetition of the rhyme, children will make discoveries about rhyming words and about the rhythm of language.
Cook Book Collage

What You Will Need:

- Construction paper (8 1/2 x 11)
- Sheets of blank newsprint (8 1/2 x 11)
- Stapler
- Grocery store flyers
- Children’s scissors
- Glue sticks
- Crayons or markers

How To Do This Activity:

- Fold a piece of construction paper and a few pieces of newsprint in half, placing the newsprint inside the construction paper, and then staple the folded edge to make a booklet.
- Cut pictures of food out from the grocery store flyers and glue these onto the pages of the booklet.
- Children can draw pictures of their favourite foods or their own experiences with cooking.
- They can also dictate words and stories to a parent or adult who will write these down for them, or try on their own to print their own letters and words, supported by an adult.

Developmental benefit to the children

- **Language:** to experiment with print and pictures to express ideas and feelings
- **Intellectual:** to explore familiar materials in new ways
- **Social:** to join in small group activities
- **Emotional:** to express feelings and perceptions through art
- **Physical:** to develop perceptual-motor skills through activities involving eye-hand co-ordination

Creating a recipe book together provides an opportunity to talk about favourite foods and to plan special cooking activities together. Children will feel listened to and valued as they share their ideas, and learn important social skills as they listen to yours.

Children can learn about different kinds of foods as they create a cookbook that can become part of their dramatic play. It will encourage their creativity when they pretend to prepare meals.

Making a cookbook enables children to practice fine motor skills like folding, cutting, gluing and printing. Selecting pictures and thinking about the words that will go in the book provide practice with decision making and planning.
Song and Actions:

Tony Chestnut
(Touch toes, knees, chest then head)

Knows I love you
(Point to nose, eyes and heart, then point to a person)

Tony knows, Tony knows!
(Touch toes, knees and nose twice in a row)

Tony Chestnut knows I love you,
(Repeat actions from first two lines)

That’s what Tony knows!
(Clap hands on ‘that’s what’, then touch toes, knees and nose)

Developmental benefit to the children

- **Language**: to engage in word play and action songs
- **Intellectual**: to become aware of how ideas are communicated through movement
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities
**Song and Actions:**

*You put your right hand in*  
(hands on waist and put right hand forward)

*You take your right hand out*  
(pull hand back)

*You put your right hand in*  
(put hand forward)

*And you shake it all about*  
(give it a shake)

*You do the hokey pokey*  
(make up own silly dance)

*And you turn yourself about*  
(turn around)

*That’s what it’s all about*  
(Clap hands)

*Choo Choo!*  
(Sing out and pretend to pull a train whistle)

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**Developmental benefit to the children**

- **Language:** to engage in word play and action songs
- **Intellectual:** to identify some body parts and discover their function
- **Social:** to participate in class and group activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to experience body awareness during movement activities
Song and Actions:

*Teddy Bear, Teddy Bear turn around*
(children stand up and turn around in their place)

*Teddy Bear, Teddy Bear touch the ground*
(children bend and touch the ground)

*Teddy Bear, Teddy Bear show your shoe*
(children stand up and point toe out)

*Teddy Bear, Teddy Bear that will do*
(children clap three times on ‘that will do’)

*Teddy Bear, Teddy Bear go upstairs*
(children pretend to climb stairs)

*Teddy Bear, Teddy Bear brush your hair*
(children pretend to brush their hair)

*Teddy Bear, Teddy Bear turn out the lights*
(children pretend to pull on the light switch)

*Teddy Bear, Teddy Bear say good night!*
(children lay down and pretend to sleep)

**Developmental benefit to the children**

- **Language**: to engage in word play and action songs
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities
Words and Actions:

Goodbye
Goodbye
Goodbye

We’ll see you all next week!

Repeat the song several times, filling in the names of each child and parent until each person has been addressed. Smile and wave to each participant as you say their name.

Encourage each participant to wave back.

Developmental benefit to the children

- **Language**: to respond to their own name
- **Intellectual**: to engage in word play and action songs
- **Social**: to develop communication skills appropriate to context
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills

**Comfort**

This song helps children feel like they are a welcome part of the group, and encourages them to practice social skills like turn-taking.

**Play**

Singing provides children with a joyful way to participate in activities and to express their feelings.

**Teach**

Songs with simple and repetitive words are easy for children to learn and to sing independently. This song enables children to learn and remember the names of their peers.
10 Creative Art Activities

1 Read books together which are illustrated with different art techniques. Barbara Reid’s work in plasticine is textured and detailed. Joost Elffers has created charming characters from carved fruits and vegetables. Children can enjoy paintings by Eric Carle, or collage and prints by Leo Lionni. Look at and talk about the artwork together.

2 Point out shapes, colours, patterns and textures to your child as you walk in the neighbourhood or through parks together. Are there sculptures to stop and notice, bright posters, or chalk art on the sidewalk? Can he see flowers in gardens or find different stones and leaves? Help your child to see the beauty in everyday things.

3 Turn cooking into a creative art experience. Your child can participate in rolling and cutting out cookies in different shapes or icing and decorating cupcakes. She can learn about colours and shapes as she helps to assemble a salad using green lettuce, red tomatoes, orange carrots, white mushrooms, and purple onions.

4 Provide lots of paper and a variety of arts and crafts materials including pencils, crayons, markers, chalk, pastels and paints. Encourage your child to tell you about what he is drawing and write down his words. Long before your child can read and write, he can create pictures and artwork that can tell you wonderfully detailed stories.

5 Turn recyclables into beautiful junk that your child can use to create three dimensional structures like houses and vehicles. As she glues and tapes boxes, tubes, bottle lids, cone cups and other interesting things together she will learn about different shapes and discover new uses for old things as well.

6 Involve your child in creating his own presents, greeting cards and gift wrap. This is a lovely chance for him to explore different art techniques like papier-mâché, collage, painting and printing, sculpting with playdough and to discover the enjoyment that comes from making something for another person.

7 Make puppets with your child. Explore different kinds such as stick puppets made from a paper plate, tongue depressor and craft materials, hand puppets made from socks or paper bags, or finger puppets made from construction paper or felt. Puppet play will help her to develop language skills and to make up stories.

8 Explore art that is around the house. Beautiful designs and patterns can be found in quilts, curtains, rugs, cushion covers and place mats. Candles, jewelry and dishes come in different shapes and colours. Explain to your child how art is created and describe how things around the house can add beauty to where we live.

9 Collect nature items when walking in the park or neighbourhood. These can be used to create collages or seasonal displays that provide an opportunity for your child to learn through looking and touching, and to practice skills like decision-making and arranging materials.

10 Visit local art galleries, studios or museums so your child has an opportunity to look at and compare different kinds and styles of art, to find out how art is created, and perhaps even have the chance to talk to the artists themselves.
I encourage my child to talk about his drawings and I write down what he has told me so he knows I am interested in what he is saying.

My child enjoys calming sensory experiences like finger painting, smearing corn starch goop and squeezing playdough.

I display my child’s artwork so she has a chance to admire her own work and feel pride in what she has created.

My child and I take time together to draw, shape playdough, paint and create collages. It is a wonderful time to relax and talk together.

I supply my child with a variety of craft materials to create with, so he can make discoveries about shapes, colours and textures as he invents things.

My child and I make puppets together and use them to make up stories or to role-play the ones we love reading together.

I provide different art materials like crayons, pencils, water paint, markers, chalk and pastels so she can explore their different qualities.

My child and I explore the illustrations in picture books. We try to draw using the same materials and illustrate the stories he makes up.

My child and I cook together, using different tools and ingredients to decorate cookies, cupcakes. He creates different patterns and designs.

I take my child to art galleries and museums so she can see different styles of art and learn about how works of art are displayed and cared for.

My child and I make some of our own craft materials like playdough and papier-mâché so he can experiment with different ingredients.

I encourage my child to collect rocks, pine cones, leaves and feathers. She learns about nature as she uses these items to create collages.
Learning About Dramatic Play

In this package you will find:

1. Overview of Dramatic Play
2. Greeting Song (Hello Everybody!)
3. Finger plays
   - Soft Kitty
   - Pussycat, Pussycat
4. Activity for Session Four
   - Pussycat, Pussycat Puppets and Crowns
5. Movement Activity Trio #2
   - Head and Shoulders
   - Simon Says
   - Sleeping Bunnies
6. Good-bye Song
7. Ten Dramatic Play Activities
8. CPT Dramatic Play Checklist
Perhaps Through dramatic play children show their understanding of the world. As they encounter family members, friends, teachers and community helpers, children learn to interact positively, and express feelings appropriately. Dramatic play provides **Comfort, Play & Teach** opportunities for children to explore their feelings and relationships, experiment with different roles, and to practice skills like dressing and tidying.

**Comfort**

- Dramatic play allows children to practice social skills like sharing, turn-taking, conversing and collaborating. As children play together, they decide who will be the grown-up or the baby, and practice using phrases they have learned. They can be different people, and express various emotions while they make sense of their daily experiences through play.

- Your child will gain a sense of mastery and pride in his abilities as he explores role-playing in different ways. He can re-enact favourite stories using simple props like felt board pieces, puppets, simple costumes. Involve him in creating his own props for dramatic play. It will teach him many valuable skills and build his self-confidence.

**Play**

- Role-playing can happen in many ways. Small figures like people, animals and vehicles can be used when playing with sand and water. Puppets support language development and pretend play. Children will learn about science by playing with plastic snakes and insects. Simple dolls can be made from clothes pegs, paper and fabric or from corn husks.

- Children learn by observing and modeling after different people in their family and community and through manipulating things. Providing household items and clothes permits children to imitate their parents and siblings, while providing doctors’ kits or grocery store materials lets children safely play out experiences they have had in different environments, like medical offices and shops.

**Teach**

- Provide dramatic play materials that promote math and literacy skills. For example, a toy cash register or sets of plastic dishes can support your child’s understanding of counting. Labels on food containers and board books to “read” to dolls can encourage your child’s interest in and use of print. Children can practice many important school readiness skills through drama.

- Through dramatic play, children can strengthen their fine motor skills and practice activities and tasks that they help with at home. Clothes with zippers, buttons, snaps and velcro, support children’s ability to get dressed, while toy dishes and food enable children to pretend to cook, practice setting the table, serve meals and feed themselves. Play helps to teach children life skills.
Greetings Song
Hello Everybody!

Words and Actions:
Hello everybody and how are you?
How are you? How are you?
Hello everybody and how are you?
How are you today?

Second Verse:
Hello to (child’s name) and how are you?
How are you? How are you?
Hello to (parent’s name) and how are you?
How are you today?

Repeat this verse until each parent and child has been greeted.

Third Verse:
Hello everybody and (action), (action), (action)
Hello everybody and (action), (action) today!

Sing the Hello song, providing and demonstrating different actions, i.e., pat your head, shrug your shoulders, rub your tummy, stomp your feet, wiggle your fingers, etc.

Developmental benefit to the children
- **Language**: to recite songs and engage in word play and action songs
- **Intellectual**: to begin to recognize and respond to elements in music (i.e. beat, melody, tempo)
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to respond to the beat

This song helps children feel like they are a welcome part of the group, and encourages them to practice social skills like turn-taking.

Singing provides children with a joyful way to participate in activities and to express their feelings.

Songs that include body parts and different actions help children to develop awareness of their bodies and to learn more creative ways to move.
Finger Play

Soft Kitty

Words and Actions:

Soft kitty, warm kitty

(Hold up one fist, pretending it’s a cat)

Little ball of fur

(pat the fist repeatedly, as though stroking a cat)

Lazy kitty, pretty kitty

Purr, purr, purr!

(Tickle child behind the ear)

Repeat this rhyme until each child has had a turn. Parents and children can play this together repeatedly.

Developmental benefit to the children

- **Language**: to participate in action songs and poems
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills
Words and Actions:

*Pussycat pussycat where have you been?*
   (Say this in a low voice)

*I’ve been to London to visit the Queen.*
   (Say this in a high voice)

*Pussycat pussycat what did you there?*
   (Say this in a low voice)

*I frightened a little mouse under the chair!*
   (Say this in a high voice)

How to do this activity:
Wearing a paper crown and using a cat puppet, recite the rhyme as a question and answer activity. Parents can ask the questions in a low voice, and the children can answer in a high voice, so that they are taking turns.

Developmental benefit to the children

- Language: to participate in action songs and poems
- Intellectual: to use imagination creatively in dramatic play
- Social: to join in small group games and activities
- Emotional: to participate actively in learning tasks
- Physical: to develop fine motor skills
Activity

Pussycat Pussycat, Puppets and Crowns

You Will Need:

For Puppets:
- Paper bags
- Crayons and markers
- Construction paper
- Scissors
- Glue sticks

For Crowns:
- Pieces of construction paper (8 1/2 x 11)
- Scissors
- Stapler
- Crayons or markers
- Stickers in different shapes, sizes and colours (i.e. hearts, stars, flowers)

To make the puppet:
Using crayons and markers, draw details for the cat onto the paper bag such as eyes, nose, mouth and whiskers. Cut ears, paws and a tail from construction paper and glue these onto the paper bag.

Now take turns reciting the lines of the nursery rhyme Pussycat, Pussycat! Switch roles so that you each have a chance to play the different characters in the rhyme.

To make the crown:
Fold a piece of construction paper in half lengthwise and cut it in two pieces. Hold the pieces together and cut large zigzags into one side to create the points of the crown.

Staple the pieces together at one edge, and then wrap the crown around the head of the person who will be wearing it to measure it for a proper fit. Trim away excess paper before decorating the crown. Use crayons or markers to draw designs on the crown and add stickers. Once the crown is complete, staple the remaining edges together, and wear.

Developmental benefit to the children
- **Language:** to recite short poems and rhymes
- **Intellectual:** to explore familiar materials in new ways
- **Social:** to join in small group activities
- **Emotional:** to express feelings and perceptions through art
- **Physical:** to develop perceptual-motor skills through activities involving eye-hand co-ordination

Children will enjoy the time they spend with their parents making crafts and reciting favourite rhymes together. The activity will help them practice important social skills like listening to others and taking turns when speaking.

Making props will encourage children to use their imaginations as they role-play familiar nursery rhyme characters. They can combine creative art and drama to express their ideas about the rhymes they hear.

Reciting simple nursery rhymes helps children to develop their expressive language skills, to make discoveries about the rhythm of language and to recognize the differences in letter sounds and words.
Song and Actions:

_Head and shoulders, knees and toes_

_Knees and toes, knees and toes!

_Head and shoulders, knees and toes_

_Eyes, ears, mouth and nose!

As you sing, touch or point to the body parts named.

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**Developmental benefit to the children**

- **Language**: to engage in word play and action songs
- **Intellectual**: to become aware of how ideas are communicated through movement
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities

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**Comfort**

The simple actions will help children feel confident in performing different movements with their bodies and in knowing the names of their body parts.

**Play**

The repetitive words of this song provide many chances to touch the right body parts. Sing the song faster to create a greater challenge and bring on laughter!

**Teach**

This game helps children to practice their listening skills and to anticipate which action comes next as they learn the words.
You Will Need:
Creativity! The facilitator can make different suggestions for movement and role model actions to support children’s learning and demonstrate for parents.

How to do the activity:
Explain to the children that you are “Simon” and when you say, “Simon Says, jump up and down” or “Simon Says, turn around”, you want them to do the action. But if you don’t say “Simon Says” they need to remember to stay still. Do not eliminate players if anyone moves when you do not say “Simon Says”. Simply say, “I caught you! I didn’t say Simon Says!!”

Suggested Actions:
- Tell the children to touch different body parts (i.e. head, toes, knees, ears)
- Tell the children to move their body parts in different ways (i.e. nod head, stamp feet, wiggle fingers, shrug shoulders)
- Explore different positions (i.e. reach up high, crouch down low) and counting concepts (i.e. jump two times, clap hands once, take 5 steps)
- Tell the children to move like different animals (i.e. stomp like an elephant, fly like a bird, jump like a kangaroo, slither like a snake)
- Tell the children to move like different vehicles (i.e. rock like a boat, blast off like a rocket, chug like train, float like a hot air balloon)
- Tell the children to make different animals sounds (i.e. crow like a rooster, hiss like a snake, bark like a dog)

These are just a few suggestions. Be creative and have fun!
Song and Actions:

See the little bunnies sleeping until noon
  (children lay on floor, pretending to be asleep)
Can we wake them with a merry tune?
Oh so still, are they ill?
Wake up sleeping bunnies and hop, hop, hop!
  (children get up and jump like rabbits)
Wake up sleeping bunnies and hop, hop, hop!
Wake up sleeping bunnies and hop, and STOP!
  (children lay back down)

Repeat the song, substituting different animals and appropriate actions i.e. birds fly, elephants stomp, snakes slither, ponies gallop. Use suggestions given by the children.

Developmental benefit to the children

- **Language**: to engage in word play and action songs
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to participate in class and group activities
- **Emotional**: to explore and express feelings through movement
- **Physical**: to experience body awareness during movement activities

Children enjoy repeating this activity again and again and are comforted by the familiarity of the words and their ability to join in and demonstrate their skills.

Moving like different animals expands children’s imaginations and enables them to communicate their own experiences with different creatures.

This game enables children to learn different animals’ names and to explore different concepts like high, low, heavy (like an elephant), light (like a bird), through movement.
Words and Actions:

Goodbye
Goodbye
Goodbye

We’ll see you all next week!

Repeat the song several times, filling in the names of each child and parent until each person has been addressed. Smile and wave to each participant as you say their name.

Encourage each participant to wave back.

Developmental benefit to the children

- **Language**: to respond to their own name
- **Intellectual**: to engage in word play and action songs
- **Social**: to develop communication skills appropriate to context
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills

This song helps children feel like they are a welcome part of the group, and encourages them to practice social skills like turn-taking.

Singing provides children with a joyful way to participate in activities and to express their feelings.

Songs with simple and repetitive words are easy for children to learn and to sing independently. This song enables children to learn and remember the names of their peers.
1 **Read books together that your child would be able to role-play** using puppets, felt board pieces, simple props and costumes or just by doing actions. Books like Brown Bear, Brown Bear What Do You See? by Bill Martin, Jr. or The Enormous Potato by Aubrey Davis invite participation and are stories that can be told repeatedly.

2 **Provide simple props that encourage your child to role-play.** As your child meets more community helpers such as doctors, police officers, fire fighters, grocers and teachers, he can role play what they do. Dramatic play provides an opportunity for your child to explore and make sense of his experiences and his feelings about them.

3 **Provide open-ended art materials** that encourage your child’s imaginative play. Materials like playdough can be shaped in many different ways – into food, planets, animals, people, and story book characters. Your child can pretend she is many things such as a chef, veterinarian, and astronaut as she creates with playdough.

4 **Add a variety of props to bathtub play** to turn washing into an opportunity for role-playing and imagination. Excellent additions to bath time include plastic people and animals, boats, and bath puppets. These can be used to make up stories and to go on fabulous adventures!

5 **Make a variety of puppets from different household things** like paper plates and popsicle sticks, wooden clothes pegs, old socks, egg cartons, boxes, paper bags, crayons and collage materials, and folded origami paper. Puppets encourage language use and help your child to build his imagination through storytelling.

6 **Create a special storage box for dramatic play materials** that your child can help decorate. Include things like hats, gloves, aprons, jewelry, cooking tools like a plastic bowl and wooden spoons, dolls, stuffed animals. Your child can role model things she sees you doing and practice many important self-help skills as well.

7 **Turn a large box into a car, space ship, boat, airplane or train** by painting and adding collage materials to it. Your child can use homemade vehicles to engage in pretend play and to go on imaginary trips, and he can make his play with the vehicle relate to familiar story books and songs.

8 **Play simple games of charades,** demonstrating familiar activities such as reading a book, sleeping and picking a flower or different emotions like happy, sad and excited. Encourage your child to guess what you are role playing, but invite her to role-play too, so she can learn to use her actions and facial expressions imaginatively.

9 **Enrich your child’s dramatic play experiences with literacy and math props.** Board books to read to the dolls and small, illustrated cookbooks can encourage pre-reading skills. Calculators and pretend money can introduce your child to numbers and counting while encouraging pretend play related to shopping.

10 **Go to puppet shows, storytelling events and children’s plays** at your local public library. This can provide your child with all kinds of ideas and inspiration for his own imaginative play at home.
I encourage my child to share the rhymes and finger plays he is learning so he can take pride in demonstrating his growing role-playing skills.

My child sings songs like Old MacDonald and If You’re Happy and You Know It because she enjoys dramatizing different animals and feelings.

I take time to relax and play with my child and to participate in a picnic or tea party with his teddy bears. I enjoy taking part in pretending!

My child and I laugh together as we read different picture books and role-play the different characters before she goes to sleep.

I supply my child with different bath toys like plastic people and animals, bath puppets and boats so that washing can be a time for imaginative play.

My child and I make puppets together and use them to make up stories or to role-play the ones we love reading together.

I provide different dress up items and props from around the house that my child can use for pretend play.

My child and I add sound effects and actions to story books and nursery rhymes to bring the reading experience to life!

My child’s dramatic play clothes include items with buttons, snaps, zippers and laces so that he can practice different dressing skills.

I take my child to the library to enjoy puppet shows, storytelling events and plays to encourage his imaginative skills.

My child and I read different picture books and role-play the stories together to encourage his pre-reading skills.

I encourage my child to role-play different nursery rhyme characters like Humpty Dumpty, to help him develop creative problem-solving skills.
Learning About Music and Movement

In this package you will find:
1. Overview of Music and Movement
2. Greeting Song (Hello Everybody!)
3. Finger plays
   - There Was A Little Mouse
   - Here’s a Cup
4. Activity for Session Five
   - All About Me Body Tracing
5. Movement Activity Trio #1
   - Tony Chestnut
   - Hokey Pokey
   - Teddy Bear, Teddy Bear
6. Good-bye Song
7. Ten Music and Movement Activities
8. CPT Music and Movement Checklist
Music and Movement

Making music and movement part of your child’s daily experiences supports her development in joyful ways that bring beauty into her life. It is a lovely way to turn learning into Comfort, Play & Teach time. Whether your child dances with scarves, sings “Old MacDonald”, listens to favourite recordings, or keeps the beat to nursery rhymes using shakers or rhythm sticks, she is showing a natural urge to be musical!

**Comfort**

- Music can communicate many different emotions, like joy, sadness, excitement and love. Playing different kinds of music enables your child to explore a range of feelings and to express his own. Play background music while your child paints, or sing a lullaby at bed time. Repeat songs, finger plays and rhymes that make your child laugh and smile, to build his self-esteem.
- There are many ways in which music helps your child to feel successful and confident. She can remember the words to songs and rhymes or invent her own movements to music. She can easily play instruments like maracas and jingle hammers, instantly producing satisfying sounds. Your child’s creative expression lets her show her own uniqueness and how special she is.

**Play**

- Your child can explore music in many different ways. Exploring instruments is a science activity that lets your child compare sounds. Imaginative exploration occurs when your child pretends to be a musician or conductor. Singing games encourage movement. Making sound makers is a fun art activity. Reading books can invite chanting and moving. Music can support total learning!
- Nursery rhymes have wonderful rhythm patterns that encourage your child to play with and hear the musical qualities of language. There are many characters that your child can role-play, like Humpty Dumpty, or Lucy Locket. Adding actions, movement, and drama to language experiences reinforces your child’s learning in different ways and opens up his imagination.

**Teach**

- Providing musical instruments can allow your child to ask a variety of questions. She can learn what instruments are made of, and how they make different sounds. She can discover where instruments come from and how music of different cultures sounds. She can compare the differences between drums, rasps, finger cymbals, thumb pianos, maracas and rain sticks.
- Your child can be introduced to musical concepts through the simplest songs and rhymes. He can pat the beat on his lap as he listens to music and feel the rhythm of words in nursery rhymes. He can sing loudly, or whisper softly, tiptoe quickly or crawl slowly. By exploring a variety of instruments made from metal, wood, skin, or plastic, he can compare each sound quality or timbre. Your child will delight in learning melody as he sings his favourite songs.
Words and Actions:

*Hello everybody and how are you?*

*How are you? How are you?*

*Hello everybody and how are you?*

*How are you today?*

**Second Verse:**

*Hello to (child's name) and how are you?*

*How are you? How are you?*

*Hello to (parent's name) and how are you?*

*How are you today?*

Repeat this verse until each parent and child has been greeted.

**Third Verse:**

*Hello everybody and (action), (action), (action)*

*Hello everybody and (action), (action) today!*

Sing the Hello song, providing and demonstrating different actions, i.e., pat your head, shrug your shoulders, rub your tummy, stomp your feet, wiggle your fingers, etc.

**Developmental benefit to the children**

- **Language:** to recite songs and engage in word play and action songs
- **Intellectual:** to begin to recognize and respond to elements in music (i.e. beat, melody, tempo)
- **Social:** to join in small group games and activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to respond to the beat

This song helps children feel like they are a welcome part of the group, and encourages them to practice social skills like turn-taking.

Singing provides children with a joyful way to participate in activities and to express their feelings.

Songs that include body parts and different actions help children to develop awareness of their bodies and to learn more creative ways to move.
Words and Actions:

There was a little mouse

And he sat right there

(Hold child’s hand and tickle her palm)

When the cat said ______

(Encourage child to make the animal sound)

He ran right up the stairs!

(Run fingers up child’s arm and tickle them behind the ear)

With each repetition of the rhyme substitute a different animal i.e. dog, lion, frog, chicken, snake, monkey, etc.

Developmental benefit to the children

- Language: to participate in action songs and poems
- Intellectual: to use imagination creatively in dramatic play
- Social: to join in small group games and activities
- Emotional: to participate actively in learning tasks
- Physical: to develop fine motor skills
Words and Actions:

Here’s a cup  
(Hold up one hand in the shape of a cup)
And here’s a cup  
(Hold up other hand in shape of a cup)
And here’s a pot of tea  
(Stick out thumb like a tea spout)
Pour a cup  
(Pretend to pour tea into a cup)
And pour a cup  
(Switching hands, pretend to pour tea into the other cup)
And share a cup with me!  
(Hold a cup out in front of you and then pretend to drink)

After repeating the rhyme a few times, ask the children and parents what they like to drink and build their suggestions into the rhyme. Encourage children to tap their cup together with their parents, as if saying ‘cheers’.

Developmental benefit to the children

- **Language**: to participate in action songs and poems
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills
**Activity**

**All About Me - Body Tracing**

**What You Will Need:**

- Large pieces of craft paper
- Scissors
- Masking tape
- Crayons and markers
- Stickers of different shapes, sizes and colours

**How To Do This Activity:**

- Place a piece of paper the length of the child’s body onto the floor and ask the child to lay down on it.
- Trace the outline of the child’s body using a marker.
- Cut out the traced outline using scissors. Affix the outline to the floor using a few pieces of masking tape so that it stays flat while it is being coloured and decorated.
- While doing the activity, talk about why the child is special and unique, point out their wonderful features (i.e. beautiful hair, shining eyes, bright smile and capable hands).

**Developmental benefit to the children**

- **Language:** to talk and represent to explore and express ideas and experiences
- **Intellectual:** to identify some body parts and describe their functions
- **Social:** to work co-operatively with a partner or in a group
- **Emotional:** to explore and express feelings and perceptions through art
- **Physical:** to develop perceptual-motor skills through activities involving eye-hand co-ordination

**Comfort**

Body tracing provides an opportunity for parents and children to spend time together and to talk about the child’s qualities. Children will love receiving the attention and will feel cherished for their wonderful qualities.

**Play**

Through creative art, children can represent how they see themselves and also imagine what they might like to be, or how they might like to look. Art materials help them to build their imaginations and to express their unique ideas.

**Teach**

Body tracing helps children to learn the names of the different parts of their bodies and what these do. It also helps them to develop fine motor skills such as cutting with scissors and drawing with markers.
Song and Actions:

Tony Chestnut

(Touch toes, knees, chest then head)

Knows I love you

(Point to nose, eyes and heart, then point to a person)

Tony knows, Tony knows!

(Touch toes, knees and nose twice in a row)

Tony Chestnut knows I love you,

(Repeat actions from first two lines)

That’s what Tony knows!

(Clap hands on ‘that’s what’, then touch toes, knees and nose)

This rhyme is wonderful for two people to do together so they can practice the actions and share the message of love and caring.

Children will laugh as they do the actions and try to match the right body parts to the right words. They can do the rhyme very slowly, or quickly for more challenge.

This rhyme will help children to hear that words which sound the same can have different meanings, such as I and eye, nose and knows.

Developmental benefit to the children

- **Language**: to engage in word play and action songs
- **Intellectual**: to become aware of how ideas are communicated through movement
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities
Movement Activity Trio #1

Action Song 2: Hokey Pokey

Song and Actions:

You put your right hand in
(hands on waist and put right hand forward)

You take your right hand out
(pull hand back)

You put your right hand in
(put hand forward)

And you shake it all about
(give it a shake)

You do the hokey pokey
(make up own silly dance)

And you turn yourself about
(turn around)

That’s what it’s all about
(Clap hands)

Choo Choo!
(Sing out and pretend to pull a train whistle)

Developmental benefit to the children

- **Language:** to engage in word play and action songs
- **Intellectual:** to identify some body parts and discover their function
- **Social:** to participate in class and group activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to experience body awareness during movement activities
Song and Actions:

*Teddy Bear, Teddy Bear turn around*
  (children stand up and turn around in their place)

*Teddy Bear, Teddy Bear touch the ground*
  (children bend and touch the ground)

*Teddy Bear, Teddy Bear show your shoe*
  (children stand up and point toe out)

*Teddy Bear, Teddy Bear that will do*
  (children clap three times on ‘that will do’)

*Teddy Bear, Teddy Bear go upstairs*
  (children pretend to climb stairs)

*Teddy Bear, Teddy Bear brush your hair*
  (children pretend to brush their hair)

*Teddy Bear, Teddy Bear turn out the lights*
  (children pretend to pull on the light switch)

*Teddy Bear, Teddy Bear say good night!*
  (children lay down and pretend to sleep)

Developmental benefit to the children

- **Language**: to engage in word play and action songs
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to participate in class and group activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to experience body awareness during movement activities
Words and Actions:

Goodbye
Goodbye
Goodbye

We’ll see you all next week!

Repeat the song several times, filling in the names of each child and parent until each person has been addressed. Smile and wave to each participant as you say their name.

Encourage each participant to wave back.

Developmental benefit to the children

- **Language**: to respond to their own name
- **Intellectual**: to engage in word play and action songs
- **Social**: to develop communication skills appropriate to context
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills
1. **Read books based on nursery rhymes** that you and your child can recite, sing, and chant together. Old Mother Hubbard by Jane Cabrera and Mary Had a Little Lamb, illustrated by Salley Mavor are books with very beautiful artwork. The rhythmic language of the text will encourage your child to join in the reading.

2. **Listen to different styles of music** at home including classical, rock, choral, baroque, country, jazz, opera, folk, and music from different countries and cultures. This will give your child an opportunity to discover the wide variety of sounds and languages of music and to develop her own tastes and listening preferences as well.

3. **Make musical instruments from recyclable materials** that are readily available around the house. Aluminum pie plates can be used for cymbals. An ice cream container and two wooden spoons make a fine drum. A plastic bottle with either water or rice in it is a simple shaker. Two paper towel rolls can be tapped together too!

4. **Do finger plays** like This Little Piggy or clapping games like Pease Porridge Hot with your child. In addition to being an enjoyable way to play with and interact with your child, they encourage your child to use his imagination, to role-play the rhyme with actions, and to hear and respond to the rhythm of language.

5. **Provide colourful scarves for your child to move and dance about with** when your child listens to music. She can use them to make circles, rainbows, waves and zigzags, and crumple a scarf into a ball, toss it into the air and watch it float down. Scarves can be worn like veils or aprons and make dancing into a dramatic play experience!

6. **Attend concerts** if possible. Often libraries, universities and churches provide opportunities to listen to live music for free. Your child will have the chance to see a musician perform and to begin to understand what is involved in presenting a concert and in being a member of the audience.

7. **Visit a music store and explore the different kinds of instruments** there are including flutes, clarinets, trumpets, trombones, violins, pianos, keyboards, xylophones and saxophones. Your child can learn the names of the instruments and be introduced to the different sounds that they make.

8. **When reciting nursery rhymes together play with the way you say them.** For example, if you use the rhyme One, Two Buckle My Shoe, say one line fast and one line slow. Try one line high and one line low. Do one line loudly and the next softly. This is a great way to introduce simple music concepts like tempo, pitch and volume.

9. **Go for listening walks and pay attention to the sounds around you.** Can you hear the wind in the trees or leaves crunching beneath your feet? Are there birds singing, crickets chirping or dogs barking? Make a game of identifying the different sounds.

10. **Think of ways to sing songs throughout the day.** Old MacDonald and Bingo are fun songs to sing while in the car and encourage your child to join in. Familiar songs like Twinkle, Twinkle Little Star can be sung while drawing pictures or cooking together. Lullabies can be part of a comforting bedtime routine.
I sing lullabies to my child as a regular part of his sleep time routine, in addition to reading story books.

My child enjoys finger painting, shaping playdough and drawing pictures as music is gently playing in the background.

I do finger plays and recite nursery rhymes with my child. It is an enjoyable way for us to spend time together.

My child recognizes a number of songs and rhymes and likes to have her favourites repeated again and again.

I supply my child with a variety of materials to explore and make sounds with so that he feels encouraged to sing and make music.

My child and I make instruments together from beautiful junk and use them to add sound effects to some stories we read.

I encourage my child to role-play different nursery rhyme characters so she can use her imagination as she learns to recite the words on her own.

My child sings and recites nursery rhymes to his dolls and teddy bears, copying the way we play together.

My child and I look at picture books about musical instruments and sounds to discover what different instruments look like, what they are made of.

I recite familiar rhymes to my child sometimes leaving out words so she can fill in the blanks.

My child and I listen to different styles of music and talk about what he is hearing and which instruments are playing.

I play games with my child like Head and Shoulders and Hokey Pokey so she can learn her body parts and how they move.
Learning About Science and Nature

In this package you will find:

1. Overview of Science and Nature
2. Greeting Song (Hello Everybody!)
3. Finger plays
   - This Is the Way We Plant a Seed
   - Plant a Little Seed
4. Activity for Session Six
   - Egg Carton Garden
5. Movement Activity Trio #2
   - Head and Shoulders
   - Simon Says
   - Sleeping Bunnies
6. Good-bye Song
7. Ten Science and Nature Activities
8. CPT Science and Nature Checklist
Science and Nature

Children constantly notice, explore and ask questions about weather, plants, animals, stones, outer space, anatomy, sounds or magnetism. They observe, compare, predict, problem-solve and experiment when they plant seeds, collect rocks and leaves, cook, look at clouds, or care for a pet. Turning daily science experiences into Comfort, Play & Teach time nurtures children’s curiosity and deepens their wonder about the world.

Comfort

- Children are naturally inquisitive about their environment. Experiences with science and nature promote their curiosity and provide opportunities to ask questions. Adults’ answers to these questions about the things children encounter, like bees, thunder and lightning, autumn leaves, or stars, help them to understand the world, but also to feel a sense of predictability and safety in the world.

- Having a pet or a plant enables children to tend to the needs of something living and to provide them with the food, water, light or bedding they require to grow and be healthy. Children develop empathy as they respond to the needs of a living creature that depends on them and as their relationship with their pet or plant grows.

Play

- Scientific discoveries can be made in many ways throughout the day! By painting, your child can learn about colour mixing or change of state as she combines ingredients for playdough. Leaves and stones can be explored with a magnifier, while boats and sponges enrich learning at bath time. Music experiences teach sound and movement. With a few props your child can pretend to be a doctor or vet.

- Children learn through active engagement with concrete materials, and by using their senses. Provide a variety of hands-on activities – spices to smell, items to view with magnifying glasses (i.e. pine cones, bird nests, feathers, acorns), different flavours to taste, rocks or shells to sort, different sound shakers to compare. The possibilities for extending their knowledge through exploration are endless.

Teach

- Gardening with your child provides a rich opportunity to learn about the life cycle of plants, and seasonal activities related to gardening like choosing and planting seeds, weeding and watering, harvesting and composting. There is much to be learned about the sequence of growth, colours, garden inhabitants, and different kinds of plants like vegetables, flowers and herbs.

- Each day presents a world of ways for children to make discoveries about science and nature – clouds, the wind, flowers, rocks, insects, birds and people. Asking open-ended questions, like, “What might happen if we bake the dough too long?” or “Why do you think plants need light?” allows children to practice their reasoning skills and reflect on their experiences.
**Greeting Song**

**Hello Everybody!**

**Words and Actions:**

*Hello everybody and how are you?*

*How are you? How are you?*

*Hello everybody and how are you?*

*How are you today?*

**Second Verse:**

*Hello to (child's name) and how are you?*

*How are you? How are you?*

*Hello to (parent's name) and how are you?*

*How are you today?*

Repeat this verse until each parent and child has been greeted.

**Third Verse:**

*Hello everybody and (action), (action), (action)*

*Hello everybody and (action), (action) today!*

Sing the Hello song, providing and demonstrating different actions, i.e., pat your head, shrug your shoulders, rub your tummy, stomp your feet, wiggle your fingers, etc.

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**Developmental benefit to the children**

- **Language:** to recite songs and engage in word play and action songs
- **Intellectual:** to begin to recognize and respond to elements in music (i.e. beat, melody, tempo)
- **Social:** to join in small group games and activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to respond to the beat
Words and Actions:

This is the way we plant a seed,  
plant a seed,  
plant a seed  
This is the way we plant a seed  
to make our garden grow

Repeat the song, substituting different actions that you do when gardening like:

This is the way we… dig a hole, water the seed, pull the weeds.

How To Do This Activity:

Sing the words, using the tune “Here We Go ‘round the Mulberry Bush”. Hold up one hand like a garden bed. With the other hand, do the remaining actions. For each verse, demonstrate different actions like digging with a shovel, watering with a watering can, plucking up weeds).

Developmental benefit to the children

- **Language**: to participate in action songs and poems  
- **Intellectual**: to use imagination creatively in dramatic play  
- **Social**: to join in small group games and activities  
- **Emotional**: to participate actively in learning tasks  
- **Physical**: to develop fine motor skills
Words and Actions:

*I plant a little seed in the dark dark ground*

(Hold up one hand and point to palm)

*Out comes the yellow sun big and round*

(Hold up arms in a circle about head)

*Down comes the cool rain soft and slow*

(Use hands to create falling rain)

*Up comes the little plant, grow, grow, grow!*

(Gradually raise arms like a growing flower)

**Comfort**

Practicing the words to this rhyme and demonstrating the actions gives children confidence in their ability to say and role-play the words.

**Play**

Doing the actions helps children to use their imaginations as they pretend to make a flower grow and to be a flower themselves.

**Teach**

This rhyme teaches children about concepts related to planting, and about the sequence of events in plant growth.

**Developmental benefit to the children**

- **Language**: to participate in action songs and poems
- **Intellectual**: to use imagination creatively in dramatic play
- **Social**: to join in small group games and activities
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills
Activity

Egg Carton Garden

What You Will Need:

- Cardboard egg carton
- Potting soil
- Bowl
- Spoon
- Chive seeds (or other herbs)
- Water

How To Do This Activity:

- Pour some potting soil into a bowl and use a spoon to fill the sections of the egg carton with soil.
- Sprinkle a pinch of seeds into each section of the egg carton and gently press them into the soil with a finger.
- Add a little water to moisten the soil (and do this daily to encourage the growth of the herbs).
- Once the herbs have grown, enjoy them in a salad or on an omelet!

Developmental benefit to the children

- **Language**: to talk about ideas and experiences
- **Intellectual**: to explore a variety of natural materials and objects
- **Social**: to take turns in activities and discussions
- **Emotional**: to join in some small group activities
- **Physical**: to develop perceptual-motor skills through activities involving eye-hand co-ordination

Planting seeds and tending to them provides children with an opportunity to care for a living thing. Watering the plant each day will help children to develop a sense of responsibility and give them a sense of accomplishment.

Examining the seeds, soil and water helps children to make discoveries using their senses. Children will learn about plants through watching, touching and smelling. Eventually they will be able to taste the herbs as well.

Gardening helps children to learn about the sequence of plant growth. They can see how a seed becomes a plant over time, learn about how plants need water and light, and even chart how many days it takes for shoots to appear.
**Movement Activity Trio #2**

**Action Song 1: Head and Shoulders**

**Song and Actions:**

*Head and shoulders, knees and toes*

*Knees and toes, knees and toes!*

*Head and shoulders, knees and toes*

*Eyes, ears, mouth and nose!*

As you sing, touch or point to the body parts named.

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**Comfort**

The simple actions will help children feel confident in performing different movements with their bodies and in knowing the names of their body parts.

**Play**

The repetitive words of this song provide many chances to touch the right body parts. Sing the song faster to create a greater challenge and bring on laughter!

**Teach**

This game helps children to practice their listening skills and to anticipate which action comes next as they learn the words.

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**Developmental benefit to the children**

- **Language:** to engage in word play and action songs
- **Intellectual:** to become aware of how ideas are communicated through movement
- **Social:** to participate in class and group activities
- **Emotional:** to participate actively in learning tasks
- **Physical:** to experience body awareness during movement activities

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Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.
You Will Need:
Creativity! The facilitator can make different suggestions for movement and role model actions to support children's learning and demonstrate for parents.

How to do the activity:
Explain to the children that you are “Simon” and when you say, “Simon Says, jump up and down” or “Simon Says, turn around”, you want them to do the action. But if you don’t say “Simon Says” they need to remember to stay still. Do not eliminate players if anyone moves when you do not say “Simon Says”. Simply say, “I caught you! I didn’t say Simon Says!!”

Suggested Actions:
- Tell the children to touch different body parts (i.e. head, toes, knees, ears)
- Tell the children to move their body parts in different ways (i.e. nod head, stamp feet, wiggle fingers, shrug shoulders)
- Explore different positions (i.e. reach up high, crouch down low) and counting concepts (i.e. jump two times, clap hands once, take 5 steps)
- Tell the children to move like different animals (i.e. stomp like an elephant, fly like a bird, jump like a kangaroo, slither like a snake)
- Tell the children to move like different vehicles (i.e. rock like a boat, blast off like a rocket, chug like train, float like a hot air balloon)
- Tell the children to make different animals sounds (i.e. crow like a rooster, hiss like a snake, bark like a dog)

These are just a few suggestions. Be creative and have fun!
**Movement Activity Trio #2**

**Action Song 3: Sleeping Bunnies**

**Song and Actions:**

*See the little bunnies sleeping until noon*

(children lay on floor, pretending to be asleep)

*Can we wake them with a merry tune?*

*Oh so still, are they ill?*

*Wake up sleeping bunnies and hop, hop, hop!*

(children get up and jump like rabbits)

*Wake up sleeping bunnies and hop, hop, hop!*

*Wake up sleeping bunnies and hop, and STOP!*  

(children lay back down)

Repeat the song, substituting different animals and appropriate actions i.e. birds fly, elephants stomp, snakes slither, ponies gallop. Use suggestions given by the children.

**Developmental benefit to the children**

- **Language:** to engage in word play and action songs
- **Intellectual:** to use imagination creatively in dramatic play
- **Social:** to participate in class and group activities
- **Emotional:** to explore and express feelings through movement
- **Physical:** to experience body awareness during movement activities

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*Children enjoy repeating this activity again and again and are comforted by the familiarity of the words and their ability to join in and demonstrate their skills.*

*Moving like different animals expands children’s imaginations and enables them to communicate their own experiences with different creatures.*

*This game enables children to learn different animals’ names and to explore different concepts like high, low, heavy (like an elephant), light (like a bird), through movement.*

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Visit [www.IMH-Promotion.ca](http://www.IMH-Promotion.ca) for more great activities and resources.
Words and Actions:

Goodbye
Goodbye
Goodbye

We’ll see you all next week!

Repeat the song several times, filling in the names of each child and parent until each person has been addressed. Smile and wave to each participant as you say their name.

Encourage each participant to wave back.

Developmental benefit to the children

- **Language**: to respond to their own name
- **Intellectual**: to engage in word play and action songs
- **Social**: to develop communication skills appropriate to context
- **Emotional**: to participate actively in learning tasks
- **Physical**: to develop fine motor skills
1 Read books together like The Very Hungry Caterpillar by Eric Carle, or Planting a Rainbow by Lois Ehlert. Books like these help children to learn about living things, and about additional concepts like foods and colours. They provide an opportunity for children to ask meaningful questions about their world.

2 Play “I Spy” games with children and help them to notice nature as you walk in the neighbourhood together. Encourage them to see shapes in the clouds, to crouch down and look at ants, to describe the texture of tree bark and to discover magic in the pattern in a spider’s web.

3 Cook with your child. Bake bread, brew tea, freeze popsicles, and shake cream into butter; all are ways to help children to learn about the different foods people eat and how they are prepared, as well as concepts like change of state, hot and cold, and liquid and solid. When children cook, they observe, compare and problem-solve.

4 Plant a garden or provide indoor planting experiences like creating a terrarium or sprouting seeds. Gardening invites children into the world of fruits, vegetables, herbs, flowers, and even weeds! Gardening lets children learn with their senses – touching soil, smelling flowers, seeing colours, or tasting scarlet runner beans.

5 Backyards and parks give children opportunities to explore living creatures like ladybugs, worms, butterflies, beetles, grasshoppers, caterpillars and spiders. Use a simple collection container (like a plastic pop bottle cut in half) to catch and look closely at insects. Explore them with a magnifying glass if you have one!

6 Consider adopting a pet. There are many different creatures to choose from like a fish, a snail, a cricket, a mouse, a guinea pig, a bird, a salamander, or larger animals like rabbits, cats and dogs. Children can learn many things about the habits of living things as they participate in cleaning, feeding and caring for their pet.

7 Read children’s science and nature magazines together (i.e. Owl, Ranger Rick, Your Big Backyard, and Ladybug). These can be signed out at the library or you can consider getting a subscription. Either way, children will learn important ways to conduct their own science research as their interest in science and nature grows!

8 Provide materials for children to create with, like boxes, tubes, plastic bottles, fabric, string, aluminum pie tins, glue and tape. Assembling them enables children to discover what they are made of, their shape, their colour and texture, as they invent unique machines.

9 Involve children in activities related to the weather and seasonal change. Let them help to shovel snow in winter, to rake autumn leaves, to plant a spring garden and to buy summer sunscreen. They will learn about how people’s activities and behaviours are affected by the changing seasons.

10 Teach children about the science of their bodies. Help them learn the names of body parts and what they do, and how to care for their bodies, help them grow, and keep them safe through healthy habits like personal hygiene, nutrition, exercise and rest.
I encourage my child to care for nature by being gentle with insects and plants she explores.

My child and I often discuss his discoveries about insects, rainbows, birds, rocks, thunder and flowers.

I involve my child in caring for our family pet and/or house plants to help her understand the needs of living things.

My child and I take quiet time together to admire gardens, look at the stars, lay on the grass and watch the clouds.

I supply my child with materials to explore and create with, so she can invent things and make her own scientific discoveries.

My child has opportunities to play with sand and water, and to explore their properties using different containers and scoops.

I provide the tools my child needs to explore and learn, like magnets, magnifying glasses, pinwheels, kaleidoscopes, and books.

My child and I explore nature together by doing leaf and bark rubbings, and making leaf crowns and dandelion chains.

My child and I cook together, and talk about the ingredients and how they change through baking, freezing or boiling.

I take my child to the library so she can choose books or magazines about insects, animals and plants and explore her own interests.

My child learns about the seasons through activities like shoveling snow, planting the garden, swimming at the beach, and raking the leaves.

I encourage my child to collect rocks, pine cones, leaves and feathers. He enjoys sorting and labeling the things he finds.