



## At Home Activity Packet

Creative Curriculum Learning Games

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Social and Emotional Development</b>	<b>Language and Literacy</b>	<b>Approaches to Learning</b>	<b>Cognition</b>	<b>Perceptual, Motor, and Physical Development</b>
<p>Children will demonstrate an awareness of self to others, and greater understanding of others for supportive relationships.</p> <p style="text-align: center;"><b>“Self &amp; Others”</b></p>	<p>Children will increase their understanding of language, participation in conversations, awareness of sounds, understanding of letters, words, books and print.</p> <p style="text-align: center;"><b>“I Say / I Read”</b></p>	<p>Children will demonstrate attention, imitate words or actions, show self-comfort and self-control.</p> <p style="text-align: center;"><b>“Exploring”</b></p>	<p>Children will develop an understanding of cause and effect, space and their world, greater number sense and math operations.</p> <p style="text-align: center;"><b>“Thinking”</b></p>	<p>Children will demonstrate healthy and safe practices, fine and large movement skills.</p> <p style="text-align: center;"><b>“I Can Do”</b></p>
<p>Target measure(s):</p> <p><b>SED 1: Identify of Self in Relation to Others</b></p> <p><b>SED 2: Social and Emotional Understanding</b></p> <p><b>SED 3: Relationship and Social Interactions with Familiar Adults</b></p> <p><b>SED 4: Relationship and Social Interactions with Peers</b></p> <p><b>SED 5: Self-Control of Feeling and Behavior</b></p>	<p>Target measure(s):</p> <p><b>LL 1: Understanding of Language (Receptive)</b></p> <p><b>LL2: Responsive to Language</b></p> <p><b>LL3: Communication and use of Language (Expressive)</b></p> <p><b>LL4: Reciprocal Communication and Conversation</b></p> <p><b>LL5: Interest in Literacy</b></p>	<p>Target measure(s):</p> <p><b>ATL-REG 1: Attention Maintenance</b></p> <p><b>ATL-REG 2: Self-Comforting</b></p> <p><b>ATL-REG 3: Imitation</b></p> <p><b>ATL-REG 4: Curiosity and Initiative in Learning</b></p> <p><b>ATL-REG 5: Self-Control of Feeling and Behavior</b></p>	<p>Target measure(s):</p> <p><b>COG 1: Spatial Relationship</b></p> <p><b>COG 2: Classification</b></p> <p><b>COG 3: Number Sense of Quantity</b></p> <p><b>COG 8: Cause and Effect</b></p> <p><b>COG 9: Inquiry Through Observation and Investigation</b></p> <p><b>COG 11: Knowledge of the Natural World</b></p>	<p>Target measure(s):</p> <p><b>PD-HLTH 1: Perceptual-Motor Skill and Movement Concepts</b></p> <p><b>PD-HLTH 2: Gross Locomotor Movement Skills</b></p> <p><b>PD-HLTH 3: Gross Motor Manipulation Skills</b></p> <p><b>PD-HLTH 4: Fine Motor Manipulation Skills</b></p> <p><b>PD-HLTH 5: Safety</b></p> <p><b>PD-HLTH 6: Personal Care Routine: Hygiene</b></p> <p><b>PD-HLTH 7: Personal Care Routine: Feeding</b></p> <p><b>PD-HLTH 8: Personal Care Routine: Dressing</b></p>



Game Title & Number	Game Title & Number	Game Title & Number	Game Title & Number	Game Title & Number
# 58 Beginning to Share	# 55 Talking throughout the day	#46 Hide and Seek	#67 See, Show, Say	#64 Trying New Motions

# Choosing Lids

*You found a lid  
that fits just right!*

Offer your child a variety of jars with screw-on lids and talk about what he's doing as he experiments with them.

Your child will practice turning the lids to open and close them and may begin to make thoughtful choices about which lid to use for each jar.





## Why this is important

Giving your child the opportunity to experiment with containers and screw-on lids encourages him to use a trial-and-error approach to solving a problem. When given choices, your child may choose randomly at first. However, through repetition, he will begin to develop problem-solving skills and make more selective choices. This activity also encourages him to coordinate his hands to help him select and screw on the lids.

## What you do

- Show your child a plastic container with a screw-on lid. Slowly unscrew the lid so that he can see the motion.
- Drop a toy in the jar and replace the lid so that it will open easily.
- Encourage him to get the toy out of the container. If he does not try to unscrew the lid, place your hand over his and open it together. *We use our hands to turn the lid. Now it's open.*
- Notice how he tries to screw the lid back on. He may just push the lid onto the container. With practice, he will be able to use his hand to successfully turn and close the lid.
- Talk about what he is doing. *You're turning the lid to close it.*
- Provide time for him to play with the containers, lids, and toys while he practices his new skill.

## Ready to move on?

Give your child several small containers with various kinds of lids. Give him small objects to put in the containers. Offer direction when needed, but let him choose how to play with the objects. Talk to him about the choices he is making. *You put the small lid on the small jar and the big lid on the big jar!*

### Let's read together!

*Elephants on Board*  
by Suse MacDonald



# Talking Throughout the Day

*See the pretty  
flower?*



Talk to your child frequently throughout the day, naming objects and describing his actions.

Your child will learn many words and may notice the many ways that words are used.



## Why this is important

Letting your child hear specific words for objects and actions helps him understand the purpose of language. He will better understand simple words that are directly related to his actions. He is less likely to understand when given a long sentence. Offering a word or two to describe his actions will help him link the word to its meaning. When he knows what certain words mean, he will begin to practice saying them.

## What you do

- Speak to your child with simple sentences and specific language. Instead of saying, *Bring me your things, please*, try saying, *Please bring me your shoes*.
- Offer verbal feedback as he completes the task. *You brought your blue shoes*. Talk about what you expect him to do and what he has just done.
- Replace phrases such as *Let's go* with more specific language. *Let's take a ride in the car*. Use the same specific language when offering encouragement. *You climbed in the car all by yourself!*
- Repeat his own words back to him in simple sentences to give him a pattern for speech. When he says, *Flower*, try to understand what he is trying to say, and expand on his words. *Yes. I see the pretty, yellow flower*.

## Ready to move on?

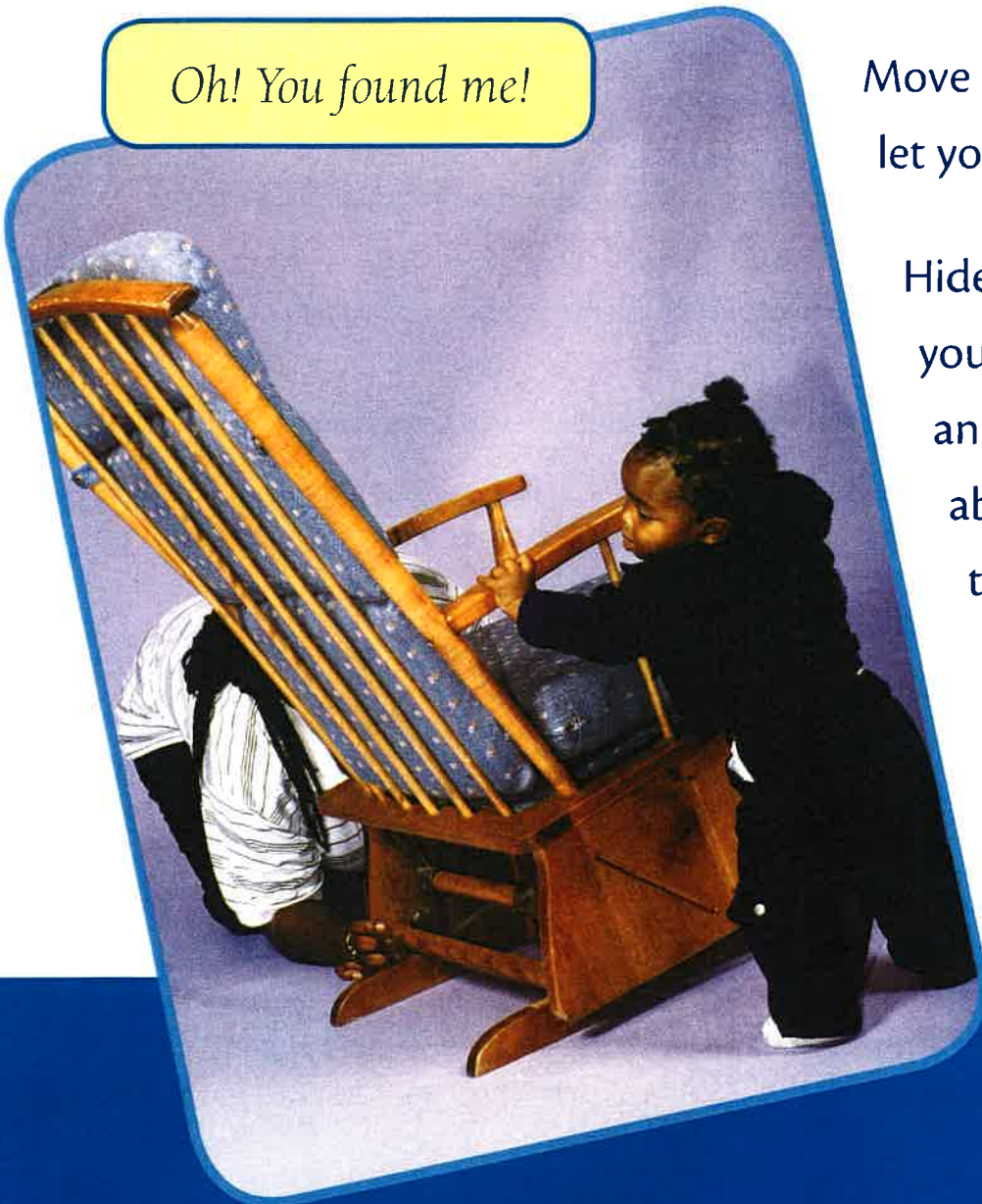
As he understands more words, offer more complex instructions such as: *Please put your blue ball in the toy box*.

### Let's read together!

*My Love For You*  
by Susan L. Roth

# Hide-and-Seek

*Oh! You found me!*



Move partly out of sight and let your child find you.

Hide-and-seek encourages your child to move around and rely on her own ability to find something that is hidden.





## Why this is important

Learning to look for objects she cannot see gives your child a new tool for problem solving. Playing hide-and-seek helps her independently find something out of sight and introduces her to a simple game that she will be able to play later on with other children.

## What you do

- Tell your toddler you are going to hide, and then duck down behind a chair or move to another part of the room so that you are almost out of sight. Let her see you go.
- Call, *Can you find me? Where am I?* Offer positive feedback when she finds you and give her a big hug. *You are so smart! You found me!*
- Play together for as long as she is interested. Hide in new places to keep her attention.
- Offer her a chance to hide, and ask loudly, *Where's Carla? Where did she go?* She may hide in the same place you hid. When you find her, act surprised and hug her close.

## Ready to move on?

When she is a little older, try playing the game by hiding a stuffed animal in another room. Do not let her see you hide it, but place the toy where she will easily see it. Go back to her and ask, *Where is teddy? Can you help me find him?* Point or give any help your child needs. Show surprise when she finds the toy. *Wow! You found him in the kitchen!*

### Let's read together!

*Open the Barn Door, Find a Cow*  
by Christopher Santoro



# See, Show, Say

*Show me a  
purple lunchbox.*

As you read with your child, invite her to look at, point to, and talk about what she sees on the page.

Reading interactively helps your child stay interested in a book and learn.





## Why this is important

Young children who pay close attention to and talk about books are more engaged in learning. Engaging your child in the story helps increase her vocabulary and comprehension, which are important early literacy skills.

## What you do

- Sit comfortably with your child to establish a loving reading routine. Pay attention to her eyes as you read a familiar book. If she looks at something on the page when you read about it, pause and describe it. *You see that big, red truck.*
- Continue to read her favorite books to her. As long as she is actively looking and listening she will be learning from the experience.
- Invite her to participate during reading. *There is a bicycle. Can you put your finger on the bicycle? Or, Which coat is blue? Can you find the blue coat?* Encourage her to repeat a few words such as *blue* or *coat*.
- Ask questions when she feels comfortable with the book. *What is the little boy holding? Where do you think they are going?* Give your child time to talk about the picture before moving on.
- Think of seeing, showing, and saying as three levels of response to a story, each one more challenging than the last. Start a new book with simply asking your child to notice the pictures. On pages where she cannot name objects, invite her to point. If she can say the names of the objects, ask questions so she will answer with words and not actions.

### Let's read together!

*Find the Puppy*  
by Phil Roxbee Cox

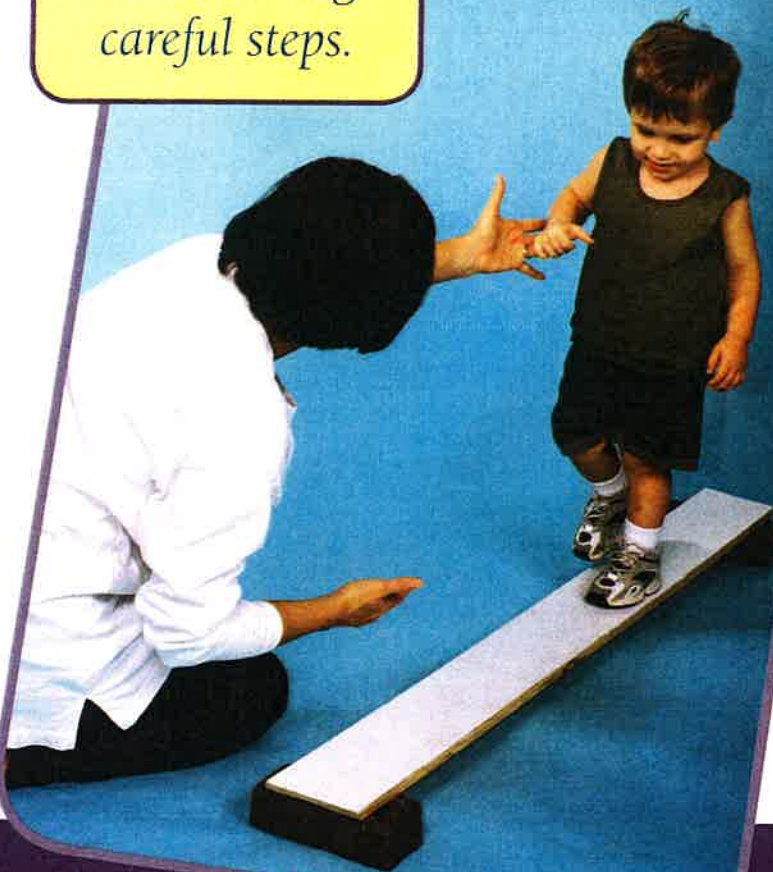
### Another idea

Give your child time to ask questions about the book. Answer her questions in ways that extend her involvement with the book. *The fire truck is going to put out the fire. Let's make the sound of the siren together. Rrrr.*



# Trying New Motions

*You're taking careful steps.*



Show your child how to walk sideways, backward, or across a low bridge.

Your child's skill level and confidence will increase as he learns to control his body while moving in challenging ways.



## Why this is important

Your toddler is now able to take on several new physical skills. He will learn that he can move his body in new ways. Learning how to coordinate different motions will help him with activities such as riding a tricycle or swinging.

## What you do

- Walk a few steps backward while your toddler watches you. Talk about the movement. *I'm walking backward. Would you like to hold my hand and walk backward, too?*
- Try walking sideways together, or crawling on your hands and knees.
- Make a bridge from a wide board and two bricks. Help him stand on one end, then go to the other end and encourage him to walk to you. Hold his hand if needed, and offer positive feedback when he reaches the other end. *You made it to the other side!*

## Another idea

Sing songs to offer another way for your child to try new movements. *If you're happy and you know it turn around.*

### Let's read together!

*If You're Happy and You Know It, Clap  
Your Hands!*  
by David Carter