



At Home Activity Packet

Creative Curriculum Learning Games

Child's Name: _____

Date: _____

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



Game Title & Number	Game Title & Number	Game Title & Number	Game Title & Number	Game Title & Number
# 35 Let's Clean Up	# 47 Actions Words	#36 Pointing and Naming	#39 Touch and Name	#48 Low Jump

Let's Clean Up

You're putting the rattle in your basket.

Make clean-up time a game by naming the toys your child chooses to put in the clean-up basket.

Having choices during clean-up time may make it easier for your child to learn about taking care of his belongings.





Why this is important

Giving your child a chance to make choices during play and cleanup helps him learn about taking care of his things. When the choices he makes during simple tasks bring a positive result, such as helping you, he gains trust in his own ability to make decisions. As he has opportunities to make more choices, he builds confidence and independence.

What you do

- Invite your child to help you clean up toys after playing. At this age, don't expect him to really clean up things by himself. Sit beside him; show him a container such as a toy box or basket, and drop in one of his toys. Talk about what you are doing. *It's time to put the toys away. Mommy put the car in the basket.*
- Hand him a toy and ask him to put it in the basket. If he does not drop it, help him release it into the basket. Then, hand him the toy again and let him have another try.
- Repeat the game until he understands what you want him to do. Offer encouraging words when he drops the toy in the basket. *You put the ball away!*
- Invite him to choose a toy to put in the basket. If he chooses an object not intended for the basket, give him another place to put it. *Only toys go in the basket. You can put the magazine on the table.*
- Talk about each toy as it goes in the basket. As he has more practice with cleaning up, count the toys as he puts them away. *One, two, three. You put three green cars in the basket!*

Another idea

Use different containers for storage to give your child more choices. Try putting toys away in a large plastic bowl, a shopping bag, an egg carton, or a backpack.

Let's read together!

I'm Dirty!
by Kate and Jim McMullan

Action Words



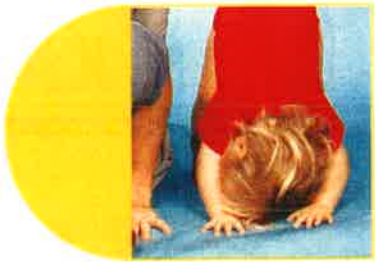
Spread your arms wide!

Describe what is happening while you and your child move in interesting ways.

By hearing or saying the words while doing the movement, your child will be likely to learn action words.

We can stand on our heads.





Why this is important

Attaching labels to your child's actions helps her begin to recognize the words for what she is doing. Learning the words takes longer than learning the motions, but she will enjoy practicing. In the early stages of using words, your child may have difficulty understanding what the words mean. Acting them out helps her learn their meanings.

What you do

- Imitate your child's movements and talk about the action as she tumbles or rolls around on the floor. *We're rolling over. You're standing on your head.*
- Suggest new actions to try, and remember to give her words for what you are doing. *Move your hands up and down. Bend over. Spread your arms wide.*
- Try these movements with your child:

Stand on your toes with your arms stretched high and say: *Reach high.*

Squat, tuck in your head, hold your knees, and say: *Make a ball.*

Lie on your back with your feet in the air and say: *Feet up.*

Turn around quickly and say: *Spin.*

Ready to move on?

As your child gains more control of her body, add more challenging motions such as jumping and standing on one foot.

Let's read together!

All Fall Down
by Helen Oxenbury

Pointing and Naming

Look at that big dog over there.



Point to things as you name them for your child, and name the things your child points to.

Purposely pointing out objects, both near and far, helps your child to notice those things and gradually learn their names.



Why this is important

You can guide your child's attention by pointing to objects he may not notice. Pointing and gesturing help him begin to understand direction. Starting now and continuing throughout his life, body language and pointing will help him communicate.

What you do

- Point out interesting and useful objects during the time you spend with your child. For example, when he is looking for his toy truck, point to the truck and say *Truck. There is your truck.* Wait to see if he notices the truck before you walk over and touch it to get his attention.
- Show him everyday objects outside his home such as birds at a birdfeeder or cars driving by. Point to high clouds, airplanes, or blowing leaves. Point to faraway lights, signs, or people walking.
- Always name the objects as you point to them.
- If your child makes any attempt to point, smile and talk about what he sees. *Kitty. You're showing me the kitty!*

Ready to move on?

As you point to something say, *Look at that.* Do not immediately name it. Instead, ask a question. *What do you think it is?* Pause before giving the answer. *That's a butterfly.*

Let's read together!

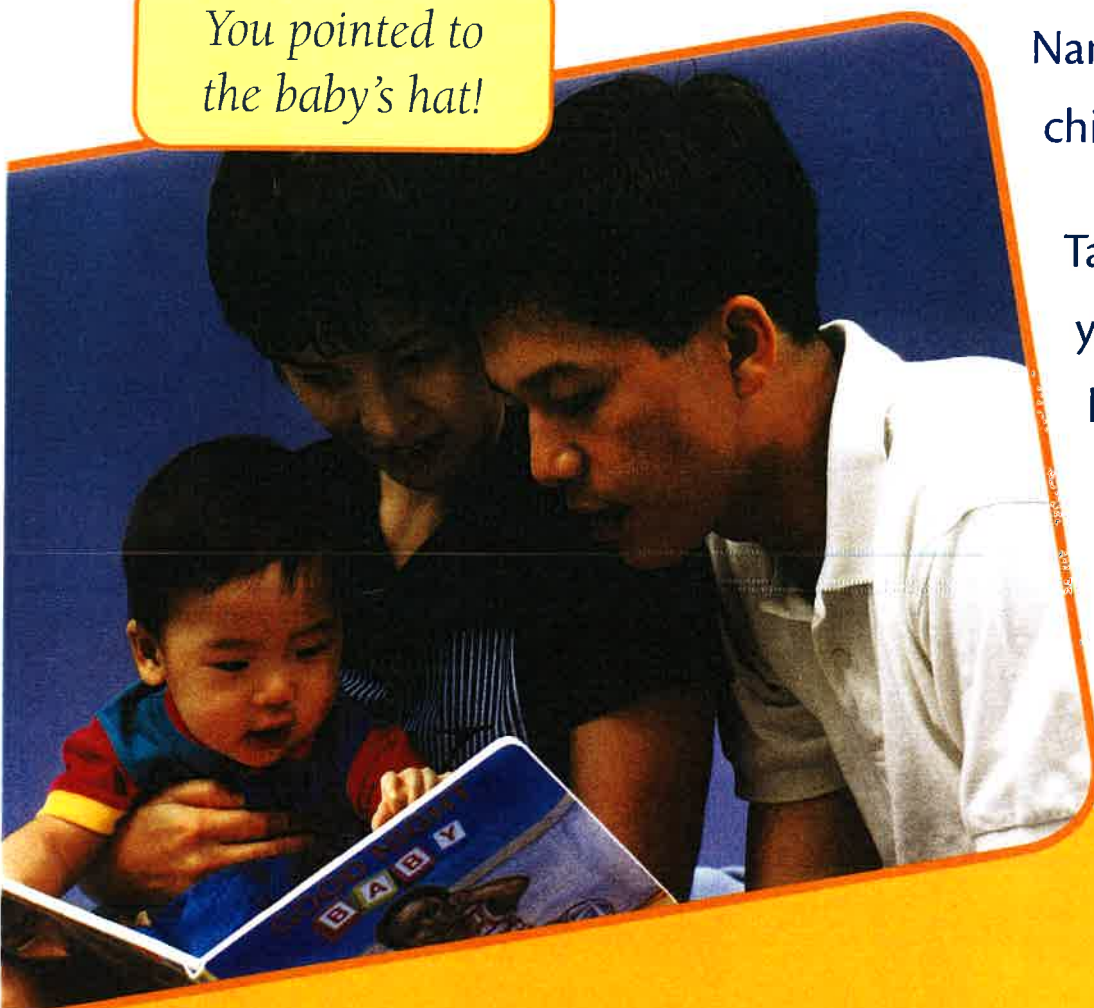
Bright Baby Trucks
by Roger Priddy

Touch and Name With Books

*You pointed to
the baby's hat!*

Name any picture your
child touches in a book.

Talking about the things
your child touches
helps him learn the
names of things he
finds interesting.





Why this is important

You can follow your child's lead and give him information about the pictures he notices in a book. By naming the things he touches or points to, you are talking about something that already has his interest. Later he can show you he knows the names of pictures by pointing to them when you ask him to.

What you do

- Point to the pictures as you name them when sharing a book with your child. Keep the activity simple by pointing to one object per page, slowly naming each one.
- Wait until your child touches something on the page. Then name and talk about that thing. *You're touching the pig.*
- Listen to hear if your child says something that sounds a little like *What's that?* as he points. Repeat his attempted words and immediately answer. *What's that? It's an airplane.*
- Ask him a question to encourage him to point to something, if he does not touch anything on the page. *What do you like on this page?*


Ready to move on?

When your child becomes familiar with the book, encourage him to point to things you name in the pictures. *Can you show me the puppy? There it is!* You can also play the game with picture cards or with posters on the wall.

Let's read together!

Good Night, Baby
by Cheryl Willis Hudson
and George Ford

Low Jump



That's a big jump!

Invite your child to jump from a low place while you hold on to him.

Your child will have a safe way to try a new skill and feel confident about moving his body.



Why this is important

Now that your child walks well, he will enjoy learning new ways to move. Some children take longer to feel comfortable jumping, but if your child is allowed to progress at his own pace, he will be more willing to practice. If you plan for his safety and success, your child will gain confidence about moving his body in new ways.

What you do

- Help your child stand on a low stool or bottom step. **Only choose low places for your child to jump from. Remain with your child while he practices.**
- Hold him under his arms, help him jump to the floor, and say *Jump!* Lift him higher than necessary to help him feel the motion.
- Repeat this activity until he feels comfortable and confident with jumping.
- Give him the chance to jump while only holding onto your hands. Let him maintain his balance, but use your hands to help support him.
- Talk to him about safety during the activity: *We only jump from low places.*

Another idea

Use a board to set up a small ramp that your child can walk up and down. Help him jump down at the end. Lay the board on the floor and show him how to jump over it. Use the words *up*, *down*, and *over* to talk about the movements. Also, you can hold hands and jump around the room, or imitate animals such as frogs, rabbits, or kangaroos.

Let's read together!

Baby Dance
by Ann Taylor