



Extended Absences 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 style="text-align: center;">"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 style="text-align: center;">"I Say / I Read"</p>	<p>Children will demonstrate attention, imitate words or actions, show self-comfort and self-control.</p> <p style="text-align: center;">"Exploring"</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;">"Thinking"</p>	<p>Children will demonstrate healthy and safe practices, fine and large movement skills.</p> <p style="text-align: center;">"I Can Do"</p>
<p>Target measure(s):</p> <p>SED 1: Identity of Self in Relation to Others SED 2: Social and Emotional Understanding SED 3: Relationship and Social Interaction with Familiar Adults SED 4: Relationship and Social Interaction with Peer SED 5: Symbolic and Sociodramatic Play</p>	<p>Target measure(s):</p> <p>LLD 1: Understanding of Language (Receptive) LLD 2: Responsiveness of Language LLD 3: Communication and Use of Language (Expressive) LLD 4: Reciprocal Communication and Conversation LLD 5: Interest LLD 6: Comprehension of Age- Appropriate Text LLD 7: Concepts About Print LLD 8: Phonological Awareness LLD 9: Letter and Word Knowledge LLD 10: Emergent Writing</p>	<p>Target measure(s):</p> <p>ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation ATL-REG 4: Curiosity and Initiative in Learning ATL-REG 5: Self-Control of Feelings and Behavior ATL-REG 6: Engagement and Persistence ATL-REG 7: Shared Use of Space and Materials</p>	<p>Target measure(s):</p> <p>COG 1: Spatial Relationship COG 2: Classification COG 3: Number Sense of Quantity GOG 4: Number Sense of Math Operations COG 5: Measurement COG 6: Patterning COG 7: Shapes</p>	<p>Target measure(s):</p> <p>PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts PD-HLTH 2: Gross Locomotor Movement Skills PD-HLTH 3: Gross Motor Manipulative Skills PD-HLTH 4: Fine Motors PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routine: Hygiene PD-HLTH 7: Personal Care Routine: Feeding PD-HLTH 8: Personal Care Routine: Dressing PD-HLTH 9: Active Physical Play PD-HLTH 10: Nutrition</p>
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Family Album

*What does Daddy
like to eat?*



Help your child make an album of photos and facts about his family.

The process will help your child organize and express his knowledge of his family.



*Tell me about
our family.*



Why this is important

A simple album can remind young children of their substantial family knowledge and family relationships. Creating an album will help your child think about the members of his family and what they do. An album also may increase your child's enjoyment of books, pictures, and print.

What you do

- Take a week or more to help your child create an album that tells something about his family.
- Create a page for each family member by gluing or taping a photo of that person to a sheet of paper.
- Help your child choose a family member each day to think about: *What is Mommy's favorite food? Favorite color? An activity she likes?*
- Encourage your child to ask the family member if he does not already know the answers to your questions.
- Help him search through magazines to find pictures that represent the answer to each question. Give him glue or tape to attach the pictures to the photo page. Or, offer him some crayons or markers to see if he would like to draw the pictures.
- Build the story of his family, one member at a time, until all pages are completed.
- Ask your child to decorate a page to use as the cover, and then fasten the pages together to make a book.
- Take time to review the book together, and invite your child to share the book with others.

Another idea

Invite your child to share his family album with a visitor. You may enjoy hearing how your child describes his family and the details he remembers.

Let's read together!

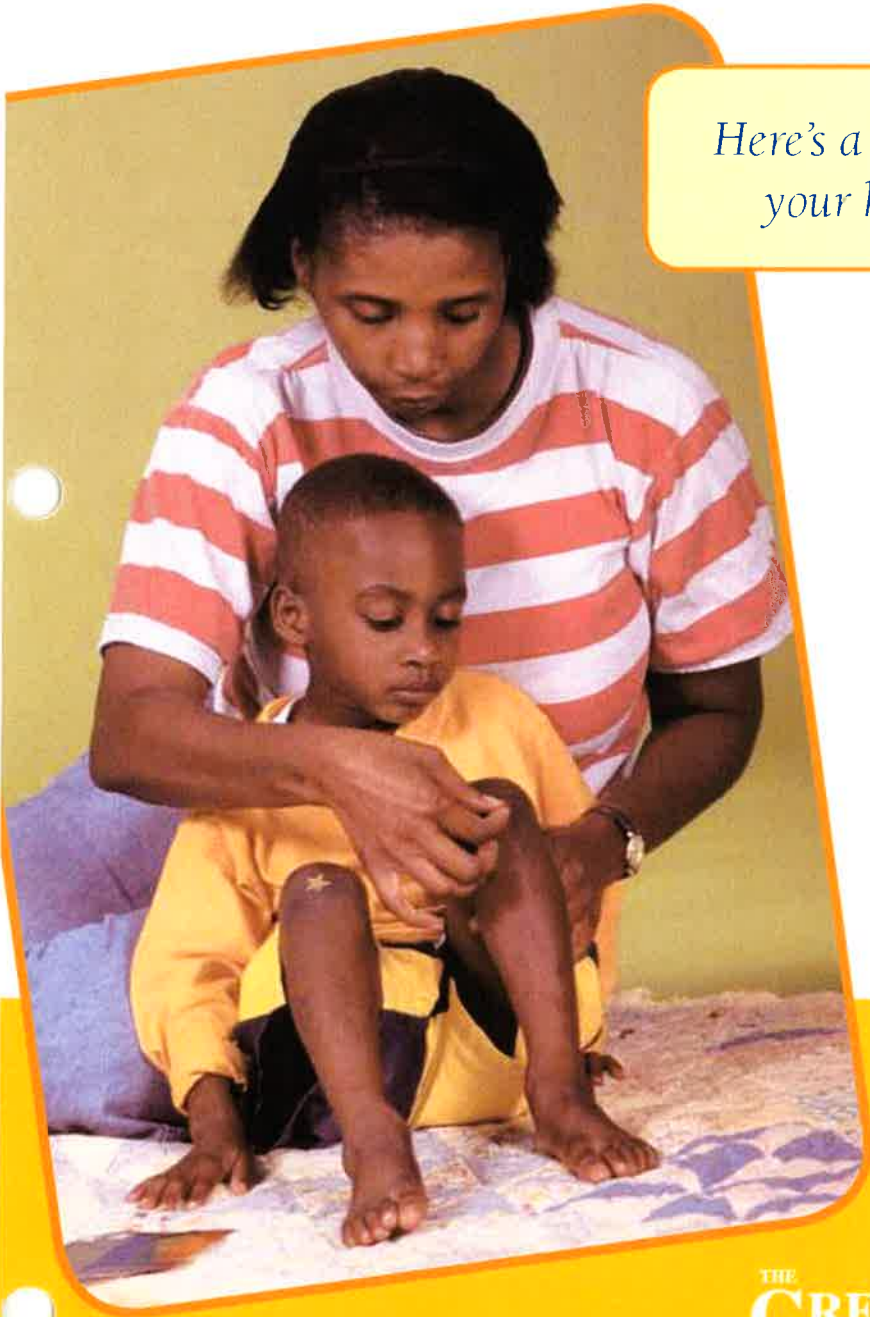
All Families Are Special
by Norma Simon

The Knee Star

*Here's a star for
your knee.*

Put a star sticker or some other marker on a part of your child's body and talk about that part throughout the day.

Your child will learn to locate body parts and recognize their names.





Why this is important

Knowing the words for body parts helps your child understand when other people talk about them. You can give your child markers that help locate body parts and connect them with their names. Knowing words that refer to his own body helps him build a better understanding of himself.

What you do

- Begin by playing a quick review game to find out which body parts your child already knows. Say, *Touch your neck. Touch your elbow. Touch your ankle.*
- Choose a body part your child is not aware of. Then, make it clear where that body part is by marking it. For example, if you choose *knee*, make it clear where his knee is by putting a star sticker on it.
- Remind him during the day about where to find his knee: *I see that you're bending your knees. Your knees are under the table when you sit in that chair.*
- Think about body parts that are not used every day such as shin, knuckle, and sole. Find an interesting way to mark each one you teach.
- Invite your child to go back and rename each part as he adds to his list of words.

Another idea

Help your child recognize body parts on others by inviting him to find your shin, ankle, etc. He can also find the parts on a doll as he finds them on his own body.

Let's read together!

Toes, Ears, & Nose!
by Karen Katz

A Sharing Place

*Yes, there you are with
Grandma in the park.
That was a fun day.*

Grandma!

Create a space in your home where your family can share objects with each other.

Your child will enjoy sharing, talking, and hearing what other family members say.



Why this is important

Your child may enjoy sharing but may also need help doing it. You can encourage and expand this behavior by providing a family sharing place. Together you will talk about the shared items. Words will become the principal way of sharing as your child grows, and he will enjoy the stories that accompany each object. He will learn that although he cannot take home all objects and experiences, he can share them through his words and drawings, and later with his letters and photographs.

What you do

- Find a space in your home to dedicate to sharing. The space should include a flat surface and an upright surface for hanging items. You can use a box or low shelf with a cork board or cloth hanging behind. Make sure the flat space is within your child's reach. **If you hang items on a cork board, make sure thumb tacks or push pins are kept out of your child's reach.**
- Draw your child's attention to an object on display: *Look, Alex, here's a letter. It's from Grandma. She sent us a new picture.*
- Give him time to handle the object and then later share it with other family members. He may ask questions about the item to help him remember it.
- Encourage your child to share an object with you, and then thank him for his contribution to the sharing space.

Another idea

Remind your child about the sharing place when walking outside or playing in the park. Help him find interesting objects throughout his day that he can place in the sharing space. You can also encourage him to display his artwork for everyone to enjoy.

Let's read together!

David's Drawings
by Cathryn Falwell

Searching for Sounds

*What kind of sound
could this make?*



Find various objects around the house and describe the sound your child can make with each object.

Your child becomes more familiar with his environment when he has the chance to hear and classify sounds.



Why this is important

A surprising variety of sounds can be made around the house. Exposure to these sounds helps your child recognize, label, and describe them. Knowing and classifying everyday sounds are part of your child's growing awareness of the world. Since sounds occur and then are gone, they demand a different kind of thinking and memory than do objects that will remain in view.

What you do

- Walk around the room with your child, and stop near various objects as you wonder aloud, *What kind of sound could this make?* Encourage your child to experiment with the object to create sound.
- Describe any sound your child makes, such as with a pan and spoon: *Listen to the loud clang, clang, clang!*
- Show him how various objects can make different sounds. For example, drop a small, plastic toy into the sink: *I hear a soft splash.*
- Review the sounds with your child at the end of the game: *Let's think about the sounds that we just made and decide which ones were loud and which ones were soft. First, we heard the sound the pan made. Was it loud or soft?*

Another idea

Search for sounds outdoors, listening for sounds you do not make, such as sounds from crickets, cars, or airplanes.

Let's read together!

The Listening Walk
by Paul Showers

Making Handprints

*Let's count
the fingers.*

*You made a
handprint!*



Show your child how to make a picture of her hand using finger paints.

Making a print of her own hand gives your child a special way to express her individuality.



Why this is important

Seeing a print of her own hand can help your child become more aware of herself as a unique person. Your child may enjoy tracking her growth by comparing her current handprint to one she made as a baby.

What you do

- Offer your child a blank sheet of paper at the end of a finger-painting session.
- Ask her to press her hand lightly into the paint, then firmly onto the paper.
- Observe her reaction to the design. Does she recognize the picture of her hand? Does she try it again? Does she want to repeat with the other hand? Does she look to you to share what she just did?
- Explain that the handprints are a kind of picture of herself: *You made a picture of your hand! Thank you for sharing your special art with me. It looks like you are going to make a blue handprint with your other hand now.*
- Encourage your child to look at her handprint next to yours or those of other family members. She can count fingers on her hand and on the other prints to discover they have the same number. You can point out that each handprint is slightly different, which makes each person special.
- Invite her to have fun making handprints on various washable surfaces both indoors and outdoors. She can put handprints on the refrigerator, bathroom mirror, or counter top.

Another idea

Your child can use her handprint as her personal signature in letters to relatives. Her handprints made on paper can be saved and displayed or sent to loved ones who want to see how she is growing.

Let's read together!

These Hands
by Hope Lynne Price