



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
Children will demonstrate an awareness of self to others, and greater understanding of others for supportive relationships. "Self & Others"	Children will increase their understanding of language, participation in conversations, awareness of sounds, understanding of letters, words, books and print. "I Say / I Read"	Children will demonstrate attention, imitate words or actions, show self-comfort and self-control. "Exploring"	Children will develop an understanding of cause and effect, space and their world, greater number sense and math operations. "Thinking"	Children will demonstrate healthy and safe practices, fine and large movement skills. "I Can Do"
Target measure(s): 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	Target measure(s): 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	Target measure(s): ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Initiation 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	Target measure(s): 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	Target measure(s): 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
Showing Concern 126	The Duck Said... 103	See and Show 121	Molding Shapes	Ride a Trike 117

Showing Concern



You're giving your doll a bandage to help her feel better.

Help your child use a doll to learn how to respond to strong emotions.

Responding to a doll's pretend emotions gives your child a chance to practice sympathy and learn various ways of comforting someone.

Oh, that's just what your doll needs: a hug.





Why this is important

Your child can begin to practice feelings of concern or sympathy by responding to the imaginary needs of a doll. You can role-play real problem situations in order to guide your child and teach her how to express concern. Showing personal concern is part of learning to help and care for others.

What you do

- Invite your child to play with a doll after witnessing another child display strong emotion.
- Start by saying: *This doll fell down and skinned his knee, just like Jimmy did a few minutes ago. What can we do for this doll?*
- Give your child time to make suggestions such as a bandage or wet cloth.
- Hold the doll to show your child another way to provide comfort. When she imitates the action, respond with positive feedback: *Oh, I see that you're going to comfort him. The doll needs some love as much as he needs the bandage.*
- Include various scenarios such as a sad doll that needs cheering up or an angry doll that your child could help to calm.

Ready to move on?

After your child has had a number of opportunities to respond to a doll's emotions, begin to encourage her to respond helpfully to the feelings of her playmates. *Jimmy looks a little sad right now. Do you think you might be able to cheer him up? Do not expect every effort to be successful, but your child will feel good when she makes another child feel better.*

Let's read together!

Unknown
by Colin Thompson

The Duck Said...

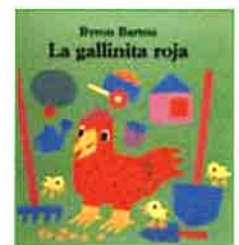
Who's that tripping over...



Read a familiar book to your child and pause in the middle of a repeated line.

Your child will practice using words by filling in the blanks of the familiar story.

...my bridge!





Why this is important

When you read stories to children they hear many new words used in different ways. Your child will increase her understanding, memory, and use of words as she listens to a story. She may also begin to notice printed words on a page. Her experiences of listening and helping to tell a story will help her learn to love reading. Completing, or filling in, a familiar sentence is an easy way for her to practice her memory skills and use her growing vocabulary.

What you do

- Choose a familiar story, such as *The Little Red Hen*, which has repeated words and sounds.
- Invite your child to say the repetitive lines in the story as you read. For example, when the Hen asks who will plant the wheat, you can read, *The Duck said...* Then let her fill in the words, *Not !!*
- Point to the words as she says them. Later, encourage her to point to the words.
- Challenge her by leaving out a word that shows the sequence of the story. For example, read *Who will help me...this wheat?* She will need to choose from several words (*plant, water, cut, or eat*) by remembering what has already happened and what comes next.

Another idea

You can keep your child interested in this activity by choosing funny stories with repeated noises and sounds. Stories about animals, machines that act like people, or families and familiar situations provide fun opportunities for your child to contribute to telling the story.

Let's read together!

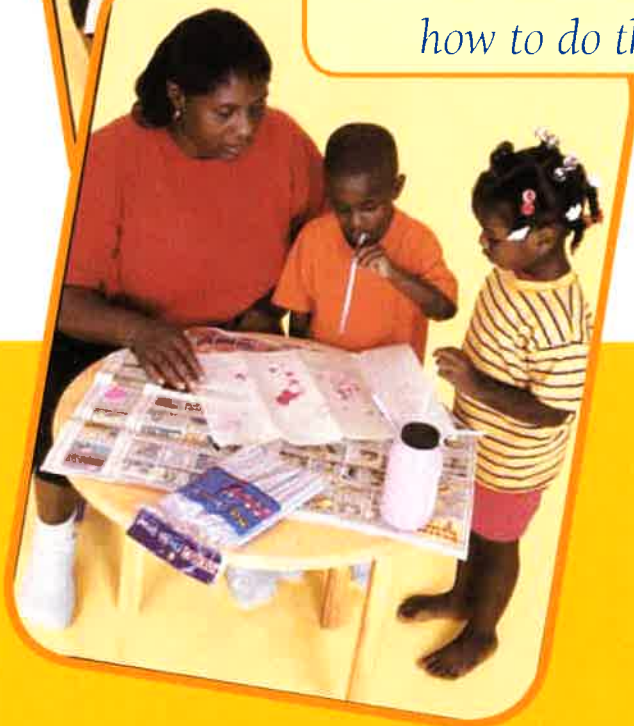
The Little Red Hen
by Byron Barton

See and Show

*The third thing you do
is blow on the paint.*



*Great! Would you
like to show Melissa
how to do this?*



Show your child how to use a straw to make a painting and encourage him to explain the process to someone else.

This experience allows your child to practice sharing useful information with others.



Why this is important

When you demonstrate a process for your child to share with others, he will need to pay close attention so that he can show it to someone else. When he uses words to explain the steps in a process, he is practicing narration, one of the skills in early literacy.

What you do

- Invite your child to watch you make a straw painting. As you demonstrate, let him know that later he will have the important job of teaching someone.
- Organize your instruction into three main parts so they will be easy to remember.
- Explain that first he must put a piece of painting paper down on a few sheets of newspaper. Second, place a few drops of paint on the paper. The third step is to blow gently through the straw to scatter the paint around. This will make interesting designs on the paper.
- Let him decide which friend or family member he would like to teach. Encourage him to use both words and actions as he teaches.
- Review briefly the steps in the process: *Now, what is the first thing you will show?* Continue to talk through the remaining steps.
- Position yourself near the new teacher and student, but do not intervene unless needed.
- Respond positively to both your child and the one he is teaching. *Michael, you explained the three steps so clearly! Jesse, you blew green and purple paint around your paper!*

Another idea

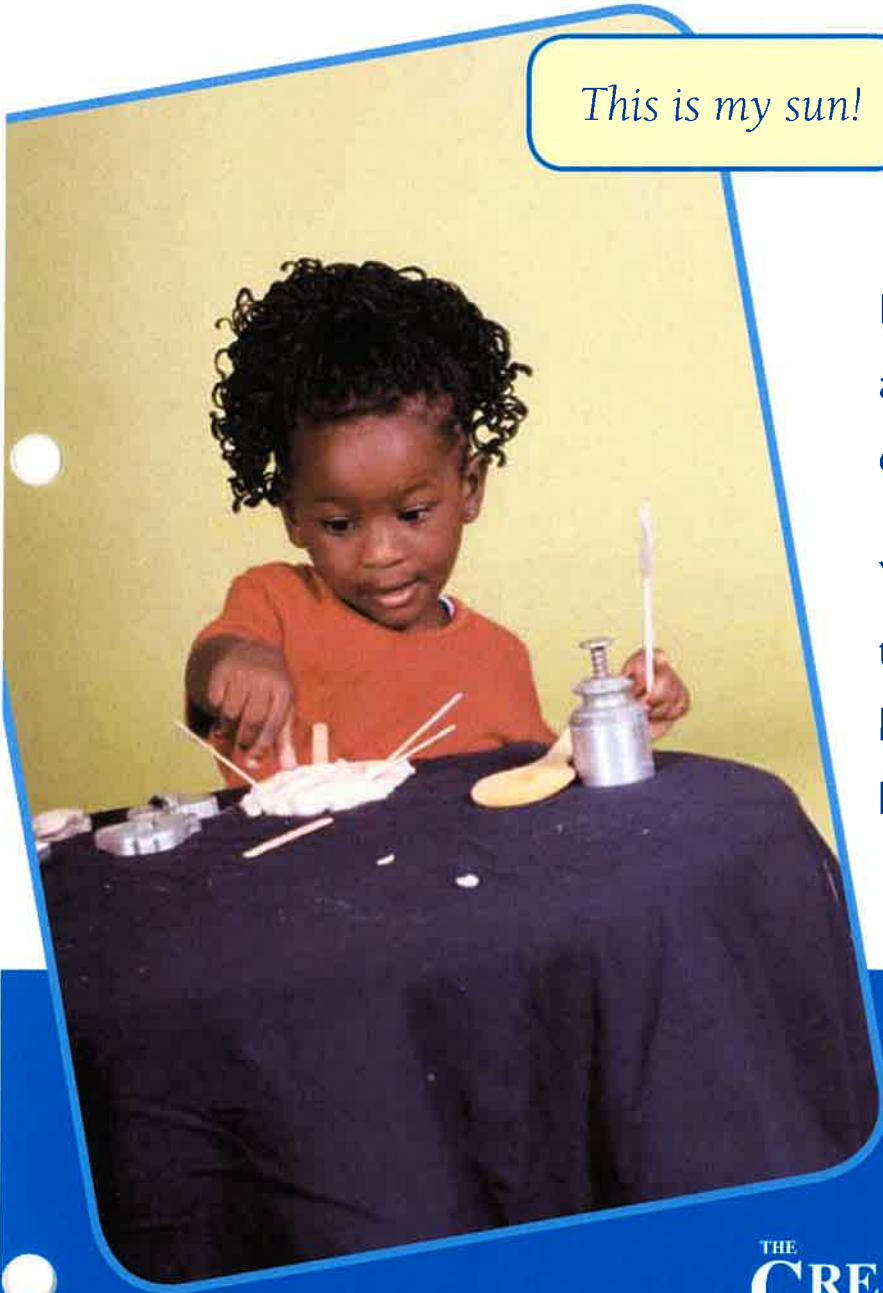
A few other easy-to-teach projects are making a peanut butter sandwich, planting seeds in a pot, and rolling a ball of dough.

Let's read together!

I'll Teach My Dog a Lot of Words
by Michael Frith

Molding Shapes

This is my sun!



Encourage your child to mold and explore dough while you describe the shapes she makes.

Your child will begin to connect the shapes she feels with her hands with the shape words she hears you say.



Why this is important

Molding dough gives your child the experience of learning how three-dimensional shapes are formed. The experiences children gain directly through using their hands and fingers leave a special and lasting understanding of the physical world. Easy art exploration can give your child confidence for later creative expressions.

What you do

- Give your child opportunities to press and mold soft materials, such as playdough. Help your child dampen a clay or dirt area outside in order to make mud. Explain in advance that this is a messy activity! Let her explore freely without direction.
- Describe what she is doing as she plays. *You've made something flat and round. What a long coil! You pushed your thumb all the way through the middle.*
- Try making playdough using the following recipe:

2 cups flour	1 cup water
1 cup salt	2 tablespoons cooking oil
2 tablespoons cream of tartar	1 tablespoon food coloring

Mix all ingredients together in a saucepan. Cook over low-medium heat, stirring constantly until it forms a ball. Put the ball on a board and knead for 2–3 minutes. Store the dough in an airtight container between play sessions.

Let's read together!

Sun Bread
by Elisa Kleven

Another idea

Renew your child's interest in the game and extend your child's creativity by offering tools to press and shape the dough: popsicle sticks, sea shells, rocks, or pipe cleaners. **Make sure that these items do not go into your child's mouth. Put away things small enough to swallow when you cannot supervise their use, especially if you use this game with children under age 3.**

Ride a Trike



Describe your child's experience as she rides a tricycle.

You can provide a safe environment and teach her new words as your child learns this fun motor skill.

*Good steering!
You're riding right
down this path.*



Why this is important

Riding a tricycle can provide your child with a new way of getting around. She must learn to move the trike and steer at the same time. She must make decisions about slowing down and stopping while riding something that moves faster than she can walk. Use this opportunity to teach her words that describe space and action. Helping her feel safe on a tricycle builds her confidence as she gains control of the trike.

What you do

- Show your child the tricycle, and then leave it in her play space for her to explore when she feels ready. **Make sure your child always wears a helmet when riding. Even when she practices simply sitting on the bike, she can get used to the feeling of wearing a helmet.**
- Notice how she discovers the ways the trike moves. She may sit on it, turn it upside down and spin the wheels, or turn the handlebars back and forth.
- Use words to help her talk about her actions. For direction, she can learn *turn, ahead, path,* and *guide*. For movement, teach her *slow, fast, stop,* and *go*. And for the tricycle she can learn *pedal, handlebars, wheels,* and *seat*.
- Offer ideas about what she can expect when riding: *When you're ready to make that turn, you will need to slow down. Do you think the path between the posts is wide enough to go through?*
- Give her your full attention and occasional direction as she builds her skills. Although it may seem fun to invite her friends to ride along, it is important for her to ride alone while she learns to control the tricycle.

Another idea

Make a few road signs, such as *stop* and *go*, that will help her learn the rules of riding.

Let's read together!

Do Princesses Scrape Their Knees?
by Carmela LaVigna Coyle