



Extended Absences Activity Packet

Creative Curriculum Learning Games

Child's Name: _____

Date: _____

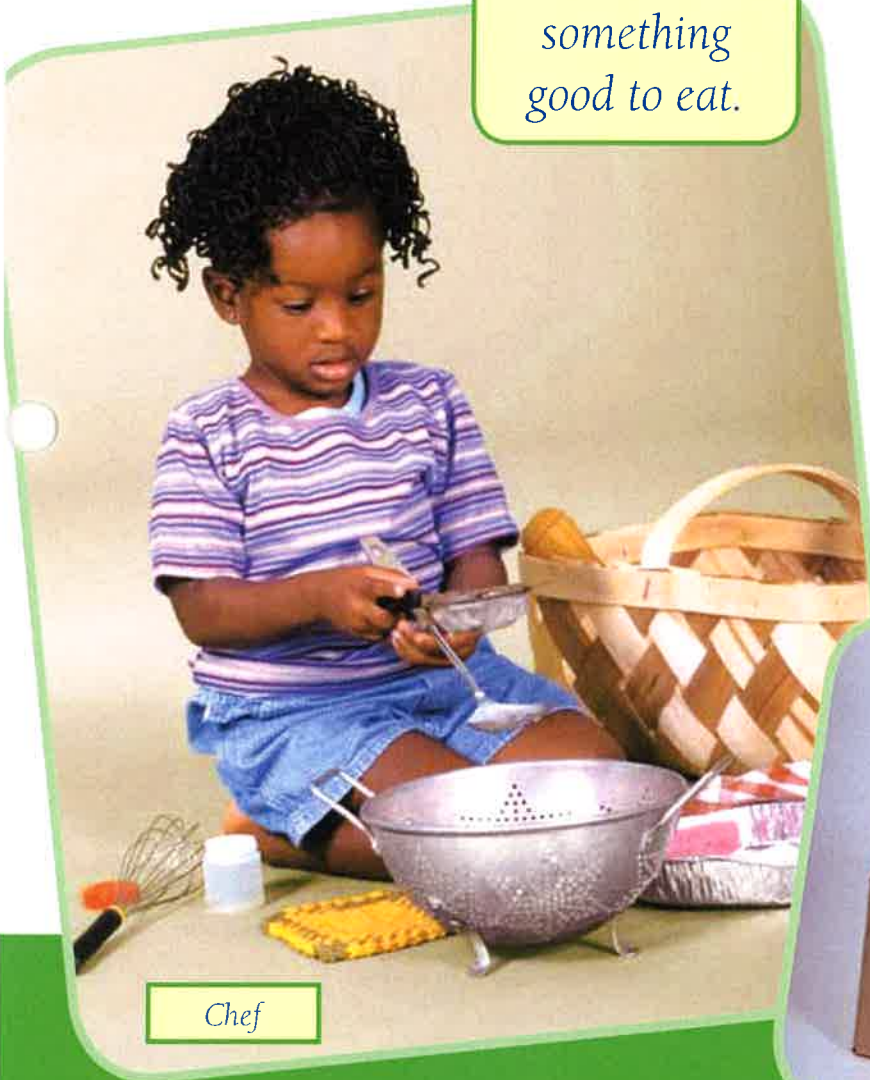
Social and Emotional Development	Language and Literacy	Approaches to Learning	Cognition	Perceptual, Motor, and Physical Development
<p>Children will demonstrate an awareness of self to others, and greater understanding of others for supportive relationships.</p> <p style="text-align: center;">"Self & 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 <u>SED 5: Symbolic and Sociodramatic Play</u></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) <u>LLD 4: Reciprocal Communication and Conversation</u> 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 <u>ATL-REG 7: Shared Use of Space and Materials</u></p>	<p>Target measure(s):</p> <p>COG 1: Spatial Relationship <u>COG 2: Classification</u> COG 3: Number Sense of Quantity COG 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 <u>PD-HLTH 2: Gross Locomotor Movement Skills</u> 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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Props for Pretending

I'll cook something good to eat.

Stock a box with supplies that encourage your child to imagine herself in different roles.

Your child's thinking may expand as she dresses up to play various parts.



Chef



Doctor/Nurse



Why this is important

You can encourage your child to use pretending as a way of trying out situations she has not yet experienced. Pretending with props lets her practice future situations and make decisions as well as expand her creativity.

What you do

- Help your child collect and store the props she needs to play different roles. If possible, keep a separate box for each set of props.
- Store the boxes where she can get them out easily on her own.
- Try a few of these examples to get started:

A box with...

Dolls, cloths, baby bottle
Aprons, pans, spoons
Book bag, notepad, keys
Tools, measuring tape, safety goggles
Bandages, blanket, toy thermometer

To be a...

parent
cook
office worker
builder
doctor or nurse

- Limit the contents of each box so that your child is not overwhelmed.
- Add to or change the items in the box as you find more appropriate props.
- Help your child get started by asking: *Can you think of a person who would use these pans and spoons?*

Another idea

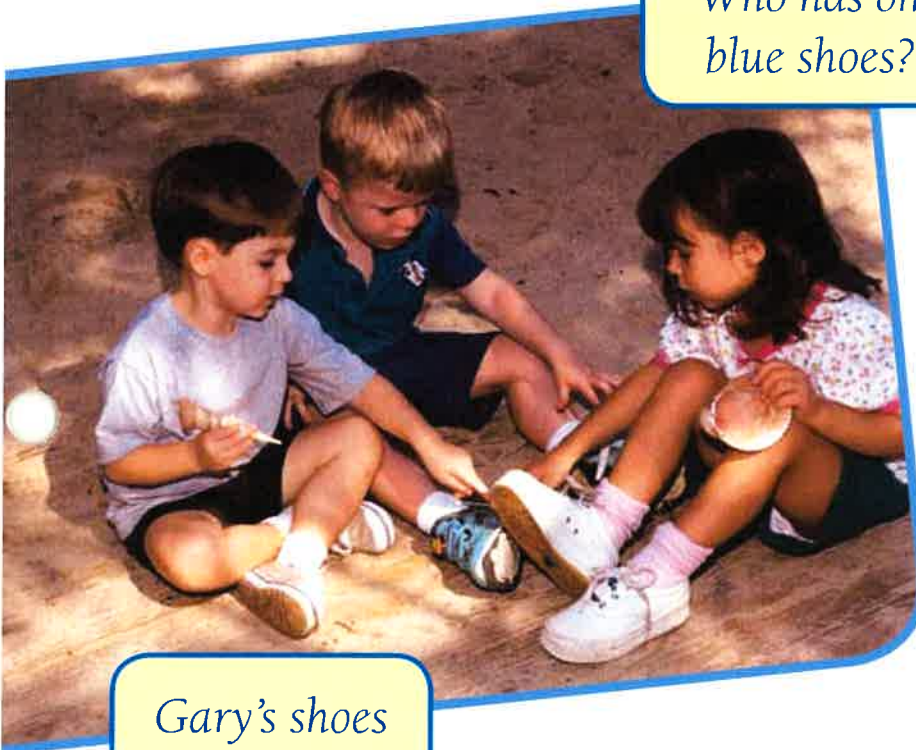
At cleanup time, ask your child to help put each item back in the appropriate box. She will need to think about what each object is used for in order to determine where it belongs.

Let's read together!

What Do People Do All Day?
by Richard Scarry

Who, What, Where?

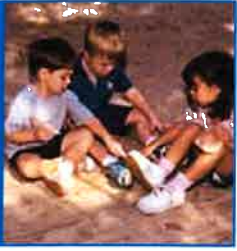
*Who has on
blue shoes?*



*Gary's shoes
are blue!*

Throughout your day, ask your child *who*, *what*, and *where* questions that will encourage him to describe people, objects, and places.

You encourage conversation with your child by posing questions that your child can answer.



Why this is important

Answering basic questions gives your child the chance to use many of the words he knows and encourages him to learn new words. By following your child's answer with more conversation about the topic, you help him describe people, objects, and places. Questions beginning with *who*, *what*, and *where* will guide him throughout his life in telling and interpreting stories.

What you do

- Include simple questions in your daily conversations with your child using the words *who*, *what* and *where*. *Who is coming to visit? What sound do you hear? Where's a good place to hide?*
- Use your child's answers as a starting point for further back-and-forth conversation on the same topic.
- Keep your questions short and casual. Your child may be reluctant to participate if you appear too insistent with your questions.

Another idea

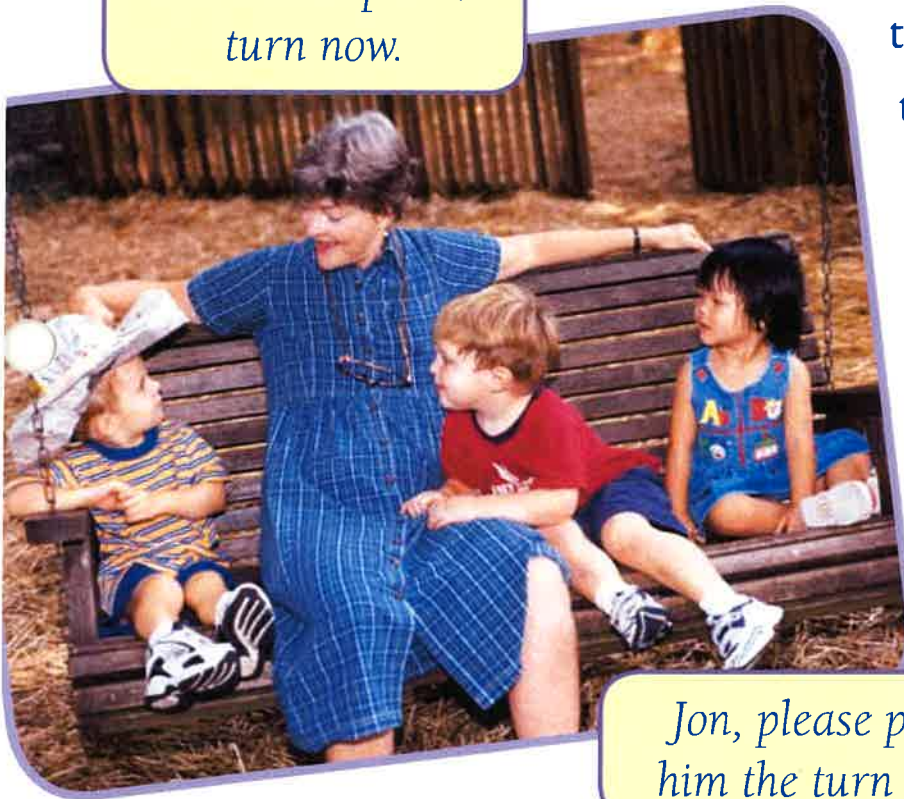
Use questions to encourage your child's creative thinking. Create an imaginary scenario and encourage your child to respond to your questions about it. *If we were going to have a big party for all of the animals at the zoo, whom would you invite? What would we do at the party?*

Let's read together!

Who Likes Rain?
by Wong Herbert Yee

Wear the Turn Hat

*It's Christopher's
turn now.*



*Jon, please pass
him the turn hat.*

Invite your child and one or two friends to play a follow-the-leader game in which each person takes a turn wearing the hat and leading.

Using a hat to represent the current leader in the game can help your child learn to take turns.



Why this is important

Using a physical symbol, such as a hat, may help your child understand the idea of taking turns in a game. Your child may enjoy the importance of wearing the hat as he learns about cooperation. Using friendly language such as *passing the turn hat* instead of *giving up your turn* helps your child understand that his turn will come again soon.

What you do

- Find a special hat for the game.
- Invite your child and two friends to play: *Let's play Follow the Leader. This hat will tell us whose turn it is to be the leader.*
- Choose one child and say: *Jon, will you be the leader? You can put on the hat so we'll all know it's your turn.*
- Encourage the leader to perform an action, such as touching his nose. The other children will then copy his movements. Give each child a few minutes at a time with the hat.

Another idea

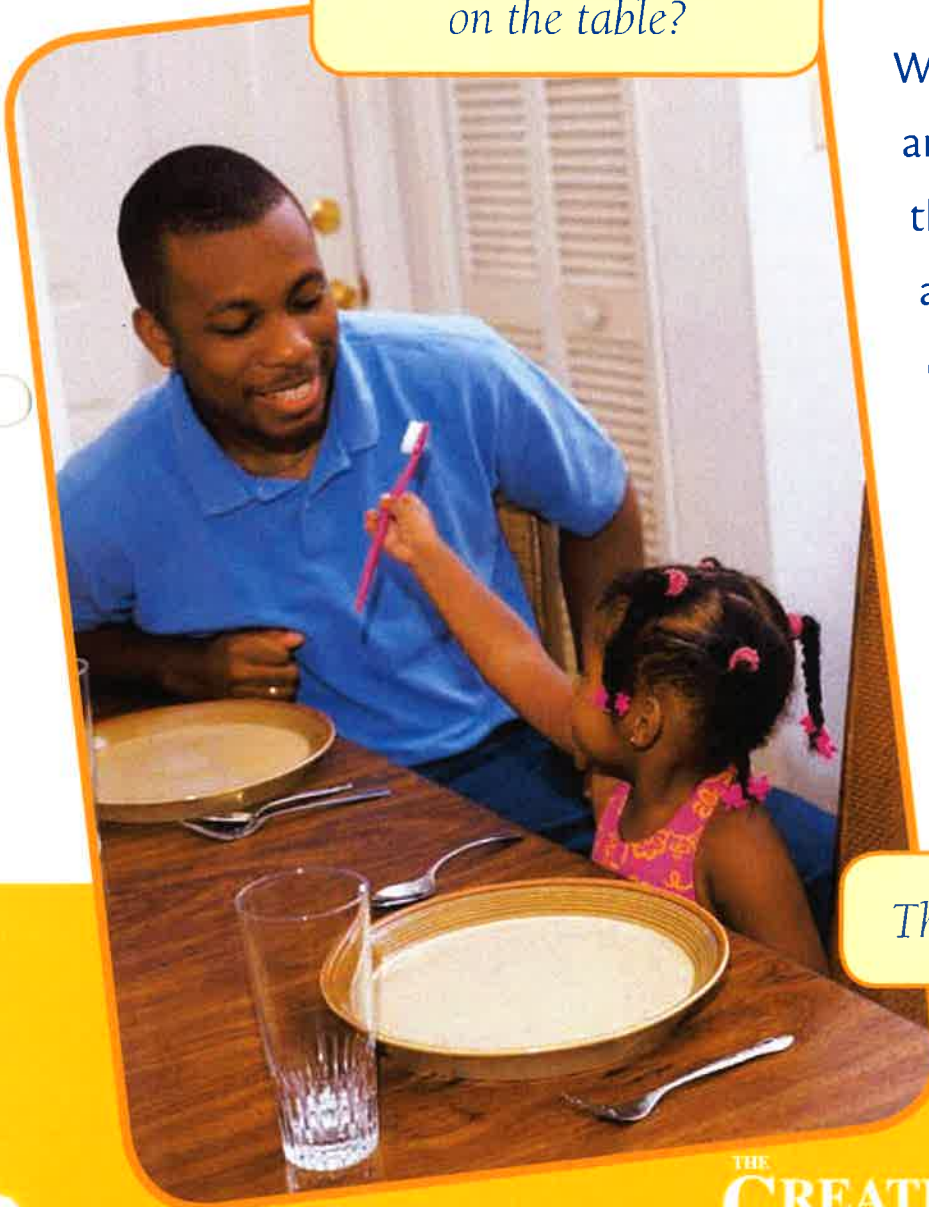
You can play this game one-on-one with your child at home to help him share leadership. In a group, you can use the hat to mark each child's turn to pass out spoons, pull the wagon, or lead a song.

Let's read together!

Share and Take Turns
by Cheri J. Meiners

That Doesn't Belong

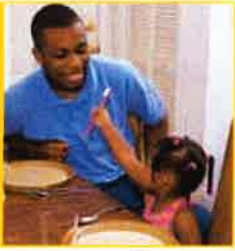
*What doesn't belong
on the table?*



When setting the table, add an item that should not be there, such as a toothbrush, and wait for your child to discover it.

Your child will develop a clearer understanding of a group by noticing an object that does not belong in the group.

The toothbrush!



Why this is important

Pointing out an object that does not belong helps your child express the reasons why something belongs or does not belong. Noticing the item that is not part of the group helps her clarify her understanding of group membership.

What you do

- Finish setting the table by placing an odd object, such as a toothbrush or a book, near a plate.
- Say to your child: *Something doesn't look right. Would you please come and help me see what doesn't belong?*
- Show her the setting and tell her: *I was setting the table with things we use to eat. But something is there that shouldn't be. Can you see what it is?*
- Draw her attention to it, if necessary, by commenting on the appropriate items on the table: *I know we need a spoon, a cup, and a napkin.*
- Give positive feedback when she correctly locates the object. *You're right! That toothbrush shouldn't be there.*

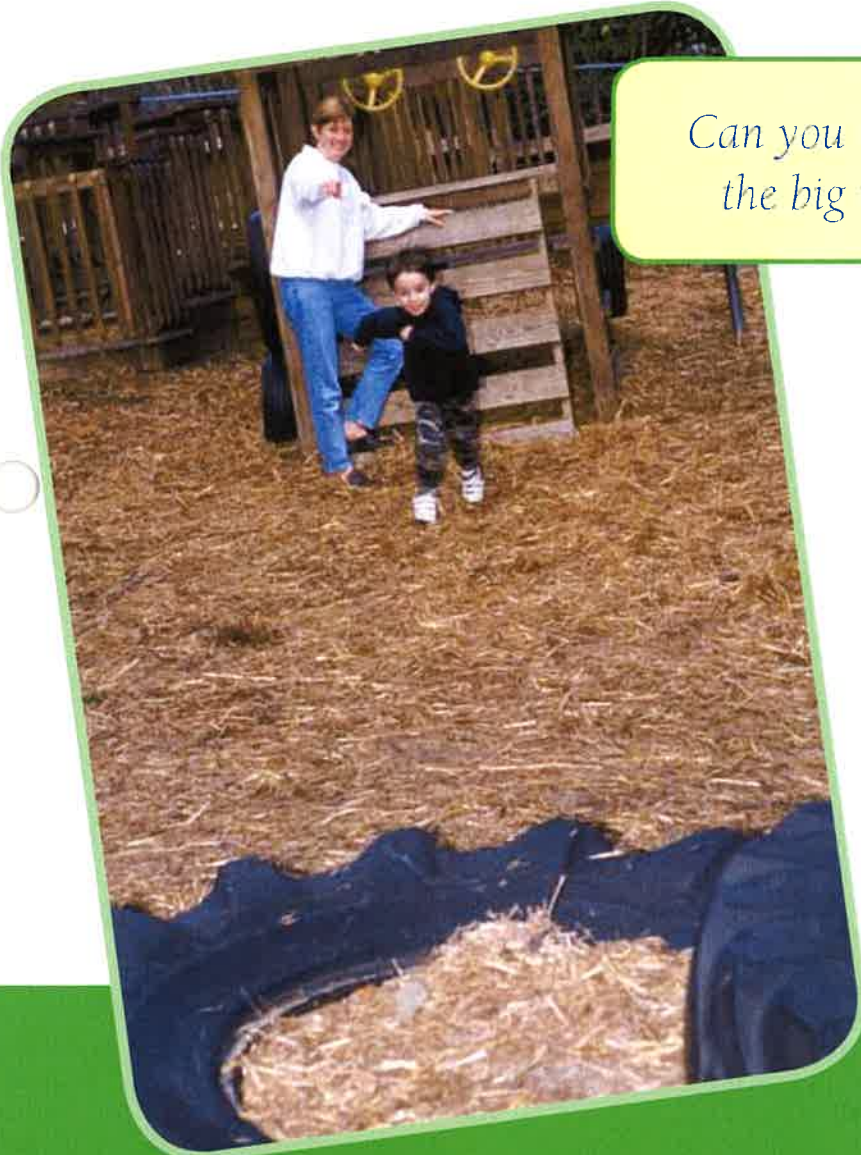
Another idea

Increase the number of odd objects to be found. Think of other ways to incorporate the game into your time together: a pencil stuck into a crayon box, a sock in the washcloth drawer, etc.

Let's read together!

There's A Cow in the Cabbage Patch
by Clare Beaton

To and From



*Can you run to
the big tire?*

Suggest that your child move to and from a variety of locations.

Your child will get some exercise, and his direct, active experience will lead to a deeper understanding of position words.



Why this is important

Talking about *to* and *from* increases your child's understanding of these basic directional words and helps him learn how to use them. Little words like *to* and *from* show specific relationships between actions and objects. In this activity, you are giving names to his actions. *To the table* conveys a different idea than *from the table* or *on the table*.

What you do

- Name your child's actions as he plays. Talk about what he is doing (*running*) and in what direction (*from* or *to the big tire*).
- Invite him to repeat the action, but change the direction. For example:

You're running to the tree. Can you run to the fence? It's farther.

You're skipping from the swings to the sandbox. Can you skip from the sandbox to the slide? It's uphill.

- Add labels such as *uphill* or *farther* to introduce new descriptive concepts.
- Invite him to suggest an action to you. Talk about the action as you carry out his directions.

Ready to move on?

Increase the number of prepositions used in this activity. Try words such as *behind*, *between*, *beside*, etc. Sometimes ask, *Where are you going?* Listen for his answers to include the new words he has learned.

Let's read together!

Muncha! Muncha! Muncha!
by Candace Fleming