



At Home Activity Packet

Creative Curriculum

Study Question: What is your favorite farm animal?

Book	Song	Activity #1	Activity #2	Developmental Domains
The Big Red Barn	Song: Old McDonald Had A Farm	See, Show, Say	What's Gone	Social and Emotional Development Language and Literacy Approaches to learning Cognition
Read Aloud Book Link https://www.youtube.com/watch?v=xpyDvECLLRM	Video Link https://www.youtube.com/watch?v=_6HzoUcx3eo	Learning Game 67	Learning Game 94	



Game 67



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.

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.*

Let's read together!

Find the Puppy
by Phil Roxbee Cox

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Game 94



What's Gone?

Let's see if I can remember all the toys.

You've hidden something.

Take away a toy from a group and let your child tell you which one is gone.

Your child will notice things a little more carefully and begin to remember and name something when it is missing.

Why this is important

In the past, your child may not have had a reason to remember a missing item. Playing this game encourages her to pay attention to her surroundings, and to notice and remember objects. Knowing what is missing is a sign that her memory is developing.

What you do

- Leave two toys on the table or floor during clean-up time.
- Name each item and talk about them. *I see a green ball and a brown teddy bear on the floor.* Invite your child to name the toys.
- Ask your child to close her eyes. Remove one toy while her eyes are shut.
- Invite her to open her eyes and tell you which toy is missing. If she cannot remember, put the item back and play again.
- Give your child a chance to lead the game by hiding a toy for you to notice.
- Add more items to the game as she becomes skilled at noticing the missing object. She may name the absent object before you prompt her.

Another idea

Try to play the game throughout the day: You can purposely give her one sock with two shoes or put out her toothbrush and ask her what is missing. Talk about family members who are not present. *I'm here, you're here; who's gone?*

Let's read together!

Five Little Ducks
by Dan Yaccarino

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