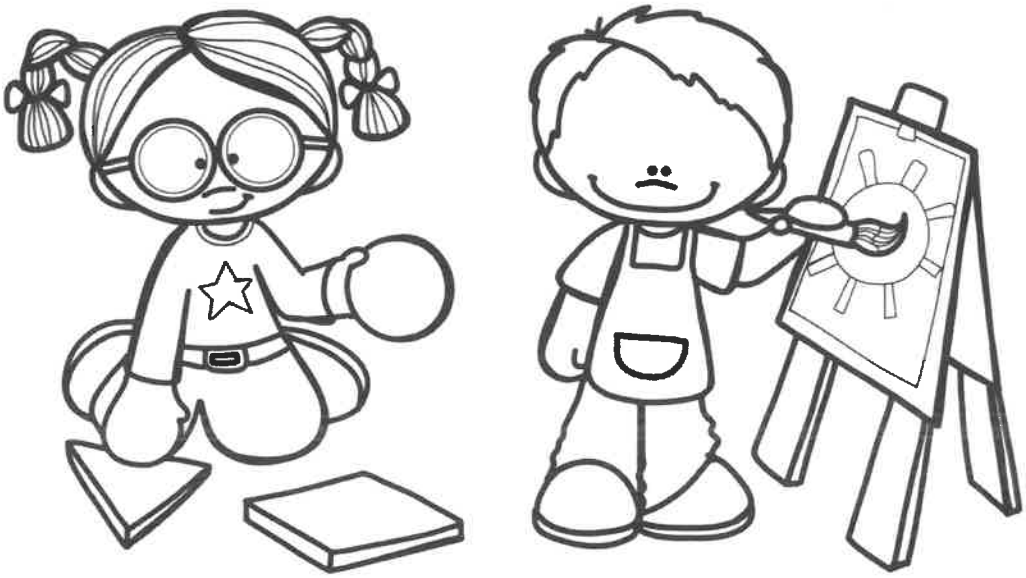
Home Learning Activities



Parents,

Here are some Math, Literacy, Science, Fine Motor, Art, and Movement activities your child can do at home.

These activities use simple materials that you might have around your house.

Pick and choose the activities you want to do. You might want to color in a square as you complete each activity.

Math

Practice counting with pieces of cereal, buttons, Barbie shoes, or Legos, etc.	Name the shapes of your food at each meal and snack time.	Count out 15 Legos. Build something with them.	Draw a short flower and a tall flower. Draw a short tree and a tall tree.	Practice writing some numbers. Use sidewalk chalk, paper, or write in the sand.
Draw 6 green worms and 5 red worms. How many worms in all?	Put your toy under your arm, above your head, beside your knee, around your waist.	Collect some leaves & rocks. Make a pattern: rock, leaf, rock, leaf, rock, leaf, and so on.	Build a tower with 5 blocks and a tower with 8 blocks. Which has more? Continue with other numbers.	Use play dough or cereal pieces or sticks to make shapes.

Literacy

Choose a book and search for the letter "a" on each page. Try other letters.	Practice writing your name and other letters on paper, in the sand, & with sidewalk chalk.	If you were a bird, where would you fly? Draw a picture. Tell someone about your picture.	Say your favorite nursery rhymes.	Find an item in your house that begins with Aa. Try with other letters.
Bingo: Write 10 letters on paper. Call out letters randomly for your child to find & circle or stamp.	Make silly rhyming names for your family & friends, such as "Wentley Bentley" or "Warah Sarah".	Make letters with play dough, sticks, Legos, buttons, or anything you find.	Make a book with folded paper. Draw pictures, write letters. Tell your story to a family member or pet.	Bury letters in the sandbox (or hide around the house) for your child to find and name.

Science

Draw what you see in the sky at night. Draw what you see in the sky in the day.	Test objects in water to see if they float or sink. Try: spoon, sponge, toy, leaf, block etc.	Place a wet paper towel in a ziplock with a dry lima bean. Tape it to the window to grow.	Make bubble solution with 1 spoon of dish soap & ¼ cup water. Stir. Use dry rigatoni for a bubble blower.	Build a ramp with blocks or a board and test objects to see which will roll.
Pour milk in a pie pan to cover the bottom. Add drops of food color on edges. Dip toothpick in soap & dip it in the milk.	Place different objects in a sock. Feel without looking and guess what it is.	Pour different amounts of water in 6 glasses. Add food color. Tap the glasses with a wooden spoon.	Draw something you can taste, something you can see, smell, hear, touch.	Go on a critter hunt in your yard. See how many types of bugs or animals you can find.

Fine Motor

Put Legos or snap cubes together.	Pick up Cheerios or marshmallows with tweezers. Move them from one bowl to another.	Practice buttoning a shirt and snapping pants.	Pop bubble wrap.	Play with play dough or clay.
Cut out pictures from a magazine or catalog and glue on paper.	Punch holes in paper with a toothpick.	Go on a tweezer trek. See what you can find in your yard that you can pick up with tweezers.	Slice a banana with a spreader or dull knife.	Practice zipping a jacket.

Art

Paint a picture.	Draw with crayons.	Draw in the dirt with a stick.	Draw with sidewalk chalk.	Create 3-D art with empty toilet paper or paper towel tubes. Add ribbons, colored paper, washi tape, etc.
Create with play dough or clay.	Glue two wiggle eyes to paper (or draw them). Then come up with a person or animal to draw.	Draw with light-colored crayons (yellow, light blue, white), then paint over it with watercolor.	Get a pencil and dip the eraser in paint to make polka dot art.	Make a rainbow collage by finding colored pictures in magazines.

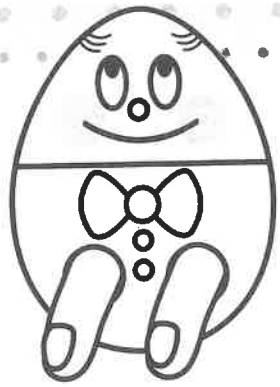
Get Moving

Count to 10 while exercising: jumps, squats, kicks, toe touches, etc.	Dance to Go Noodle videos on YouTube.	Move like animals: frog jump, crab walk, elephant walk, monkey swing, turtle crawl.	Dance fast. Dance slow.	Play freeze: dance or run, then stop when a family member says "FREEZE!"
Lay pillows around the floor and do frog jumps over them.	Play "The floor is lava". Move around the room without touching the floor.	Draw a line on the driveway with chalk. Make it zigzag and curve. Walk the line, making sure to stay on.	Dance along with your favorite songs.	Play hopscotch.

Puppets

Humpty Dumpty

Paper Puppet



Materials: heavy paper, scissors, markers

How To:

1. Copy page 19 onto heavy paper. Color and cut out.
2. Cut out holes and put your fingers through to make legs. Say the traditional Humpty Dumpty rhyme—and then a new ending!

And...

- Let children make their own Humpty Dumpty finger puppets. Reinforce prepositions by having them put Humpty Dumpty on their head, behind them, over their knee, beside their shoulder, and so on.
- Rhyme on with Humpty Dumpty! Read these verses aloud and have children fill in the last word:

Humpty Dumpty sat on a peg.
Humpty Dumpty fell on his **leg**.

Humpty Dumpty sat on a bed.
Humpty Dumpty fell on his **head**.

sat on a rose / fell on his **nose**.

sat on a pin / fell on his **chin**.

sat on a boulder / fell on his **shoulder**.

sat on a pie / fell on his **eye**.

sat on a deer / fell on his **ear**.

sat on the land / fell on his **hand**.

sat on the sea / fell on his **knee**.

sat on a drum / fell on his **thumb**.

sat on a crack / fell on his **back**.

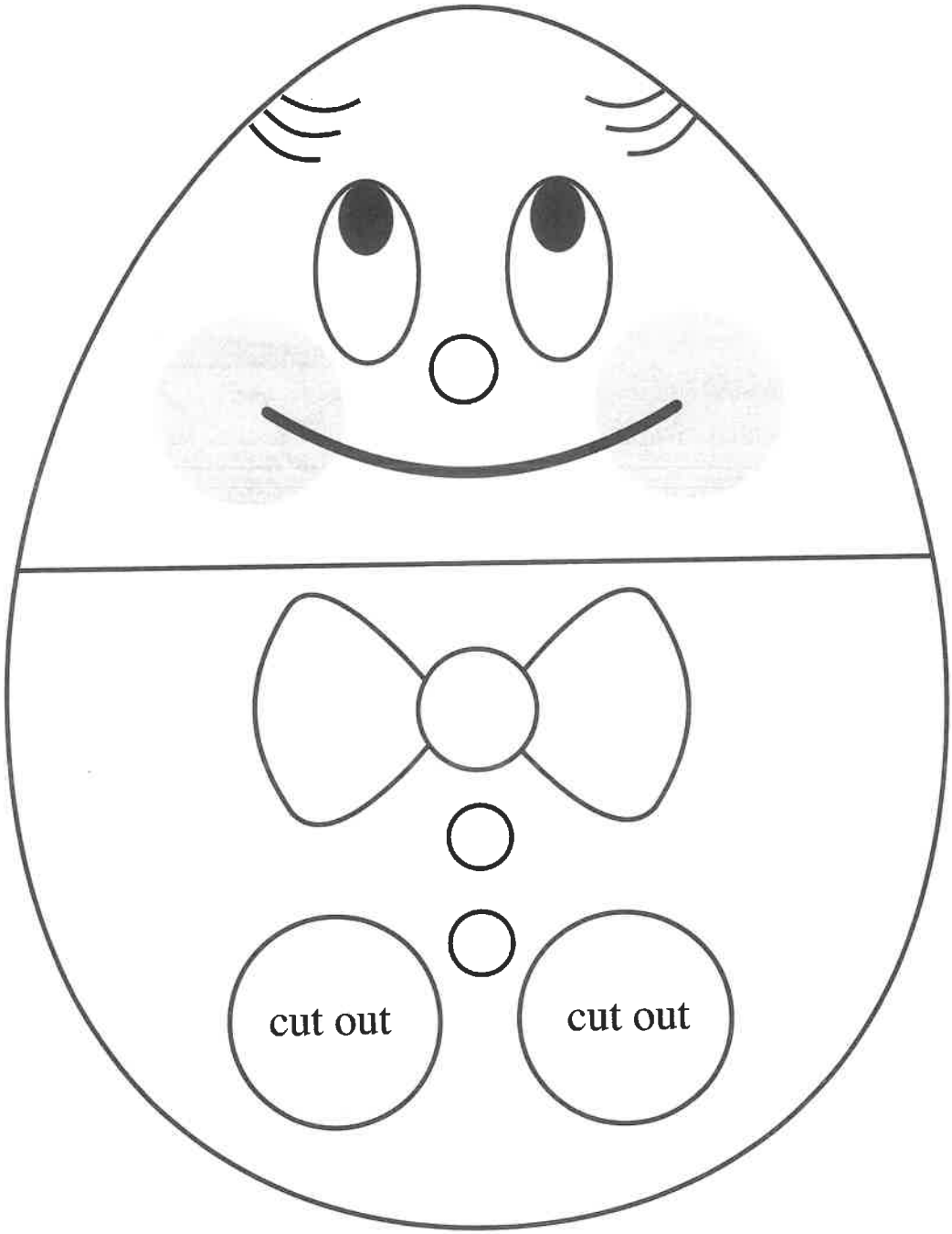
Humpty Dumpty said to his friend,
"I'm very tired, this is THE END!"

Humpty Dumpty

Humpty Dumpty sat on a wall
Humpty Dumpty
had a great fall.
All the king's horses
and all the king's men,
couldn't put Humpty
together again.

New Ending:

So the children
got some tape and glue.
They fiddled and faddled
until he looked like new.
Then they carefully placed him
back on the wall
And they said, "Humpty
Dumpty, please don't fall!"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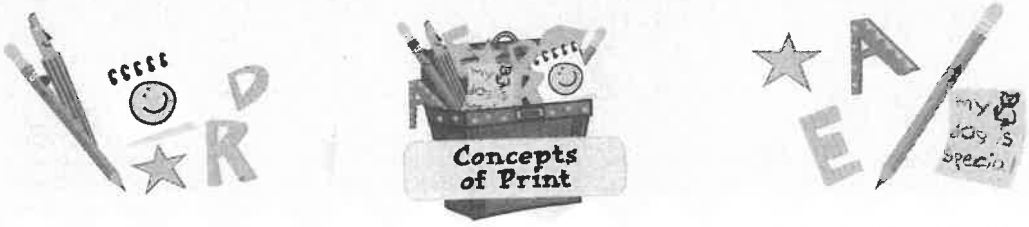


Story Symbols

Reinforce the concept of left-right, top-bottom directionality as well as the concept of beginning and end.

Materials: paper (one sheet per child), crayons, rulers, pencils, chart paper, markers

How To:

1. Give each child a sheet of paper and crayons.
2. Demonstrate on chart paper how to draw a green line down the left side of the paper. Say, *Green means GO! We'll always start at the green line.* Demonstrate how to draw a red line down the right side. Say, *Red means STOP! We'll always stop when we get to the red line.*
3. Explain that children will use their crayons to tell a story. Model the strokes below as you go. Say, *First, let's walk to the zoo. Put your crayon on the green line at the top of your page. Walk it across your paper. When you get to the red line, stop. Go back to the green line. There are some ducks swimming. Make your crayon swim across the page!*
4. Continue telling the story at the bottom of the page as children make the symbols. When you are finished, challenge children to retell the story by looking at the symbols.

And...

- Use the overhead to demonstrate the concepts.
- Encourage children to make up their own symbol stories and "read" them to you.

Let's walk to the zoo.

See the ducks swim.

The monkeys are swinging in circles.

The snakes are wiggling.

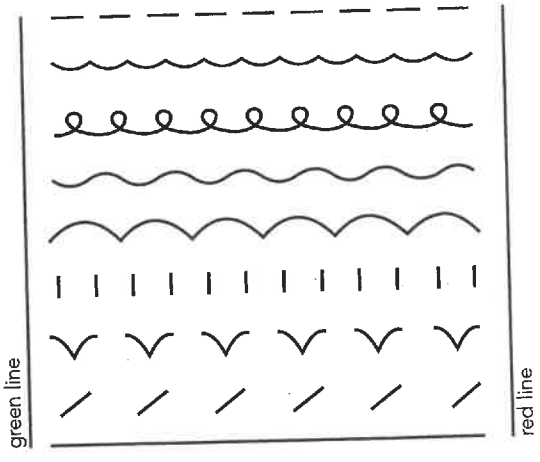
The kangaroos are hopping.

The elephants are stomping down.

The seals are splashing.

The lion roars.

Oh, it's late! We better run home!



Clapping the Word

Targeted skill

Young children are expected to learn how to divide words into parts, or syllables. Dividing words into syllables is part of a set of skills that educators refer to as phonological awareness. It is one of the steps in learning to read.

What to do

This is a game that you can play with your child almost anywhere. It is simple: Just say a word slowly and clap your hands once for each syllable. If the word is *cat*, you clap once. If the word is *bedroom*, you clap once when you say "bed" and once when you say "room." If the word is *caterpillar*, you'll clap four times—once for "cat," once for "er," once for "pil," and once for "lar."

Children usually like to clap their own name, the names of family members, and the names of friends. Beyond that, clap the syllables for familiar words such as things you eat, favorite toys, and places you go together.

If your child seems to have difficulty hearing the syllables within a word, try this: Have your child place a hand under his or her jaw. The jaw usually drops for each syllable. This physical motion makes identifying syllables a bit more concrete.

Extending the activity

Once your child can hear the syllables in most words without assistance, you can move on to the more advanced skill of phonemic awareness. Rather than listening for syllables, encourage your child to listen for phonemes (letter sounds). Start with simple three-letter words in which each sound is clear, for example, *mom*, *dad*, *cat*, *dog*, *bed*, and so on. Rather than clapping letter sounds, use a different motion, such as tapping your fingers on your knee.

What your child is practicing

Phonological awareness is a group of skills that includes rhyming, alliteration, sentence segmentation, word segmentation, and phonemic awareness. Phonological awareness is important as children learn to read.

Hearing the number of syllables in a word is second nature to adults, but not for young children. Children need lots and lots of practice saying words aloud and recognizing the syllables. Clapping out the syllables helps make them more concrete for children.

Number Concentration

Targeted skill

Remembering how the lines go together to form a numeral is hard for young children. It is especially hard when more than one arrangement of lines makes the same numeral, as in 4 and 4. Just a small difference of a slanted line meeting a straight one at the top or two straight lines pointing up can indicate totally different numerals to children. Be consistent in how you form the numerals in the beginning, and then show your child the variations as his or her confidence increases.

Materials

- index cards
- felt-tip markers

What to do

This game is a simpler version of the commercially available games of Memory or Concentration. On index cards write the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. Create two groups of identical cards. Be sure to form the numerals the same way that your child sees them written at school.

To play:

1. Pick three of the numerals that your child is familiar with and place those pairs facedown on the playing surface.
2. Challenge your child to turn over one card at a time, searching for the two cards that match. When your child finds a matching pair, compliment him or her on the match and repeat the name of that pair, saying, "Yes, those cards both have a 2 on them."
3. Remove the pairs from the playing area until all matches are made.
4. As your child learns the names of more numerals, add more cards to the game until he or she has learned to recognize them all.

Number Concentration *(continued)*

Extending the activity

- Use this game to help your child learn how to form the numerals as well. Encourage him or her to use a finger to trace the numerals you have written on the cards, starting at the top of each form. For example, say, "Yes, you make a 2 by starting at the top, curving around to zoom to the bottom, then slide to the right. That's how you write a 2."
- Provide pencil and paper with large lines to encourage your child to practice writing the numerals. Lightly write it for him or her to trace at first. Then encourage him or her to form the numerals independently.
- Young children often benefit from "feeling the shape" of a numeral. Write the numerals on index cards and trace the numerals with glue. When they're dry, your child can trace their raised shapes to help him or her learn to write the numerals.
- Raise your child's understanding of what numerals represent by pointing them out when you see them in the real world. Note the numerals used to show the price of gasoline at the gas station or the price signs in the produce section of the grocery store. Point out numerals on billboards or other large signs you see from the car or on the cash register as you pay for items.

More questions to ask

As your child's knowledge increases, ask him or her questions about the value of each numeral. For example, "Yes, those are 4s. Is a 4 bigger or smaller than the 6s you just found?"

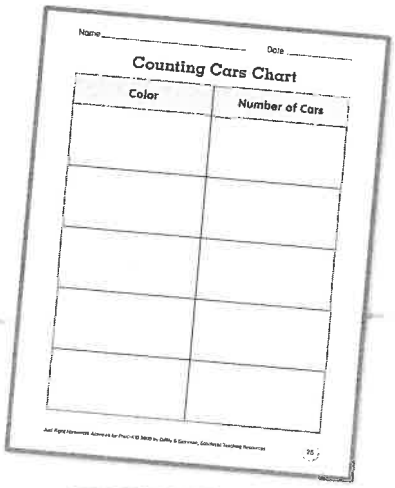
What your child is practicing

It takes lots of practice to remember the numbers and their names. It is natural for your child to remember some of them more quickly than others. Celebrate the successes and help your child as he or she learns the other numbers.

Counting Cars

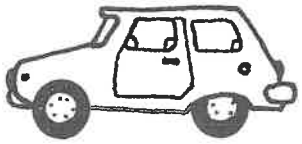
Targeted skill

Young children are expected to record and explain observations using objects, words, pictures, and numbers. As they learn probability and statistics, they are expected to construct graphs using real objects and to use information from a graph to answer questions.


Name _____ Date _____

Counting Cars Chart

Color	Number of Cars



Materials

- Counting Cars Chart
- pencil or other writing tool
- clipboard (or other hard surface)
- timer (or watch)

What to do

Help your child set up the chart by identifying the most common colors for cars in your area. List these on the left column of the chart. (It may help younger children to write the name of each color with a marker of that color or to make a color swatch next to the name.) As you observe cars that pass by, help your child make a tally mark in the proper place to represent each car's color. Observe for a given length of time (five minutes for younger children, ten for older ones).

Discuss the results with your child. Determine the colors with the greatest and least number of cars and whether any colors had an equal number of cars. Determine the total number of cars observed.

Counting Cars *(continued)*

Extending the activity

- Encourage your child to make predictions about how the results would differ if the activity were conducted at a different time of day or in a different place. Compare these predictions with the actual results.
- Help your child write simple statements to summarize the results.
- Note other things that commonly pass by a given area and count them as well.

More questions to ask

Help your child make reasonable predictions related to this activity. Often making a "reasonable" prediction or statement is tricky for young children. As your child makes a prediction, ask, "Is that reasonable?" Accept the explanation, but after the observation time is completed ask your child to reevaluate the reasonableness of the prediction.

What your child is practicing

Your child is not only practicing necessary math skills, but also learning to patiently work through a task until it is completed.

Name _____ Date _____

Counting Cars Chart

Color	Number of Cars

Echo Clapping

Targeted skill

Young children are expected to listen to and reproduce patterns and extend them.

What to do

Remind your child about the times you worked together to create patterns and remind him or her that a pattern is something that repeats over and over. Explain that patterns can be clapped, then demonstrate by clapping this pattern: clap [pause] clap clap [long pause]; clap [pause] clap clap [long pause]; clap [pause] clap clap [long pause].

Ask your child to tell you the pattern, allowing him or her a few moments to think of a reply. The correct answer would be one clap followed by two claps.

Try another pattern: clap clap [pause] clap clap clap [long pause]; clap clap [pause] clap clap clap [long pause]; and so on. Ask your child to clap the pattern after you.

Continue with other clapping patterns. If you notice that your child is not grasping the concept of creating patterns by clapping, repeat the above patterns and provide more practice time. If your child understands how to clap patterns, try more complicated ones. Then ask your child to clap a pattern for you (or other family members) to repeat.

Extending the activity

As an extension, find sticks that can be used as drumsticks. Beat patterns on different surfaces (pots and pans, glasses, oatmeal boxes, canned vegetables).

What your child is practicing

Because patterns are a fundamental part of mathematics, it is important for your child to establish a strong foundation of recognizing and extending patterns when he or she is young. Clapping patterns is an activity that can be done virtually anywhere: driving to school, waiting in line at the grocery store, before or after a meal, in the bathtub. It only takes a minute or two, and children really like creating them and extending them into increasingly complicated forms.

Act It Out

Targeted skill

Young children are expected to model and create addition and subtraction problems in real situations with concrete objects.

Materials

- stuffed animals, dolls, cars, or other small toys

What to do

Gather a small assortment of toys and ask your child to use them to represent mathematical problems. For example, you might say, "Two bears were sitting on a log. Another bear came by to join them on the log. How many bears are sitting on the log?" Use stuffed bears to "act out" the story and help your child count the bears to get the correct answer.

Extending the activity

- Be sure to balance addition and subtraction problems. Since "adding more" is often easier for young children to understand, adults tend to offer those kinds of story problems more often. "Taking away" is a bit harder to understand, so be sure to include such problems as well.
- Enlist the help of family members to act out story problems. Actually having people enter (or leave) a space provides your child with another kind of visual for the story problems.
- Acting out stories that relate to family activities can keep your child's attention focused for longer periods of time. For example, use boxes or cans of food to act out problems such as "Mary has three cans of vegetables. The family eats one can. How many cans are left?"

Act It Out *(continued)*

More questions to ask

- Ask your child "what if" questions. For example, after your child has acted out a particular situation, ask him or her, "What if there had been two more?" This extends your child's learning and challenges him or her to look at familiar things in a different way.
- Using mathematical language in such situations helps your child understand mathematical terms. Simply saying, "Wow, when two cars joined that one car, you had *more* cars than you started with," helps your child associate the meaning of *more* with an increasing number. Math terms such as *more/fewer*, *greater/less*, *larger/smaller* are often confusing for young children. Using them over and over can help your child understand their meanings.

What your child is practicing

Your child is using his or her toys to accurately represent numbers and the way they are combined and separated. Since this is often a hard concept for young children to grasp, it is helpful to offer many different ways of representing a math problem. Further, physically acting out a problem helps make those abstract ideas clearer.

Spoon Measurement

Targeted skill

Young children are expected to compare and order two or three concrete objects according to volume, determining which one holds more or less. They are also measuring according to volume rather than the more common measurement of length.

Materials

- 3 or 4 small, clear containers (clear plastic cups or containers that hold leftover food work well, as long as they're all the same size)
- spoons (large measuring spoons or scoops work well)
- container of water
- towels

What to do

This activity can be done outside, on the kitchen floor, or on the countertop—anywhere that spills can be easily cleaned up. Placing a towel under the work surface helps collect drips and spills. Keeping another towel nearby is a good idea also.

Place the three containers on the surface. Ask your child to place a given number of spoonfuls of water into the first container. Ask him or her to do the same for the other containers, varying the amount of water in each one.

Then ask your child to place the containers in order from least amount of water to greatest. Discuss his or her thinking. Talk about looking at the level of water in the container. Help your child realize the relationship between the number of spoonfuls of water put in the container with the volume of the water.

Repeat the activity with a larger spoon, then with a smaller spoon. Continue to use the mathematical terms of *more*, *less*, *greater than*, and *less than*.

Spoon Measurement *(continued)*

Extending the activity

- Vary the size of the containers. For example, gather three large containers and three small containers. Compare how the water level differs, depending on the size of the container.
- Use bath time as an opportunity for this activity, placing the containers on the side of the tub.
- If your child has difficulty seeing the water level, use a few drops of food coloring to tint the water.
- Encourage your child to use the markings on a measuring cup to describe his or her activities. If the cup has too many marks and is confusing, use a permanent marker to mark ¼-, ½-, and ¾-full positions on a plain container.

What your child is practicing

Young children do not get much practice with measuring liquids or determining volume. Using mathematical terms, like *more* or *less*, while doing these activities helps your child's understanding.