

# Child Care Today

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## Safety Notice

The reader is expressly advised to consider and use all safety precautions described in this textbook or that might also be indicated by undertaking the activities described herein. In addition, common sense should be exercised to help avoid all potential hazards and, in particular, to take relevant safety precautions concerning any known or likely hazards involved in caring for children, or in use of the procedures described in *Child Care Today*, such as the risk of back injuries when lifting children.

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## Art Credit

Ken Clubb

# C-1 Plastic Bag Finger Painting

**Recommended Ages:** Toddlers.

**Children Will Learn:** Color recognition, sensory awareness, small motor control.

## Materials Needed

- Gallon-size plastic bags with zipper closure
- Finger paint of different colors
- Shaving cream (optional)
- Food coloring (optional)

## PROCEDURE

1. Fill bags with two different colors of finger paint (or shaving cream with food coloring added). Make sure bags are completely sealed.
2. Give bags to the children and let them mix colors by squeezing the bag. Show children how to draw on the bags using their index fingers. (Note: Do not let children use crayons or pencils that may puncture the bag.)



## C-2

# Climbing Landscapes

**Recommended Ages:** Infants and toddlers.

**Children Will Learn:** Balance, large motor coordination.

### Materials Needed

- Pillows of various sizes
- Sheets to cover pillows

### PROCEDURE

1. Place pillows on the floor in an open area.
2. Cover the pillows with sheets.
3. Encourage children to climb the pillow landscapes.

### EXTENDING THE ACTIVITY

1. To add texture to this experience, cover the pillows with sheets and blankets with a variety of textures.



## C-3

# Push the Cotton Ball into the Can

**Recommended Ages:** Older infants and toddlers.

**Children Will Learn:** Eye-hand coordination, small motor control.

### Materials Needed

- Clean, empty can with a plastic snap-on cover that has no sharp edges
- Scissors (for the teacher)
- Cotton balls

### PROCEDURE

1. Cut a 1-inch hole in the top of the plastic cover. Give the child cotton balls and demonstrate pushing the cotton through the hole. Encourage the child to imitate you.
2. For children who need more of a challenge, draw a 1-inch circle on the plastic cover. Working from the center of the circle, clip the plastic into four triangular-shaped sections (do not cut the triangles away from the cover). Demonstrate how to push the cotton balls through the hole.





## C-4 Texture Massage

**Recommended Ages:** Infants.

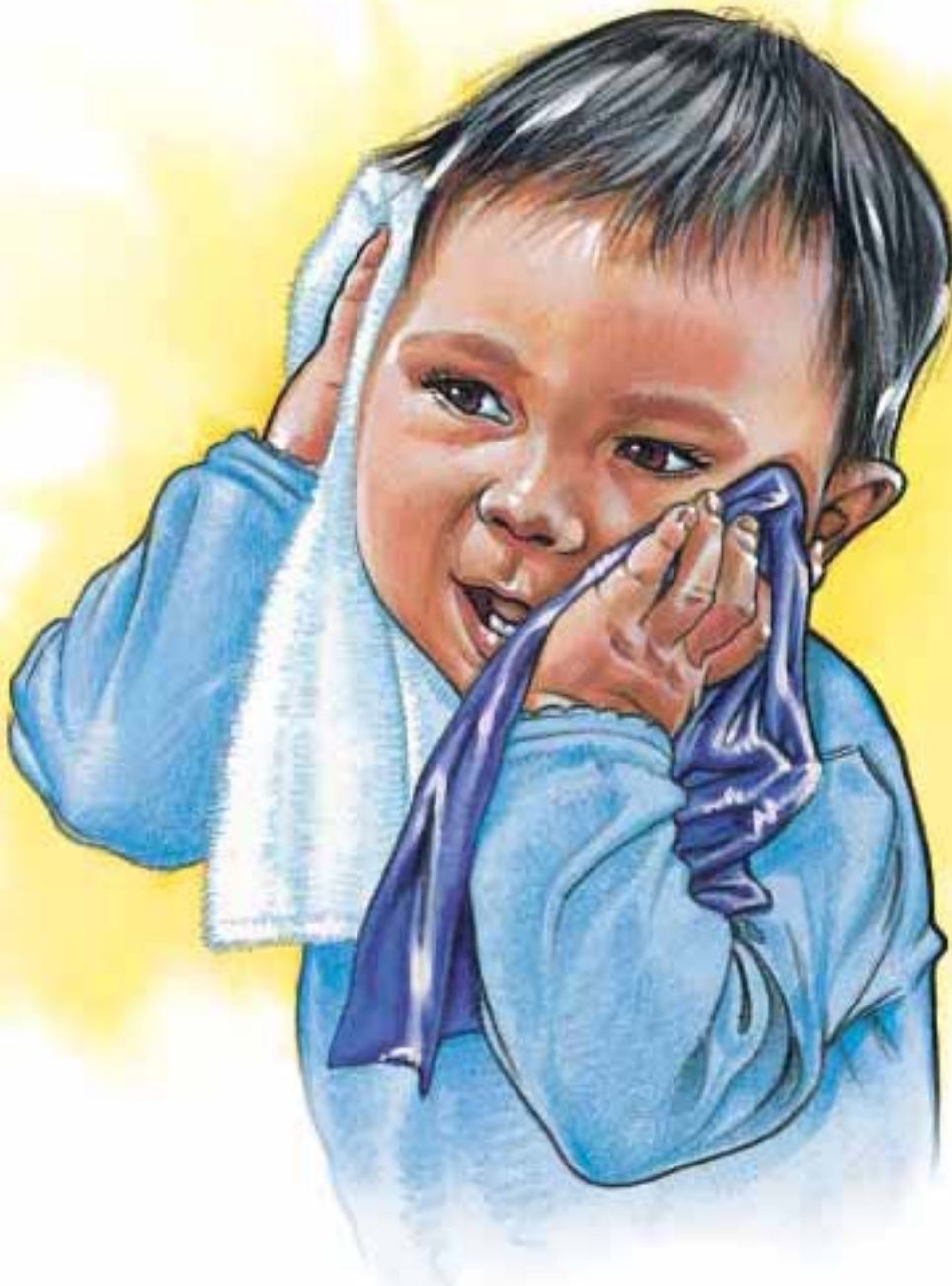
**Children Will Learn:** Sensory awareness.

### Materials Needed

- 12-inch squares of fabrics with different textures such as imitation fur, cotton, velvet, satin, and corduroy (Make sure that the infant is not allergic or sensitive to the fabrics used.)

### PROCEDURE

1. Using the fabric squares one at a time, rub the infant's arms, shoulders, legs, and feet. Continue as long as the infant responds to the textures.
2. For older infants, demonstrate how they can give themselves a texture massage by rubbing fabric over themselves.



**Recommended Ages:** Toddlers.

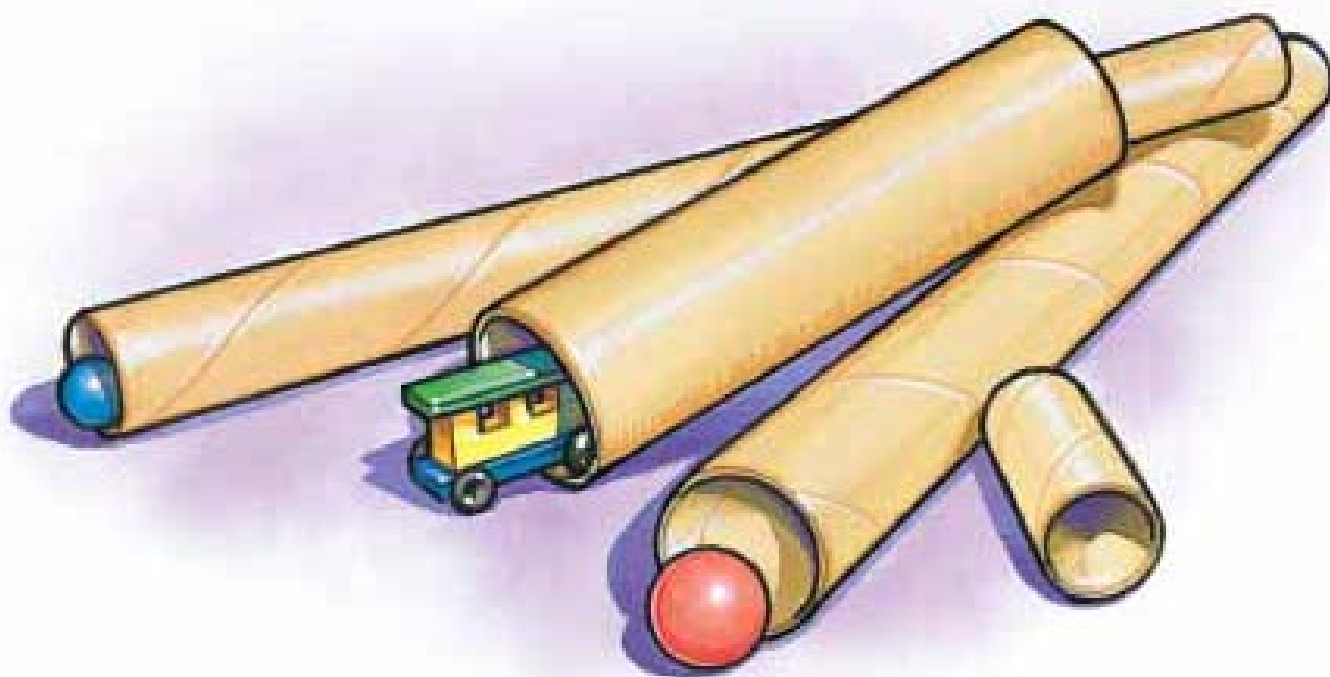
**Children Will Learn:** Visual awareness, differences in sounds, small and large motor skills.

## Materials Needed

- Cardboard tubing from paper towel and wrapping paper rolls
- Small toy cars and rubber balls that can fit inside tubes
- Beach ball

## PROCEDURE

1. Set out cardboard tubes. Encourage children to investigate them. Demonstrate how to look through tubes. Show them how to make sounds by blowing and humming through the tubes.
2. Show children the toy cars and rubber balls. Demonstrate holding the tube at an angle and rolling the items down the inside of the tube. Encourage the children to try.
3. Bring out the beach ball. Encourage the children to bat the ball using the tubes.





## C-6

# Crawling Through Boxes

**Recommended Ages:** Older infants and toddlers.

**Children Will Learn:** Awareness of depth, length, and width; large motor coordination.

### Materials Needed

- Large boxes, including appliance boxes and other large boxes

### PROCEDURE

1. Remove both ends of the boxes. Arrange the boxes throughout the room.
2. Encourage children to crawl through the boxes in a certain order or direction.



## C-7 Fun with Ramps

**Recommended Ages:** Older infants and toddlers.

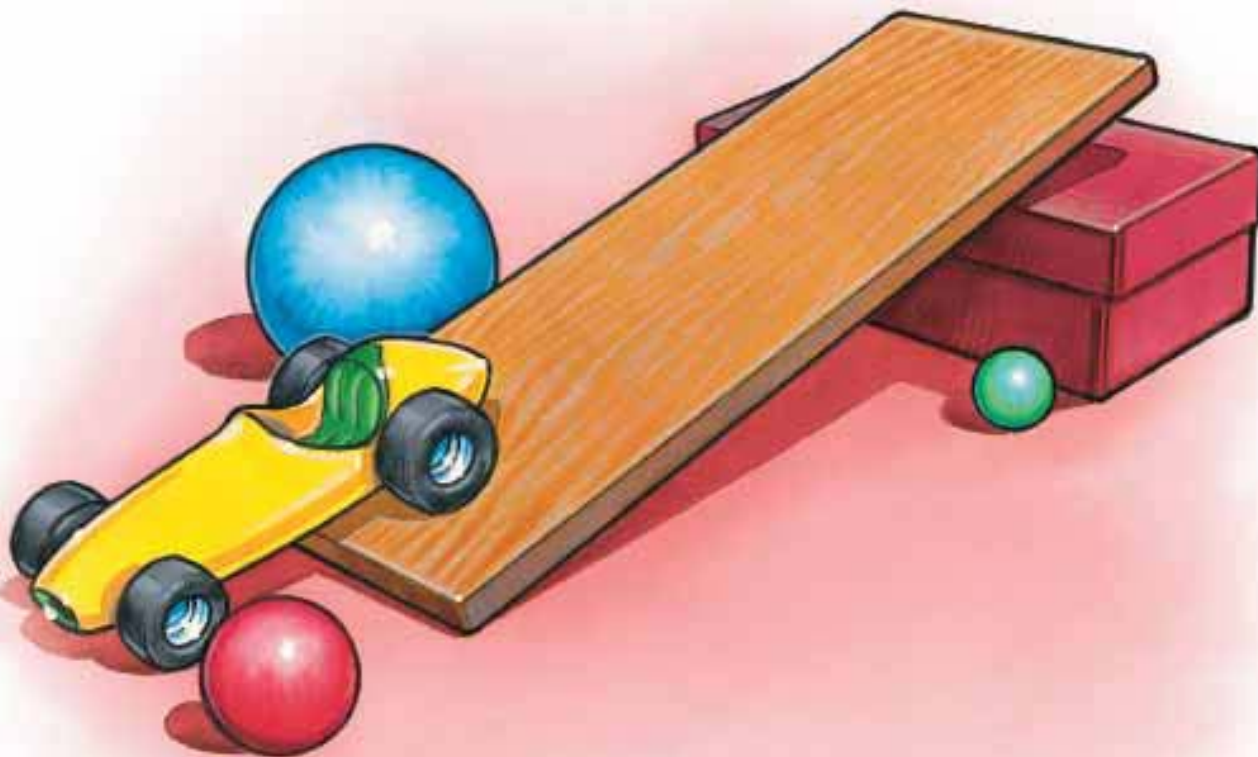
**Children Will Learn:** Effects of gravity, observation skills, eye-hand coordination.

### Materials Needed

- Toddlers' slide or board propped against a block to create a ramp
- Balls of different sizes
- Toy cars

### PROCEDURE

1. Encourage children to place objects on the ramp and experiment with rolling objects down the incline.
2. Ask children to tell you which objects roll faster and which roll slower.



## C-8 Sponge Fun

**Recommended Ages:** Toddlers.

**Children Will Learn:** How sponges work, cause and effect, sensory awareness, eye-hand coordination, small motor control.

### Materials Needed

- Two rubber tubs
- Sponges of various sizes
- Water

### PROCEDURE

1. Place dish tubs on a table side by side. Fill one tub half full with water.
2. Give each child a sponge. Ask children to put their sponges in the water and observe what happens.
3. When the sponges are completely saturated with water, ask the children to squeeze them out into the empty tub next to it. Can the children move all of the water from one tub to the other by using the sponges?

### EXTENDING THE ACTIVITY

1. To extend this water play activity, have the children experiment with placing waterproof objects that sink or float into the tub of water. Why do the children think that some objects sink and some float?



## C-9 Blowing Bubbles

**Recommended Ages:** Infants and toddlers.

**Children Will Learn:** Visual skills.

### Materials Needed

- Bubble solution
- Bubble wand

### PROCEDURE

1. On a warm day, take the infants outside. Blow streams of bubbles for them to watch floating in the breeze.
2. Have older infants try to blow bubbles while you hold the bubble wand.
3. Under careful supervision, have toddlers hold their bubble wands and blow bubbles by themselves.





## C-10

# Crown of Clothespins

**Recommended Ages:** Toddlers.

**Children Will Learn:** Eye-hand coordination, small motor control.

### Materials Needed

- Empty one-pound coffee can with *smooth* edges
- Clothespins
- Plastic tape

### PROCEDURE

1. Tape over the edges of the coffee can.
2. Set coffee can and clothespins in front of the child.
3. Demonstrate how to place clothespins around the open edge of the can.
4. Under close supervision, let the child put clothespins on the taped edge of the can.





# C-11 Shell Sand Game

**Recommended Ages:** Toddlers.

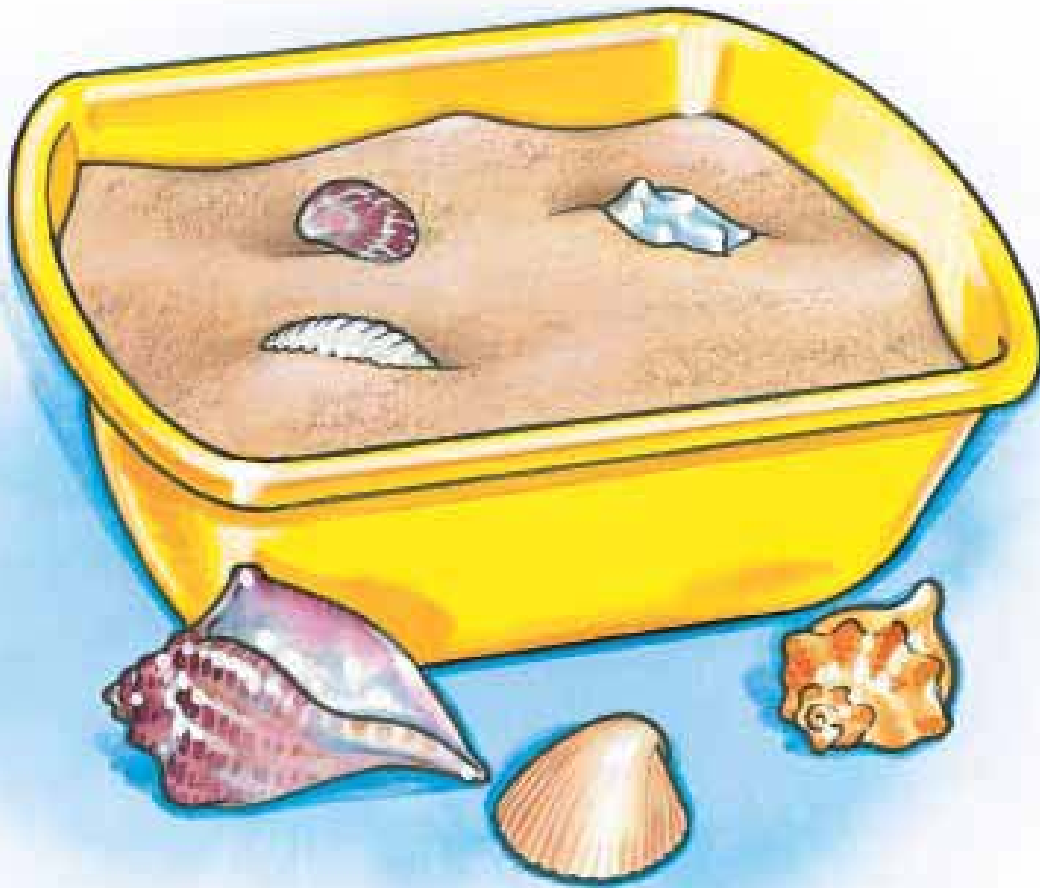
**Children Will Learn:** Sensory awareness, observation skills, eye-hand coordination.

## Materials Needed

- Large shells
- Sandbox or water table filled with sand

## PROCEDURE

1. Bury shells in the sandbox or water table filled with sand.
2. Let children dig in the sand to find shells.



**Recommended Ages:** Infants and toddlers.

**Children Will Learn:** Concentration, motor control of feet, visual and auditory discrimination.

**Materials Needed**

- Infant or toddler socks with colorful nylon streamers sewn onto toe ends
- Upbeat music
- CD or MP3 player

**PROCEDURE**

1. Lay the children on their backs.
2. Put the streamer socks on the children's feet.
3. Play lively music and encourage the children to kick their feet to make the streamers wave.



**Recommended Ages:** Infants and toddlers.

**Children Will Learn:** Cause and effect, motor control, auditory discrimination, rhythm.

### Materials Needed

- Infant or toddler mittens with small bells sewn onto ends
- Musical recordings
- CD or MP3 player

### PROCEDURE

1. Slip mittens onto children's hands.
2. Sing a song or nursery rhyme to the children or listen to music on a CD.
3. Bounce and move infants' arms and hands to the rhythm so the bells jingle. Toddlers enjoy moving their own hands to the music.





## C-14 Pat-a-Fish in a Bag

**Recommended Ages:** Infants who can sit up on their own and toddlers.

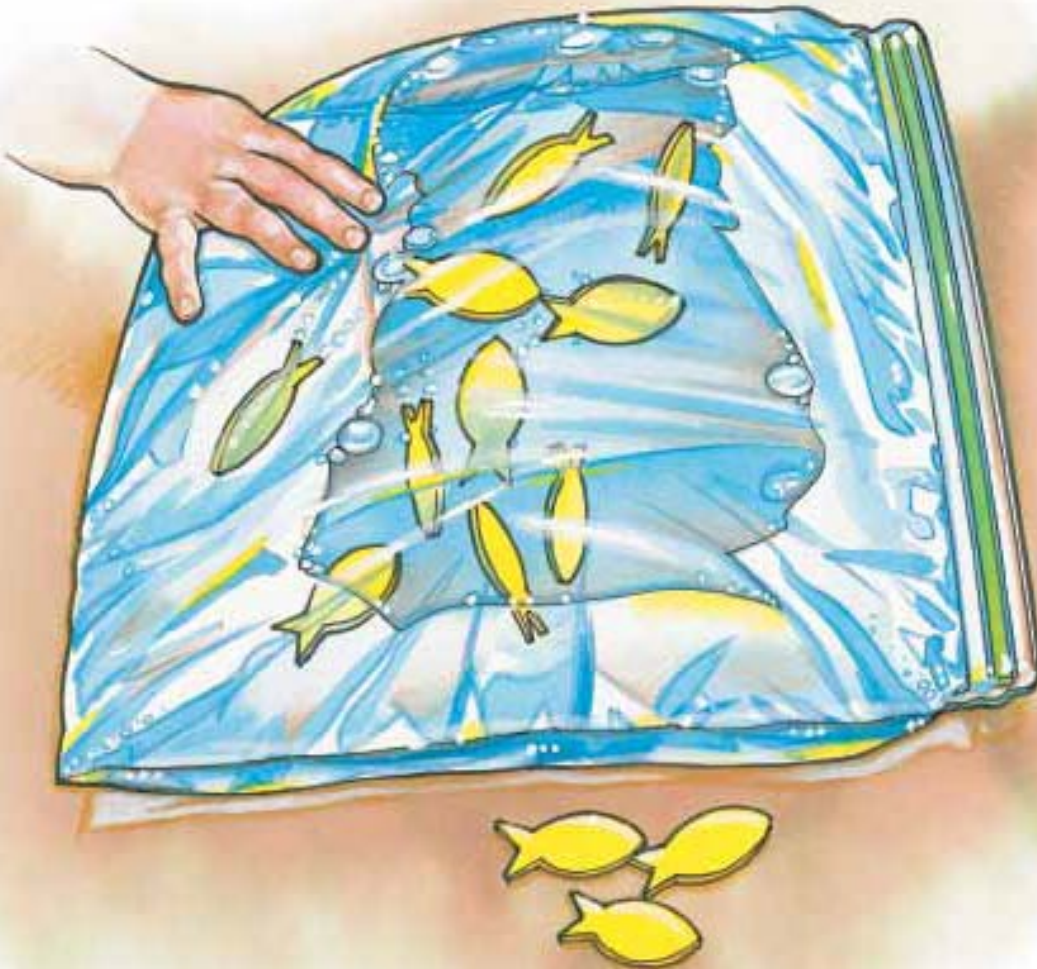
**Children Will Learn:** Eye-hand coordination, concentration, cause and effect.

### Materials Needed

- Gallon-size plastic bag with zip-closure
- Covers from plastic margarine tubs or other containers
- Scissors (for teacher)
- Water

### PROCEDURE

1. Cut out two or more small fish shapes from margarine tub covers or other covers.
2. Fill the plastic bags half-full with water.
3. Put some plastic fish into the bag of water and zip it closed securely.
4. Lay the bag flat on the floor.
5. Have children gently pat the bag of water to make the fish “swim” around the bag.



## C-15 Hanging Beach Ball

**Recommended Ages:** Infants and toddlers.

**Children Will Learn:** Eye-hand coordination, motor control, shape awareness.

### Materials Needed

- Beach ball
- String

### PROCEDURE

1. Lay children down on the floor or in a crib.
2. Hang a beach ball from a string over the children so they can bat at it with their hands or feet.
3. Raise the ball so it hangs higher for children who can sit or stand while batting at the suspended beach ball.





## C-16

# Clothespin & Sponge Painting

**Recommended Ages:** Toddlers.

**Children Will Learn:** Small motor control, eye-hand coordination, color awareness, cause and effect.

### Materials Needed

- Paper
- Water-based tempera paint
- Sponges cut into 2-inch squares
- Pinch-style clothespins
- One smock per child

### PROCEDURE

1. Clip each sponge square onto a clothespin so that the clothespin becomes a handle.
2. Set out painting paper for each child on a child-size table. Help children put on smocks.
3. Put trays containing a thin layer of different-colored tempera paint in middle of the table.
4. Have children hold the clothespins and dip the sponge into the paint.
5. Encourage them to make designs on the paper with the paint-soaked sponge.



# C-17 Texture Box

**Recommended Ages:** Older infants and toddlers.

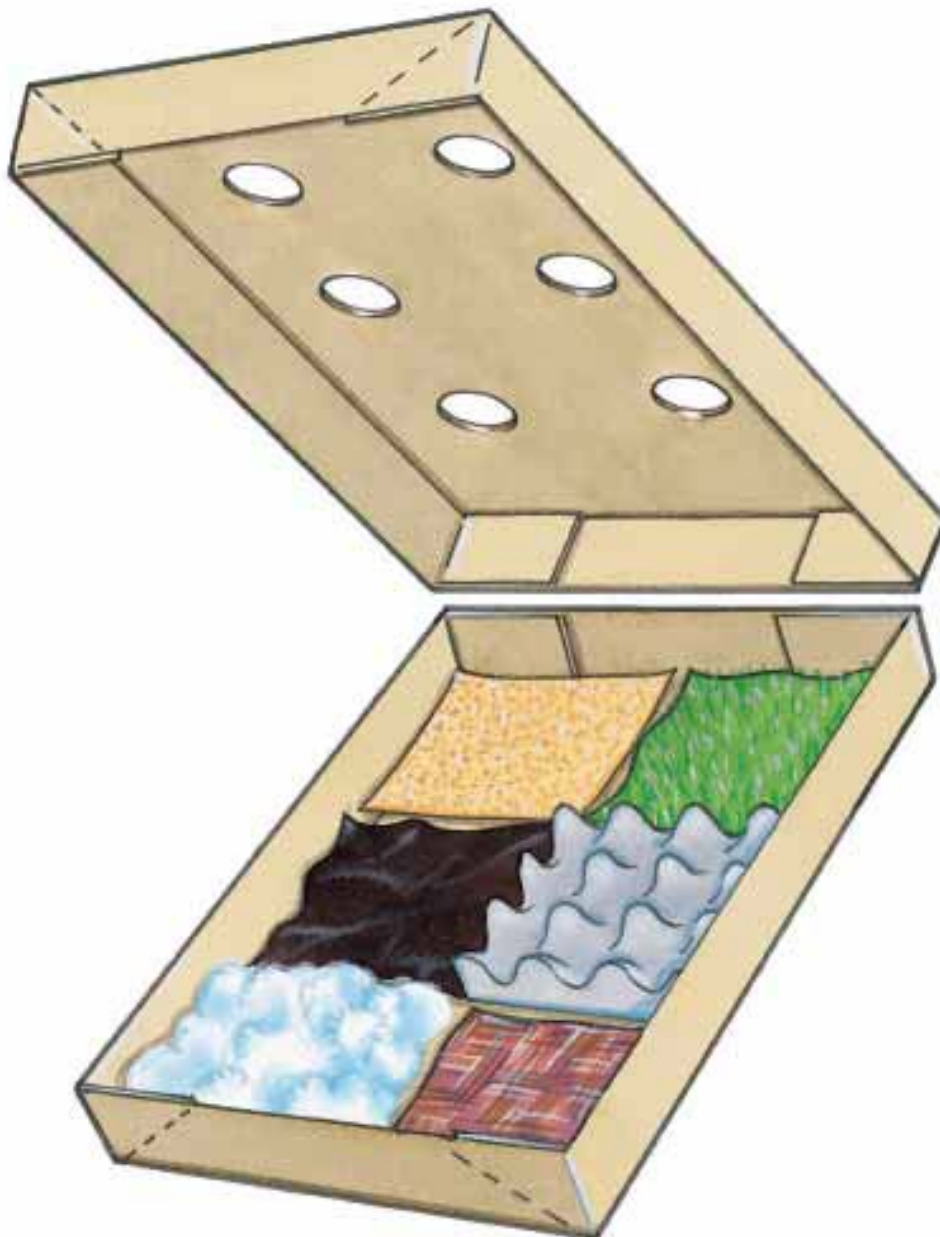
**Children Will Learn:** Sensory awareness, eye-hand coordination, small motor control.

## Materials Needed

- Shallow box with cover, such as a gift box for shirts
- Cotton balls
- Sheet of sandpaper
- Fabric scraps of various textures, such as satin, velvet, corduroy, and burlap
- Scissors, glue, and tape

## PROCEDURE

1. To make texture box: Glue a variety of different textured materials or fabrics inside the bottom of the box. Cut up to ten 1-inch holes in the box lid to correspond with each of the textured materials. When the glue is dry, put the lid on the box and tape the top and bottom together.
2. Encourage the children to poke fingers into holes and feel the different textures.



## C-18

# Texture Crawl or Walk

**Recommended Ages:** Infants and toddlers.

**Children Will Learn:** Sensory awareness and motor skills.

### Materials Needed

- Fabrics, 1 yard each of different textures such as imitation fur, velvet, burlap, vinyl, corduroy, and silk (Make sure the children are not allergic or sensitive to the fabrics used.)
- Two-sided carpet tape

### PROCEDURE

1. Create a path by laying the fabrics out end-to-end. To keep fabrics from moving, use two-sided carpet tape to temporarily fasten the fabric to the floor.
2. Let the children crawl or walk barefooted along the texture path.





# C-19    Homemade Dough

**Recommended Ages:** Toddlers.

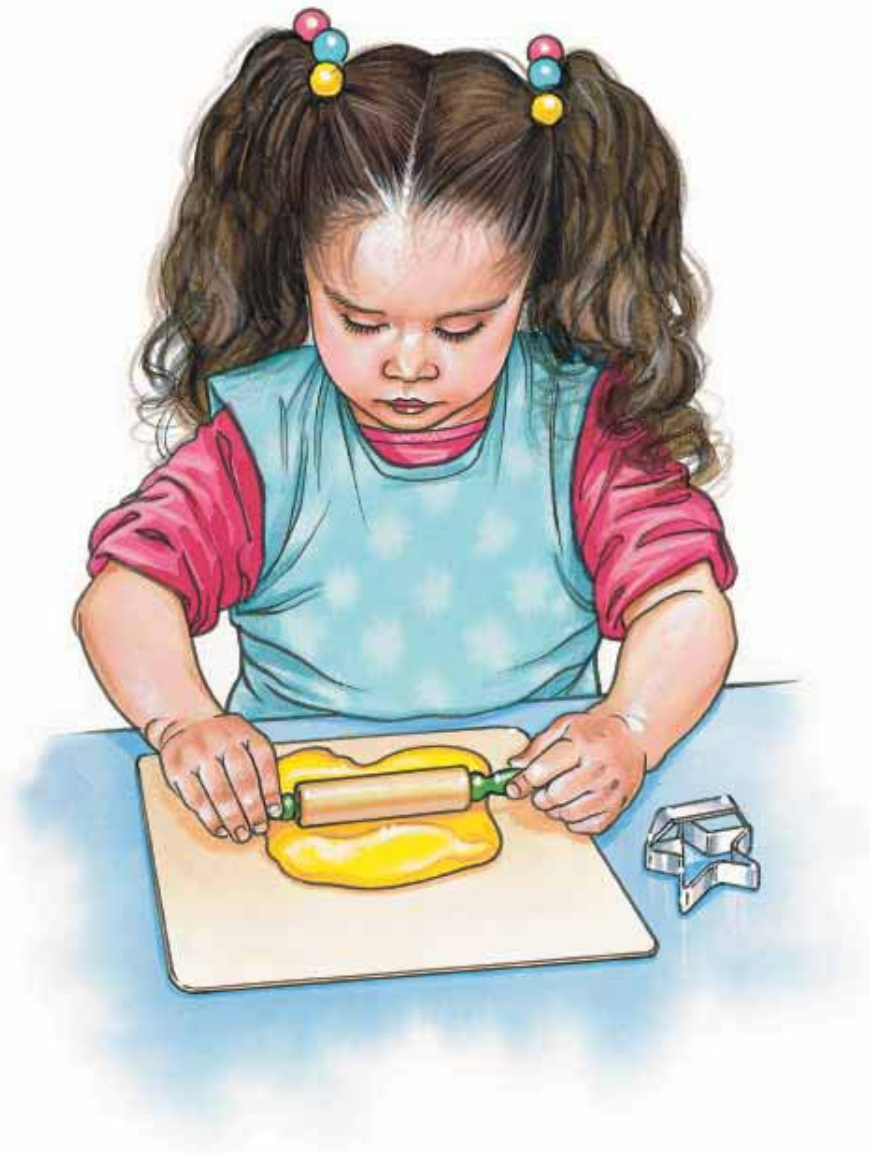
**Children Will Learn:** Sensory awareness, eye-hand coordination, small motor control.

## Materials Needed

- Ingredients for dough: 4 cups flour; 2 cups salt; 4 tablespoons cream of tartar; 4 cups of water with 3 to 4 drops (or to desired depth of color) of food coloring added; 2 tablespoons vegetable oil
- Heavy saucepan
- Wooden spoon
- One smock per child
- Cookie cutters, child-size rolling pins

## PROCEDURE

1. To make dough: Stir together all liquid ingredients, and then mix with other ingredients in a heavy saucepan. Cook on the range top over medium heat, stirring constantly until dough stiffens. Cool to lukewarm. Remove dough from the pan and knead until smooth.
2. Help the children put on smocks. Divide the dough into equal parts and place it on a table. Let the children manipulate the dough as they wish. Demonstrate how to use cookie cutters to make shapes.
3. Store the dough in plastic bags or airtight containers in the refrigerator.



**Recommended Ages:** Infants and toddlers.

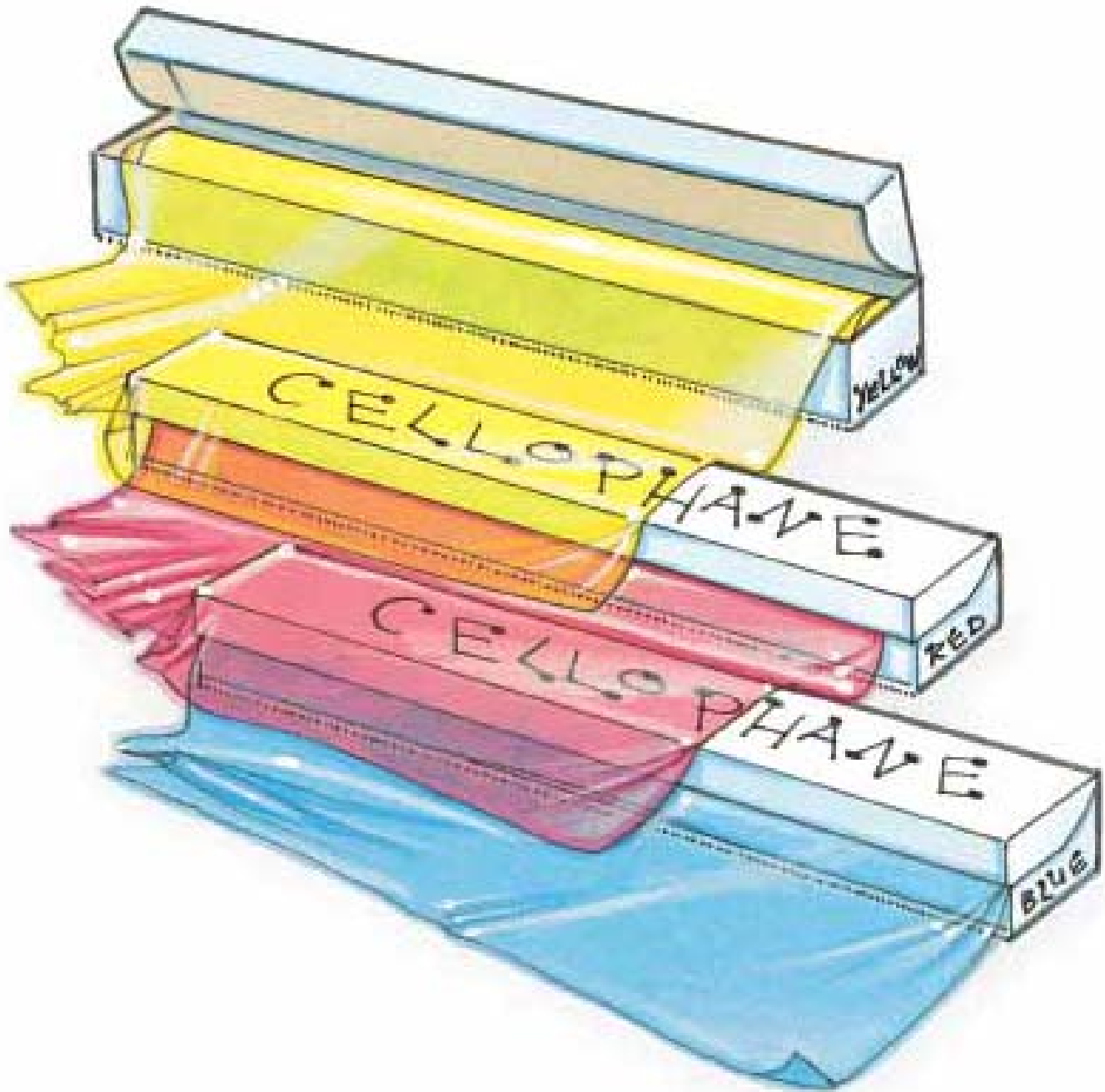
**Children Will Learn:** Color awareness, cause and effect, observation skills.

**Materials Needed**

- Rolls of colored cellophane (purchased from a craft store)
- Tape

**PROCEDURE**

1. Hold a sheet of colored cellophane in front of children's eyes. Be careful not to cover the child's nose or mouth. Repeat with a variety of different colored sheets.
2. Tape sheets of cellophane on windows with a sunny exposure.
3. Show the children the colors on the windows and floor where the sunbeams shine through. Have the children name the colors if they can.





## C-21 Box Blocks

**Recommended Ages:** Older infants and toddlers.

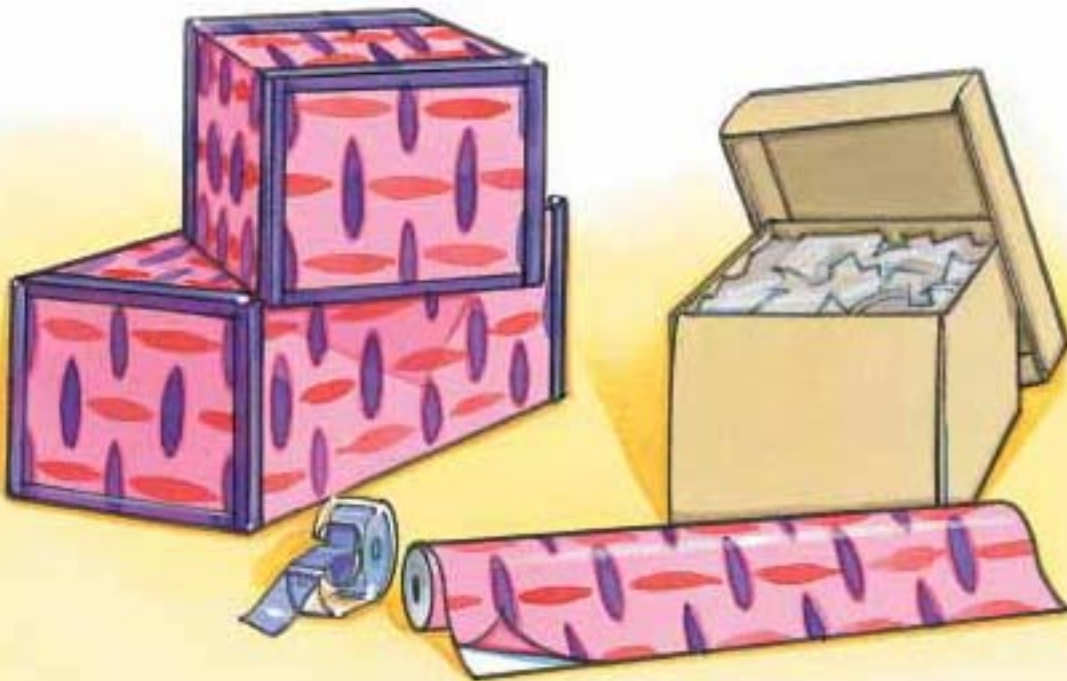
**Children Will Learn:** Motor coordination, balance, large motor control.

### Materials Needed

- Empty boxes, such as tissue boxes or any other larger boxes of consistent size
- Newspapers
- Tape
- Adhesive-backed paper

### PROCEDURE

1. To make box blocks: Stuff newspapers into empty boxes. Tape the covers closed. Cover box with adhesive-backed paper.
2. Encourage children to use box blocks for stacking and building structures indoors.



**Recommended Ages:** Older infants and toddlers.

**Children Will Learn:** Eye-hand coordination, small motor control.

### Materials Needed

- Coffee cans with plastic covers. Cans should have no sharp edges
- Scissors (for the teacher)
- Large plastic disks, such as large checker pieces

### PROCEDURE

1. Cut a slit in the top of each plastic cover. Make the slit large enough for a large plastic disk to slip through.
2. Show the children how to slip plastic disks through cover into the coffee can.
3. When they have slipped all the disks into the can, help them take the cover off the can and dump them out.
4. Repeat the game as long as the children are interested.



## C-23 Box Puzzle

**Recommended Ages:** Older infants and toddlers.

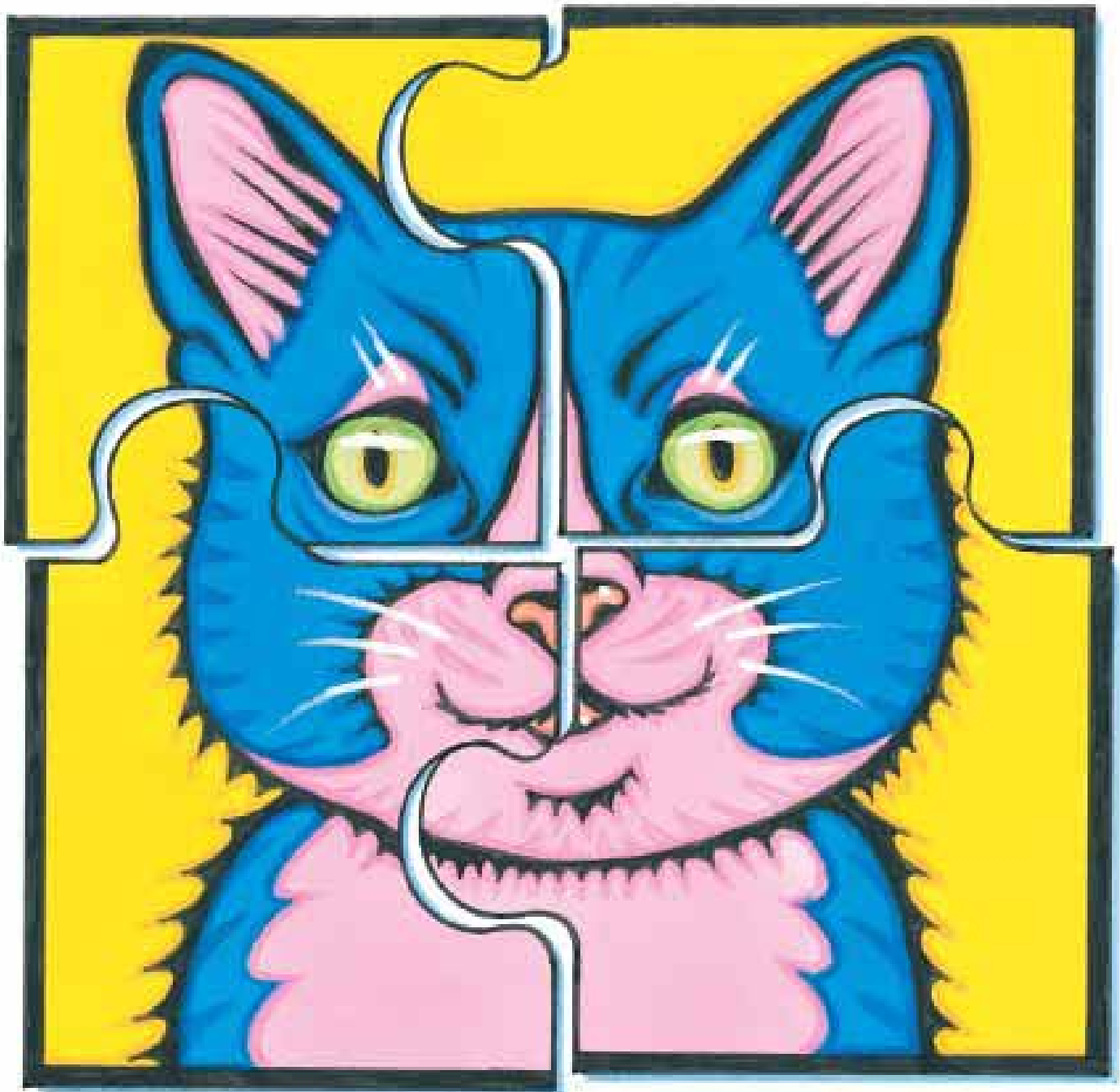
**Children Will Learn:** Matching skills, visual skills, eye-hand coordination, small motor control.

### Materials Needed

- Scissors (for teacher)
- Empty, colorful boxes (i.e., cereal boxes, soda cases, cracker boxes)

### PROCEDURE

1. Cut the front panel from a box into four pieces.
2. Let the children put the pieces together to make the picture whole again.



## C-24 Music Box Hunt

**Recommended Ages:** Older toddlers.

**Children Will Learn:** Awareness of musical sounds, listening skills.

### Materials Needed

- Small music box

### PROCEDURE

1. Let the children listen to the music box. Tell them you are going to hide it somewhere in the room. They will have to find it by listening for the music.
2. Ask the children to close their eyes and put their hands over them.
3. Find a hiding place for the music box. (The first hiding place should be rather obvious.) Wind it up and let it play.
4. Let the children search for the box. Repeat as long as children are interested.



## C-25 Have a Ball

**Recommended Ages:** Younger toddlers.

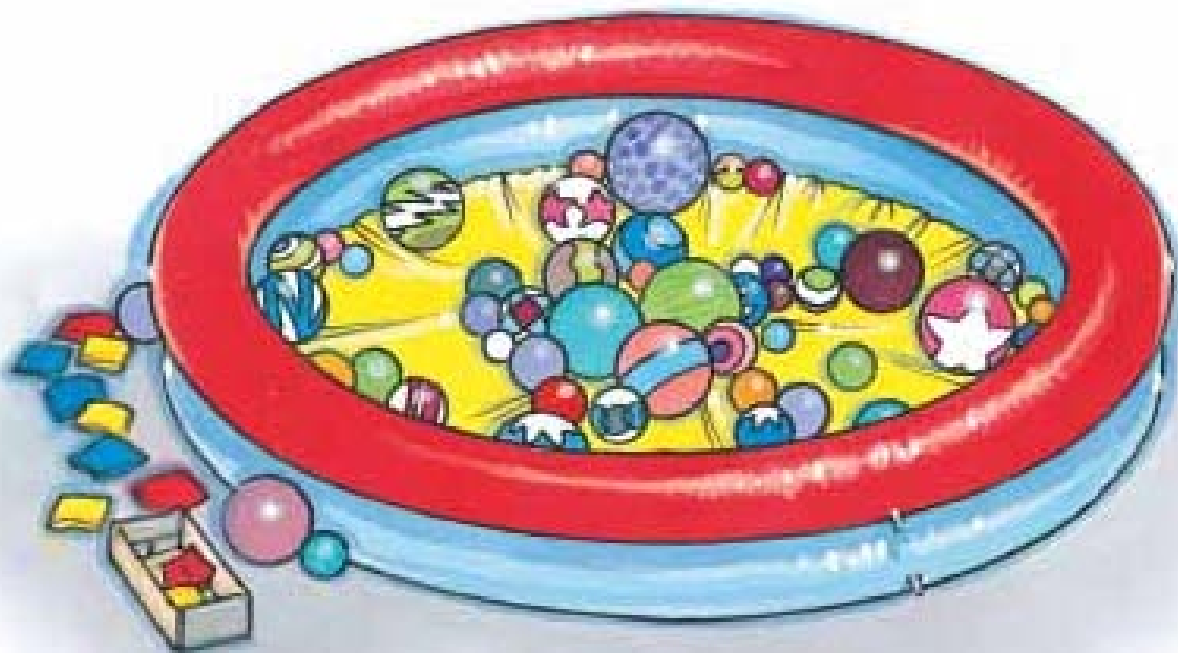
**Children Will Learn:** Depth perception, motor control, coordination.

### Materials Needed

- Empty child's wading pool
- Balls of various sizes and beanbags
- Two shoeboxes (optional)

### PROCEDURE

1. Fill the pool with balls. Let two children at a time sit in the pool and bat the balls with their hands and feet.
2. Take the balls out and put the beanbags into the pool. Let children toss the bags around.
3. You may also place two shoeboxes in the pool and encourage children to try to toss the beanbags into the boxes.





## C-26 Bubble Wrap Art

**Curricular Area:** Art

**Recommended Ages:** Three and older.

**Children Will Learn:** To handle paint and brushes, be creative, and make prints.

### Materials Needed

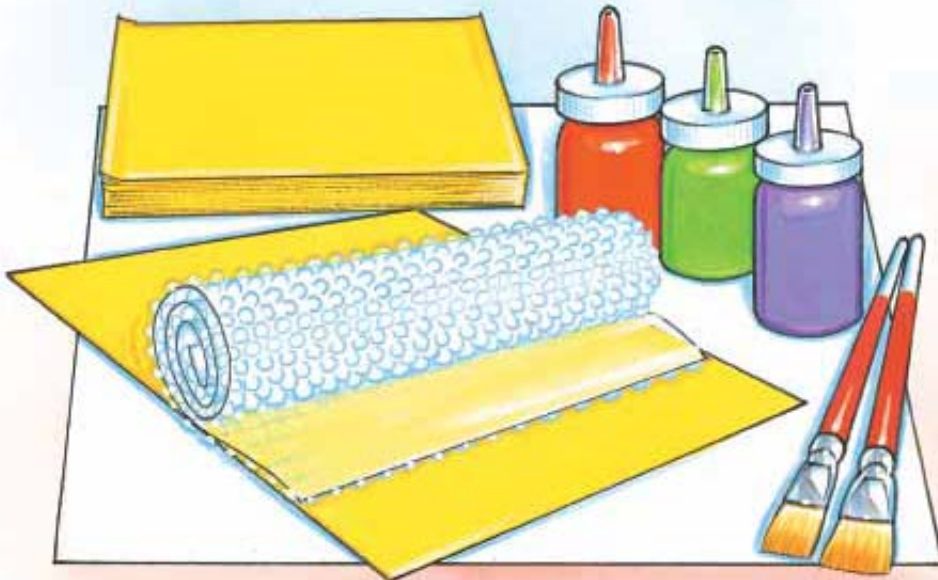
- Packing bubble wrap
- Water-based tempera paint
- Brushes
- Paper for making prints
- One smock per child

### PROCEDURE

1. On the art table, place an 8- × 12-inch sheet of bubble wrap for each child.
2. Place a sheet of painting paper of the same size next to the bubble wrap sheet.
3. Help the children put on smocks. Have the children paint with brushes right onto the bubble wrap.
4. Once they have finished painting, the children turn the bubble wrap painting over and carefully place it on top of their sheet of painting paper. A print is made as children transfer the paint to the paper by softly rubbing the entire back of the bubble wrap.
5. Allow the paint to dry, then display the bubble wrap prints.

### ADAPT IT FOR SCHOOL-AGERS

Provide long rolls of bubble wrap so school-agers can paint onto the wrap for a group mural. Once the paint dries on the bubble wrap, the sheets can be hung in front of windows so light can pass through the design.



**Curricular Area:** Art

**Recommended Ages:** Three and older. (Children should know not to place small objects in their mouths.)

**Children Will Learn:** Small motor control, design and patterning, color and texture awareness, and affects of light.

### Materials Needed

- Embroidery hoops
- Assortment of different colored mirrored pebbles from a craft store
- Light table (optional)

## PROCEDURE

1. Provide each child with an embroidery hoop to place on a light table. (A regular table may be used as well, but light tables add a unique effect.)

2. Provide an assortment of small plastic containers filled with different colors of mirrored pebbles.
3. Have children place pebbles inside the embroidery hoops to create designs.

### ADAPT IT FOR SCHOOL-AGERS

1. Provide children with thick cardboard circles (or other shape) and glue.
2. Have them make a hole in the top of the cardboard with a hole puncher.
3. Children can then glue pebbles into designs onto both sides of the cardboard. (One side must dry completely before glue and pebbles are added to the second side.)
4. Once both sides are dry, attach string through the hole in the cardboard and hang the pebble mosaic in a window as a light catcher.



## C-28 Flannel Board Designs

**Curricular Area:** Art

**Recommended Ages:** Two and older.

**Children Will Learn:** Eye-hand coordination, awareness of reflections, and patterning and design.

### Materials Needed

- At least 30 1-inch to 3-inch mirrors and colored reflectors sold at auto stores
- Self-adhesive hook-and-loop disks
- Small container to store mirrors and reflectors
- Flannel board

### PROCEDURE

1. Attach hook-and-loop disks onto back of each rearview mirror and reflector.
2. Show children how the hook-and-loop disks will stick onto the flannel board.
3. Have the children experiment with making designs and patterns by attaching the mirrors and reflectors to the flannel board.

### EXTENDING THE ACTIVITY

1. Have older children go on a hunt throughout the classroom to find items that will cast reflections. Make a chart listing all the items and materials used to make them.





**Curricular Area:** Art

**Recommended Ages:** Two and older.

**Children Will Learn:** Effect of water on dry tempera paint, color awareness, and random design.

## Materials Needed

- Gentle rain shower
- Different colors of dry tempera paint in small containers
- Spoons for each container of dry tempera paint
- Construction paper for each child

## PROCEDURE

1. Have the children use spoons to sprinkle dry paint powder onto their construction paper.
2. Then have them carefully take the powdered paper outside and place it on the sidewalk. Be sure children are dressed appropriately for the weather.
3. Children will see the rain “painting” develop as splashes of raindrops fall onto the paper covered with paint powder.
4. Let the children decide when their design is done.
5. Bring rain paintings inside to dry flat on a table.

## ADAPT IT FOR SCHOOL-AGERS

1. Have children paint a rainy day “quilt” using colored construction paper and tempera paint.
2. Once their paintings are dry, have school-agers staple them side-to-side onto a bulletin board to create the quilt design.
3. Let them embellish the quilt with items such as cotton, glued-on to symbolize pillows, or fur fabric to represent a cat curled up on the bed.
4. Read rainy-day stories near the quilt on the bulletin board.





# C-30 Bubble Print Mural

**Curricular Area:** Art

**Recommended Ages:** Four to six. (Only children who have mastered blowing out, rather than sucking in, should do this activity.)

**Children Will Learn:** To identify shapes and colors, follow directions, and cooperate.

## Materials Needed

- One smock per child
- A 6-foot or longer sheet of 2-foot to 3-foot wide white roll paper
- Several colors of homemade bubble solution (Use equal parts of dishwashing detergent and water. Add 5-10 drops of food coloring for each cup of solution.)
- Paper cup for each color of bubble solution
- One straw per child



## PROCEDURE

1. Lay paper over a washable floor surface. With smocks on, have children sit around all edges of the paper. Place one cup of bubble solution in front of each child and towards the middle of the paper.
2. Give each child a straw and have them practice blowing OUT.
3. When you are sure children know how to blow out, show them how to use the straw to blow bubbles in the cups. Allow the bubbles to cascade over the edge of the cup. Ask the children what they see.  
Help draw their attention to how circle prints are left on the paper as the bubbles fall onto it and burst. Note how the circles overlap, leaving a colorful design.
4. Let the children begin blowing their own bubble designs. Occasionally rotate the bubble cups so children can use different colors.
5. When everyone is finished “bubbling” on the paper, write the names of all the children who helped create the bubble mural. When dry, display it on a classroom wall.
6. To extend the activity, have the children go outside and blow bubbles.

## ADAPT IT FOR SCHOOL-AGERS

1. Create bubble prints on eight 12-inch sheets of watercolor paper.
2. Once dried, have the children fold the paper in half to create customized note cards for letter writing.

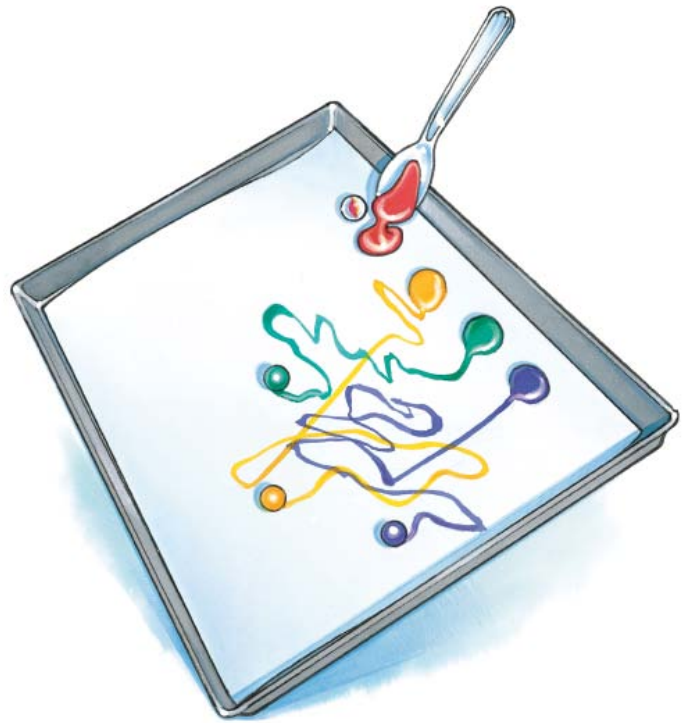
**Curricular Area:** Art

**Recommended Ages:** Three to six.

**Children Will Learn:** To use common objects, create art, and develop eye-hand coordination.

## Materials Needed

- One smock per child
- One shirt box lid per child
- Four or more marbles per child
- Several colors of water-based tempera paint in paint cups
- Plastic spoon for each paint cup
- Multiple colors of construction paper, at least one sheet for each shirt box lid



## PROCEDURE

1. Help children put smocks on.
2. Give each child a shirt box lid. Ask each child to select a color of construction paper to place in the bottom.
3. Using a paint cup and spoon, show children how to dab a bit of paint onto the construction paper in their box. To demonstrate, drop a few marbles into the box and tilt it from side to side.
4. Allow each child to spoon the paint color (or colors) of their choice into the box lid. Put four marbles in each lid. Let the children begin tilting the box lids to make their marbles roll. Comment on the interesting tracks they create when the marbles roll through the paint. Ask the children what happens when two colors of paint tracks mix with each other.
5. Let children repeat the activity with a new piece of paper as long as they are interested.
6. Write each child's name on his or her artwork. Locate the names on the top left side of the paper using capital and lower-case lettering. (This models proper writing style and helps children learn to recognize their names.)

## EXTENDING THE ACTIVITY

1. Line cookie sheets with moistened paper towels. Brush tempera paint onto each lined cookie sheet. Give the children an assortment of small plastic cars. Allow the children to roll the cars in the paint and then roll them onto construction paper or a long mural paper. Let them make painted car tracks in the design of their choice.
2. Provide string to dip into paint. Have the children make track prints by dragging the paint-coated string across paper.

## C-32 Fabric Collage

**Curricular Area:** Art

**Recommended Ages:** Two to six.

**Children Will Learn:** To attach fabric using glue; identify colors, patterns, and textures; be creative; develop eye-hand coordination; and improve small motor control.

### Materials Needed

- One smock per child
- Glue stick or a small container of glue for each child
- 1-inch to 2-inch square fabric scraps of a variety of textures: corduroy, satin, dotted Swiss, burlap, silk, nylon, etc.
- Construction paper for each child

### PROCEDURE

1. In the middle of the art table within children's reach, place the glue sticks or glue bottles, fabric pieces, and construction paper.

2. Allow children to select their own color of construction paper.
3. Show the children how to apply glue and attach the fabric pieces to the construction paper. Tell them they may arrange them in any manner they wish. Encourage the children to experiment with their own ideas.

### EXTENDING THE ACTIVITY

1. Collect out-of-date wallpaper books from your local paint or home decorating store. Let the children cut pages into small pieces to use for collages. Talk about the different designs of wallpapers as the children glue them into a collage.
2. Conduct "theme" collages. For instance, a collage of red things, a collage of buttons, shiny items, nature items, smooth items, scratchy items, etc. You can also purchase colored cotton balls to make a "puffy" collage.



## C-33 Exploring Painting Tools

**Curricular Area:** Art

**Recommended Ages:** Two to six.

**Children Will Learn:** To identify colors and tools, use common objects such as painting tools, develop eye-hand coordination, and improve small motor control.

### Materials Needed

- Smocks
- Trays filled with different colors of water-based tempera paint
- Cotton swabs
- Cotton balls
- Decorative feathers (from a craft store)
- Clean brushes from cosmetic blush products
- Clean sponge brushes from cosmetic eye shadow products
- Clean, empty roll-on deodorant bottles filled with water-based tempera paint
- Construction paper for each child



### EXTENDING THE ACTIVITY

1. Provide children with 2-inch to 4-inch sponges cut in a variety of shapes, such as circles, squares, diamonds, or ovals. Moisten the sponge shapes with water. Show children how to dip sponges into paint trays and then apply them to the paper to make a print.

### PROCEDURE

1. Help children put on smocks.
2. Let children take their choice of colored construction paper.
3. Place trays of paint and the variety of painting tools in the middle of the art table within reach of the children.
4. Allow the children to explore using each of the different types of tools to apply paint while creating a picture.
5. When completed, label each art project with the artist's name. Ask the children what tools they used to create their pictures. Write down the items each child dictates to you. Display the pictures when they are dry.

### ADAPT IT FOR SCHOOL-AGERS

1. Fill separate quart-size plastic containers with different colors of watercolor paint (or water tinted with food coloring).
2. Provide a plastic turkey baster for every container. Roll out long strips of paper towels on the ground outside.
3. Have the children create designs on the paper towels by filling the turkey basters with watercolor and squirting the colors onto the paper towels.



## C-34 Texture Rubbings

**Curricular Area:** Art

**Recommended Ages:** Three to six.

**Children Will Learn:** To identify textures, use textures to create art, use descriptive language, develop eye-hand coordination, and improve small motor control.

### Materials Needed

- Different colored sheets of copier paper
- Crayons with paper wrapping removed

### PROCEDURE

1. Provide each child with a crayon and their choice of colored copier paper.
2. Show the children how to make a rubbing. Place a rather flat, textured object under the paper. Holding the crayon sideways, rub it over the entire paper.
3. Encourage the children to look all over the classroom or play yard for textured objects to rub. Suggestions: screen door, bottom of shoe, brick or concrete walls, leaves, small ceramic tiles, tree bark, and sandpaper.

### EXTENDING THE ACTIVITY

1. Go on a texture hunt. Take a marker and paper along. Make a list of all the items children find that are textured. Ask them to describe the feel of the texture. Hang the list in the language arts learning center.
2. Provide children with many scraps of textured fabric. Mix up all the fabrics in a pile. Allow the children to sort the fabrics into piles that are similar. For instance, smooth piles, scratchy piles, or bumpy piles.



**Curricular Area:** Art

**Recommended Ages:** Three to six.

**Children Will Learn:** To use the senses of smell and touch, use descriptive vocabulary, improve small motor control, and develop eye-hand coordination.

## Materials Needed

- One smock per child
- Smooth tabletop
- DRY water-based tempera paint
- Baby lotion
- Baby oil
- Sawdust
- Fine white sand granules
- Wash cloths and rags for cleanup

## PROCEDURE

1. Help children put on smocks.
2. Ask children to sit in chairs around the table.

3. Let each child squirt a different “finger paint” ingredient onto the tabletop. Sprinkle some dry tempera paint in for color. (Let the children vote on the color; it is good practice in the ways of democracy.)
4. Let the children squish, squeeze, blend, pat, and draw in the finger paint mixture. Encourage the children to use descriptive words to talk about the different textures and scents, such as slick, smooth, gritty, or lumpy.

## EXTENDING THE ACTIVITY

1. Add peppermint, vanilla, or almond extract to regular finger paint for a change of pace. Make sure the children know the scented paint is not for eating, even though it smells good.
2. Add a package of fruit-flavored, dry, instant drink mix to homemade clays and doughs; grape and strawberry smell exceptionally good. Again, remind children it is not for eating; only smelling. Supervise closely.



# C-36 Thumbprint Pictures

**Curricular Area:** Art

**Recommended Ages:** Three to six.

**Children Will Learn:** To use their imagination, identify colors, understand symbolic thought, develop eye-hand coordination, and improve small motor control.

## Materials Needed

- One smock per child
- Stamp pads in a variety of colors
- Crayons or washable markers
- Construction paper in a variety of colors

## PROCEDURE

1. Help children put on smocks. Let each child select a piece of paper.

2. Place markers and stamp pads in the center of a table within reach of the children.
3. Ask each child to make a thumbprint on his or her paper. Using the thumbprints as a beginning, ask the children to complete the picture using the markers or crayons.

## EXTENDING THE ACTIVITY

1. Have the children make a fingerprint with each of their fingers. Ask them to use the markers to make a mouse family using the fingerprints as the bodies of each mouse family member.
2. Provide a large sheet of mural paper. Have children place their hands in a tray of paint and then make a mural of handprints from everyone in the class.





**Curricular Area:** Art

**Recommended Ages:** Three to six.

**Children Will Learn:** To identify colors, use imagination in creating artwork, develop eye-hand coordination, and improve small motor control.

## Materials Needed

- One smock per child
- Cleaned and dried crushed eggshells
- Small bottle of washable glue for each child
- Variety of colors of construction paper
- Plastic bags with zipper closure (any size)
- Variety of colors of food coloring
- Paper plates



## PROCEDURE

1. Help children put on smocks. Divide dry, crushed eggshells into several bags. Ask a different child to hold each bag. Squirt a few drops of food coloring into each bag. (Let the child choose the color.) Seal the bag closed and ask the children to squish, rub, and knead the bag so the eggshells become dappled with food coloring.
2. Place the different colored shells on separate paper plates and arrange them in the center of the table within children's reach.
3. Give each child a small bottle of glue and ask each child to choose a color of construction paper.
4. Show the children how they can make a design on the paper by gluing eggshells to paper. Allow children to use as many colors of eggshells as they choose. (Be accepting of all projects. Some children will fill their whole page in with shells; others will only use a few shells. Their artwork should be their personal expression.)

## EXTENDING THE ACTIVITY

1. Provide beans or buttons that children can use to create mosaics.
2. Contact a local ceramic tile manufacturer. Ask if they would donate discarded 1-inch square ceramic tiles for mosaics.
3. Provide many different sizes of stones in the sandbox. Slightly wet the sand with water. Show children how stones can be pushed into the sand so they remain stable. Work with the children to create mosaic patterns by arranging stones in pleasing patterns. Take a picture of the mosaic when finished so it can be saved for future enjoyment.



## C-38 Snow Sculpture Art

**Curricular Area:** Art

**Recommended Ages:** Three to six.

**Children Will Learn:** To sculpt shapes using common materials such as snow and colored water, develop eye-hand coordination, and improve small motor control.

### Materials Needed

- Packable snow
- Outside temperature of approximately 32°F
- Proper outdoor winter clothing for yourself and children: hats, mittens, leggings, boots, etc.
- At least six plastic pump spray bottles filled with different colors of colored water

### PROCEDURE

1. Once children are dressed appropriately, go outside and show children how snow can be packed into a shape.
2. Allow the children to choose one large shape to build together, such as a snow person, whale, pig, etc.

3. After the children have made their shape, allow each child to use a spray bottle to “paint” their snow sculpture. Let children experiment with easiest ways to use the spray bottle. Encourage children to trade colors of paint occasionally.
4. Take a picture of the snow sculpture so children can remember it after it melts.

### EXTENDING THE ACTIVITY

1. Read *The Snowy Day* by Ezra Jack Keats (Viking Press) before nap time.
2. Bring snow inside and place it in the sensory table. Let children build miniature snow sculptures in the sensory table *while wearing mittens*. (Make sure mittens are not taken off.)

### ADAPT IT FOR SCHOOL-AGERS

1. Provide an array of sculpting tools so school-agers can create more detailed features on their snow sculptures. Tools may include: craft sticks, hand-held garden trowels, wide-toothed combs, etc.
2. Provide decorative items, such as buttons, sequins, and ribbon to decorate snow sculptures.



**Curricular Area:** Art

**Recommended Ages:** Two to six.

**Children Will Learn:** To create art with tools such as chalk and body outlines, identify colors, improve small motor control, and develop eye-hand coordination.

#### Materials Needed

- One smock per child
- Dry sidewalk out of the way of heavy pedestrian traffic (A concrete patio works great too.)
- Enough jumbo-size and regular-size colored chalk for at least six children

### PROCEDURE

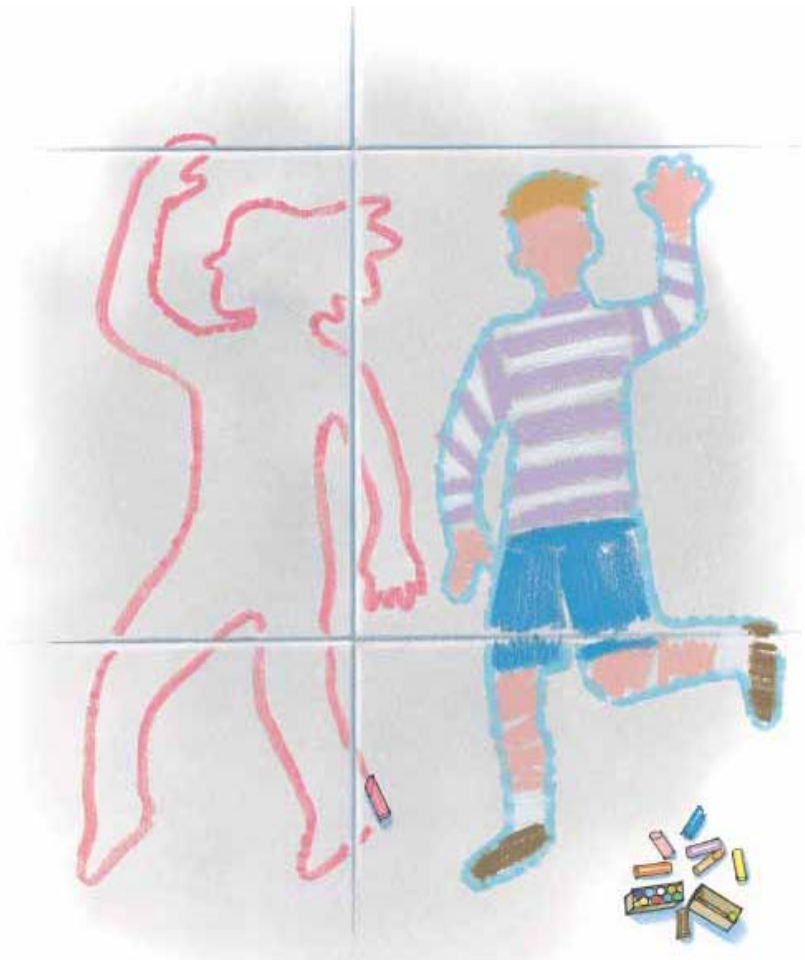
1. Have each child put on a smock.
2. Have each child lay face up on the sidewalk. Encourage them to extend their arms, hands, legs, and feet in any position they choose.
3. With chalk, carefully draw around the outline of each child's body.
4. Have the children stand up to admire their outlines. Let each child color in the body outline in any way the child chooses.
5. With chalk, write the name of each child over the appropriate outline.

### EXTENDING THE ACTIVITY

1. Divide the children four and older in pairs. Have each partner draw the outline of the other's body. Have children fill in the outlines.
2. Let the children draw pictures on construction paper using chalk.
3. Let the children work together to draw a group picture on the sidewalk or patio. Pictures could be of things such as animals in a zoo, houses in a neighborhood, or play equipment in a park.

### ADAPT IT FOR SCHOOL-AGERS

1. Have children find objects to arrange in a display on the concrete outdoors, such as flower pots, empty plastic containers, vases, etc.
2. Ask the children to outline the shadows formed by the display objects. Remove the objects, then color in the outlines.



## C-40 What's Next?

**Curricular Area:** Language

**Recommended Ages:** Three and older.

**Children Will Learn:** Prediction, rhyming, concentration, and listening.

### Materials Needed

- None

### PROCEDURE

1. Begin reciting a well-known nursery rhyme or children's song. In the middle of the rhyme, stop and ask the children, "What's next?"
2. Ask the children to complete the rhyme. Give children turns to be the "teacher" once they learn how the game is played.

### ADAPT IT FOR SCHOOL-AGERS

1. Have the children sit in a circle.
2. Begin telling a traditional folk or fairy tale, such as Paul Bunyan or Jack and the Beanstalk.
3. After a few sentences, stop and pass the plot off to the child on your right to continue the story. After telling part of the story, that child passes off to the next child in the circle to add to the story. Continue around the circle until the story is completed.





# C-41 Timer Hide & Seek

**Curricular Area:** Language

**Recommended Ages:** Two and older.

**Children Will Learn:** Auditory discrimination and listening skills.

## Materials Needed

- Small kitchen timer that “beeps” when time runs out

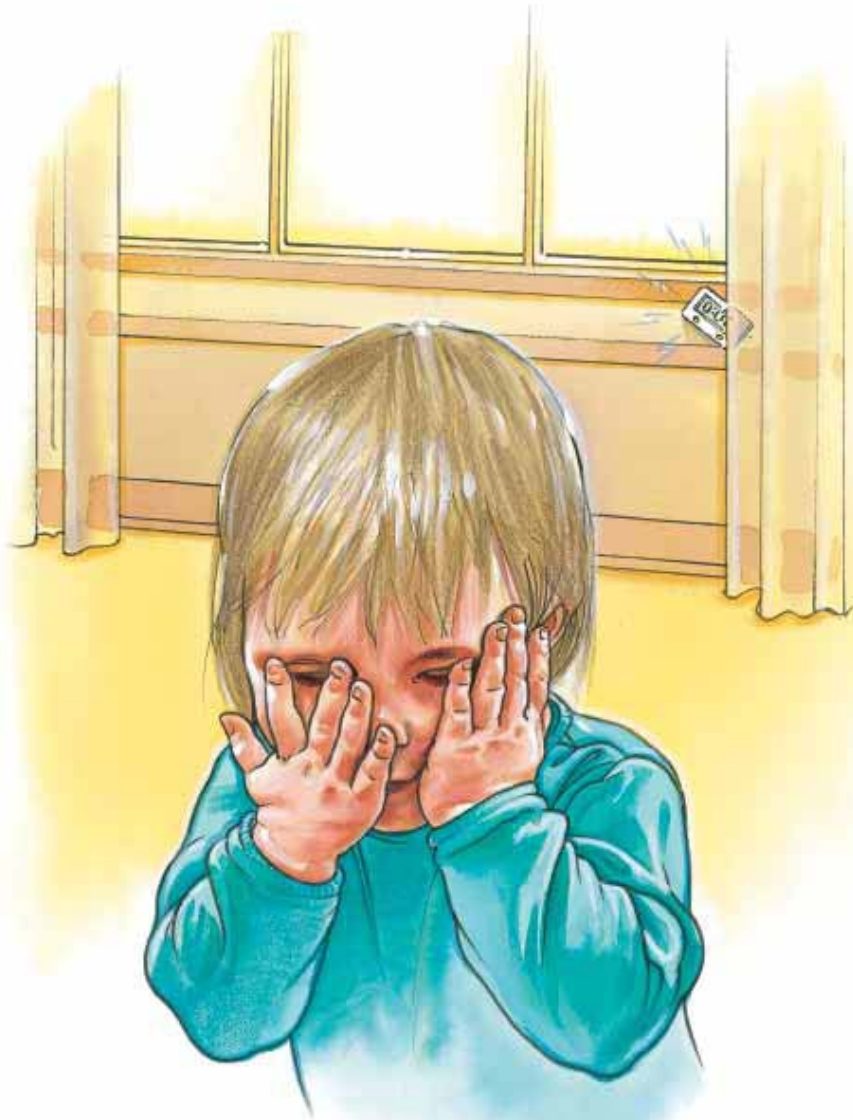
## PROCEDURE

1. Gather the children in one learning center area.

2. Have the children close their eyes or hold their hands over their eyes.
3. Set the timer for 15 seconds or so and quickly hide the timer somewhere in the learning center. When it beeps, children try to locate it by listening for its sound.

## ADAPT IT FOR SCHOOL-AGERS

1. Play the game the same way, but hide the timer anywhere in the classroom to make the game more challenging.
2. Let the school-agers take turns hiding the timer for others to seek.





**Curricular Area:** Language

**Recommended Ages:** Four and older.

**Children Will Learn:** Attention to detail, texture and shape awareness, problem solving, and deductive reasoning.

### Materials Needed

- Clean, 5-pound coffee can free of sharp edges
- Plastic cover to coffee can with hole cut out large enough for a child's hand to fit through
- Assortment of plastic fruits and vegetables

### PROCEDURE

1. Have the children sit in a group.

2. Out of the children's view, put one plastic fruit or vegetable inside the coffee can and cover the can.
3. One at a time, ask each child to feel the shape of the object inside the can and then guess what type of food it is by its shape.

### ADAPT IT FOR SCHOOL-AGERS

1. Provide two coffee cans for guessing the objects.
2. Fill both cans with three or more items, depending on how many items will fit in the can.
3. Have a child reach one hand into each can at the same time. The challenge is to find a matching pair of objects, guess what they are, then pull them out of the can to solve the mystery.



**Curricular Area:** Language

**Recommended Ages:** Three to eight.

**Children Will Learn:** Flower identification, matching, visual discrimination, and comparing and contrasting.

## Materials Needed

- Flower markers: In the spring, ask parents to save the plastic identification markers that come in containers of flowers sold at garden nurseries. Ask for the markers that have the picture of the flower as well as the written flower name. Typical flowers are pansy, petunia, geranium, and daisy. Collect at least six markers of each flower type.
- Container of plastic bags for storage of flower identification markers
- Shoebox for each type of flower identification marker



## PROCEDURE

1. In the center of a table and within the children's reach, place all of the flower identification markers. Hold up a marker for each flower. Show the children the photo of the flower that is at the top of the marker. Talk about how the flowers look the same or different. Point out the written name of the flower on the marker.
2. Provide a separate shoebox for each flower identification marker.
3. Let each child select a flower marker from the pile. Tell each child the name of the flower and ask him or her to place the marker in the correct shoebox. The game is over when all the flower identification cards are sorted. Play again another day.

## EXTENDING THE ACTIVITY

1. In the art area, have the children draw a picture of flowers. Ask the children to tell you a story about their flowers and write the stories at the bottom of their drawings.
2. Make a set of flower matching cards using flower stickers. Cut out an even number of 2-inch poster board squares. Place flower stickers on the squares so there is at least one match of each type of flower. Print the name of the flower below each sticker. (Flower stickers can be purchased in the stationery section of a discount store.) Make up separate name cards so children can match them to the writing at the bottom of each flower card.

## C-44 Recording Block Play Stories

**Curricular Area:** Language

**Recommended Ages:** Three to six.

**Children Will Learn:** Speaking and listening skills, creativity, and story development.

### Materials Needed

- Recorder with microphone
- Blank cassette tapes, digital recorder, or recording program
- Block learning center

### PROCEDURE

1. Invite a group of children to build a castle or an airport out of blocks with you.
2. Ask the children who are building with blocks if it is okay to record their play.
3. As children play with the blocks, encourage them to develop a story line. For instance, "Oh no! An airplane is coming in for an emergency landing. I need help!" The dialog that results should make for a good story.

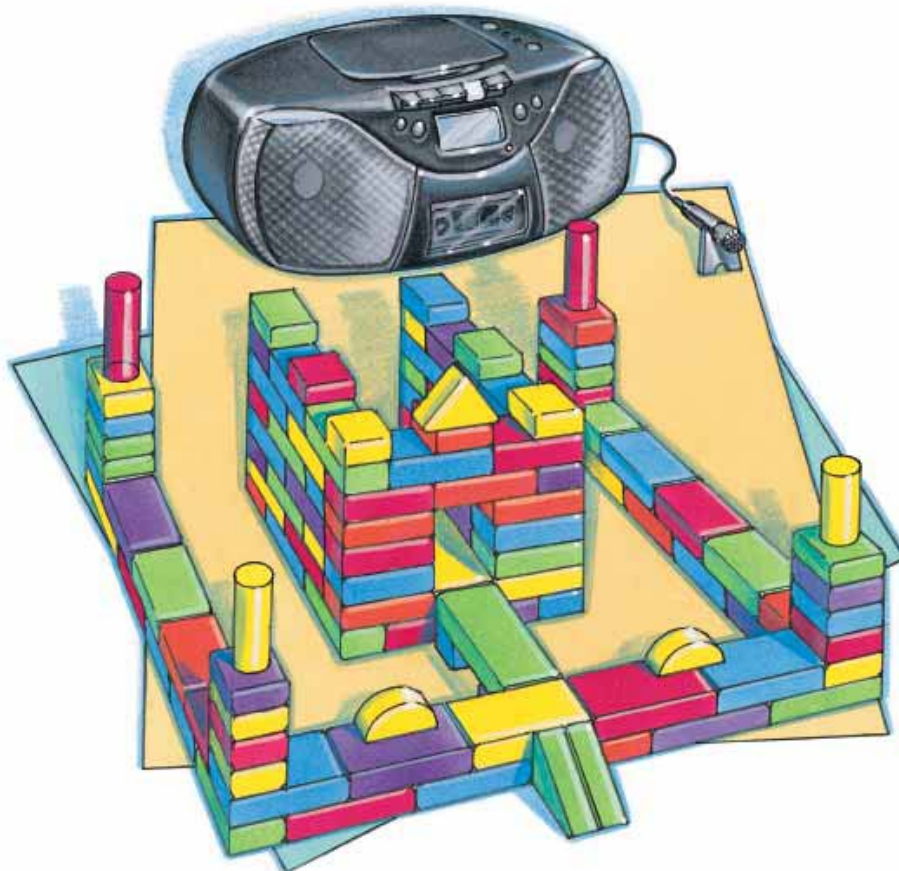
4. After the block play story is recorded, let the children listen to it during free playtime. You might also let them play some of it during "show and tell" time.

### EXTENDING THE ACTIVITY

1. Lend the block play story recording to the children's parents so they can listen to it at home. (This is sure to make parents and children proud!)
2. Place a recorder in the dramatic-play learning center. Let the children listen to each other playing.

### ADAPT IT FOR SCHOOL-AGERS

1. Provide children with photos of national monuments, such as those in Washington, D.C.
2. Using the photos for reference, have the children use the classroom blocks to build replicas of the monuments.
3. Once completed, have the children describe what they think the monument represents using an audio or video recorder, or paper and pencil.





# C-45 Acting Out a Story

**Curricular Area:** Language

**Recommended Ages:** Three to six.

**Children Will Learn:** Awareness of a story's plot; how to communicate ideas with words, actions, and props; creativity; self-expression; vocabulary skills; and cooperation.

## Materials Needed

- Favorite children's picture book
- Materials to make props related to the picture book
- Space for acting out the story



## PROCEDURE

1. Ask the children to suggest books they would like to act out. (If two or three are favorites, you can allow the children to vote for one.)
2. Read the chosen book.
3. Ask the children how they would go about acting out the story. What characters are needed? Are there items that are really important to the story? (For instance, in *Make Way for Ducklings* by Robert McCloskey, children are needed to act out being parent mallards, mallard ducklings, and a police officer. A police officer's hat, whistle, and a "nest" for ducklings would be helpful.)
4. Based on the children's answers, allow children to select characters and props. (You will need to help the children negotiate character assignments.) Include the children in finding or making the props whenever possible.
5. Once again, review the sequence of the story plot. Then let the children act out the story in their own words. (Insisting that young children memorize lines will stifle their creativity. Rarely can young children successfully memorize a whole story.)
6. Act out the story as many times as the children like. Let them trade off being different characters. Do not hesitate to join the acting fun too!

## EXTENDING THE ACTIVITY

1. Let the children use puppets to tell a story.
2. Ask a parent or volunteer to record the children as they act out their story. Replay the video at the beginning of nap time. You might also lend the video to parents who want to watch it at home.

## ADAPT IT FOR SCHOOL-AGERS

1. Have the children write a play based on a theme of study, then perform the play for another group of children.
2. Coach the children, as needed, in character and plot development.
3. Involve the children in creating stage scenes and prop-making.



## C-46 Same & Different Cards

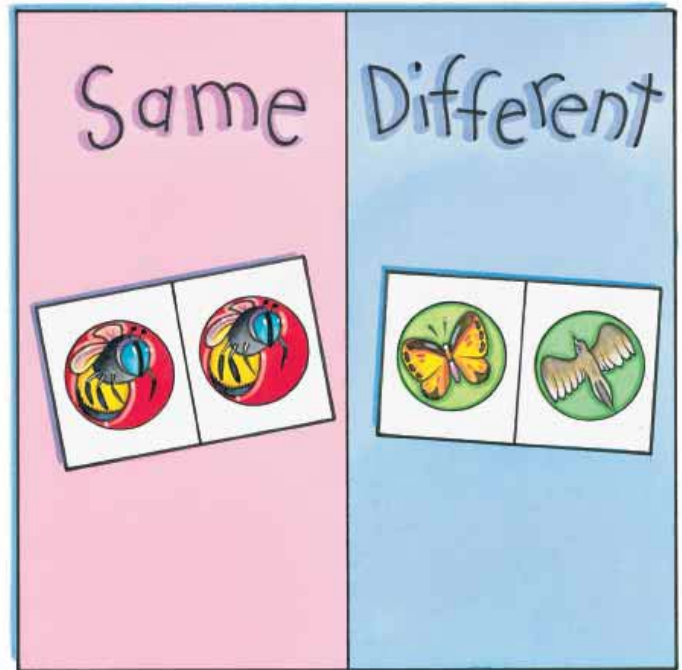
**Curricular Area:** Language

**Recommended Ages:** Three to seven.

**Children Will Learn:** Visual discrimination and comparing and contrasting.

### Materials Needed

- At least sixteen 3-inch × 5-inch, same-colored index cards
- At least eight pairs of matching stickers
- At least 16 stickers with no match
- Marker
- Clear adhesive-backed paper or lamination materials
- One piece of poster board



### PROCEDURE

1. Draw a vertical line down the middle of each index card. On some cards, put stickers that match on each side of the line. On other cards, put stickers that do not match on each side of the line. Cover with clear adhesive-backed paper or laminate so cards last longer.
2. To make the answer board, draw a vertical line down the middle of the poster board. On one side, draw two pictures that are the same and label it "Same." On the other side, draw two pictures that are different and label it "Different."
3. Show children a card with matching stickers. Ask them if the pictures on each side of the line are the same or different. Once they realize they are the same, show them the answer board. Ask them on which side of the answer board the card should go. (You may need to give hints at the beginning.) Next, show them a card with stickers that do not match. Again, ask on which side of the answer board this card should go.
4. Once the children understand the directions of the game, mix up the index cards and place them in a pile within reach of the children. One at a time, let the children draw a card. Ask them if the stickers on the card are the same or different. Ask the children to put their cards on the correct side of the answer board. Continue until all the cards are selected. Repeat the game as long as the children remain interested.

### EXTENDING THE ACTIVITY

1. Gather a collection of matching socks. Mix them up and place them in a pile. Ask the children to find the socks that match.
2. Make identical and different matching cards by writing alphabet letters on the cards rather than using stickers. Can the children tell if the letters are the same or different?

# C-47 Television Reporter

**Curricular Area:** Language

**Recommended Ages:** Three to six.

**Children Will Learn:** Communication skills, vocabulary skills, public speaking abilities, and awareness of community helpers.

## Materials Needed

- Real or pretend hand-held microphone
- Large appliance box with 3-foot square window cut in the top half to serve as the television screen
- Suit jacket that can be worn by boys or girls (cut sleeves to fit children)
- Clip-on tie
- Posters: map for weather announcer; athletic poster for sports announcers; poster of the White House for news reporters
- Tape for putting up posters
- Small boxes decorated to look like hand-held television cameras ("mini-cams")
- Pads of paper to serve as reporter notepads
- Video recorder (optional)



## PROCEDURE

1. Place the television reporter play props in the dramatic play center.
2. Ask the children if they have watched television newscasts before. Talk about the jobs of news reporters, weather announcers, and sportscasters. For instance: newsworthy stories, how reporters read from their notebooks, etc. Show the children the props and tell them they can pretend to work at a television station.
3. Let each child take a turn reporting the news while standing in the "television."
4. Record the children during their play. Replay the video during group time or lend it to parents for home viewing.

## EXTENDING THE ACTIVITY

1. Pretend to be radio announcers or disc jockeys.
2. Visit a television or radio station for a field trip.
3. Invite a television or radio reporter to the classroom to talk about his or her job.

## ADAPT IT FOR SCHOOL-AGERS

1. Have older children watch a video or DVD of the local news for a few minutes (such as a human interest story).
2. Provide resources for a classroom news station.
3. Help the children determine and assign people to jobs, such as reporter, anchor, weather announcer, sportscaster, and camera crew.
4. Record the children performing a classroom news segment.

## C-48 What's On Your Back?

**Curricular Area:** Language

**Recommended Ages:** Four to six.

**Children Will Learn:** To hint, listen, communicate, and think logically.

### Materials Needed

- 8-inch × 10-inch pictures of basic items, such as trucks, cars, fruit, houses, animals
- Tape

### PROCEDURE

1. Gather the children into a circle and tell them you are going to play a guessing game.
2. Select one child to be first. Without showing the child what the picture is, tape a picture to the back of the child's shirt.
3. With the child facing the other children, tell the children you are going to have the child turn around. Explain that no one should say out loud what the picture is on the child's back.
4. Ask the child to turn so the other children can see the picture. Ask the children to give the child clues as to what the picture is without giving it away. Tell the children they may say what the object is used for or what shape or color it is. Example: "It is something you eat for breakfast. It is square and brown." You will have to give children ideas at the beginning to help them understand the game.
5. Once the child guesses what is on his or her back, give another child a turn. Continue as long as children enjoy playing.

### EXTENDING THE ACTIVITY

1. Collect a box of common objects: scissors, balls, hairbrushes, etc. In front of a group of children, have one child come up to you and look into the box. Ask the child to select one object to think about. The child then describes the object to the other children, but does not tell them exactly what it is. Using the clues, the other children guess what he or she is thinking about.
2. Play the guessing game "I Spy." Example: "I spy something round with numbers on it. What is it?" (A clock.) "I spy something with a flat top and four legs. What is it?" (A table.)



## C-49 What's Missing?

**Curricular Area:** Social Studies

**Recommended Ages:** Four and older.

**Children Will Learn:** Awareness of community jobs and tools of community workers.

### Materials Needed

- Duplicate drawings or photos of community workers using the tools of their trade. Each set of duplicates should be exactly alike, but one should have one tool or gear item missing. For instance, a set of firefighter photos could have one photo with a hat missing.

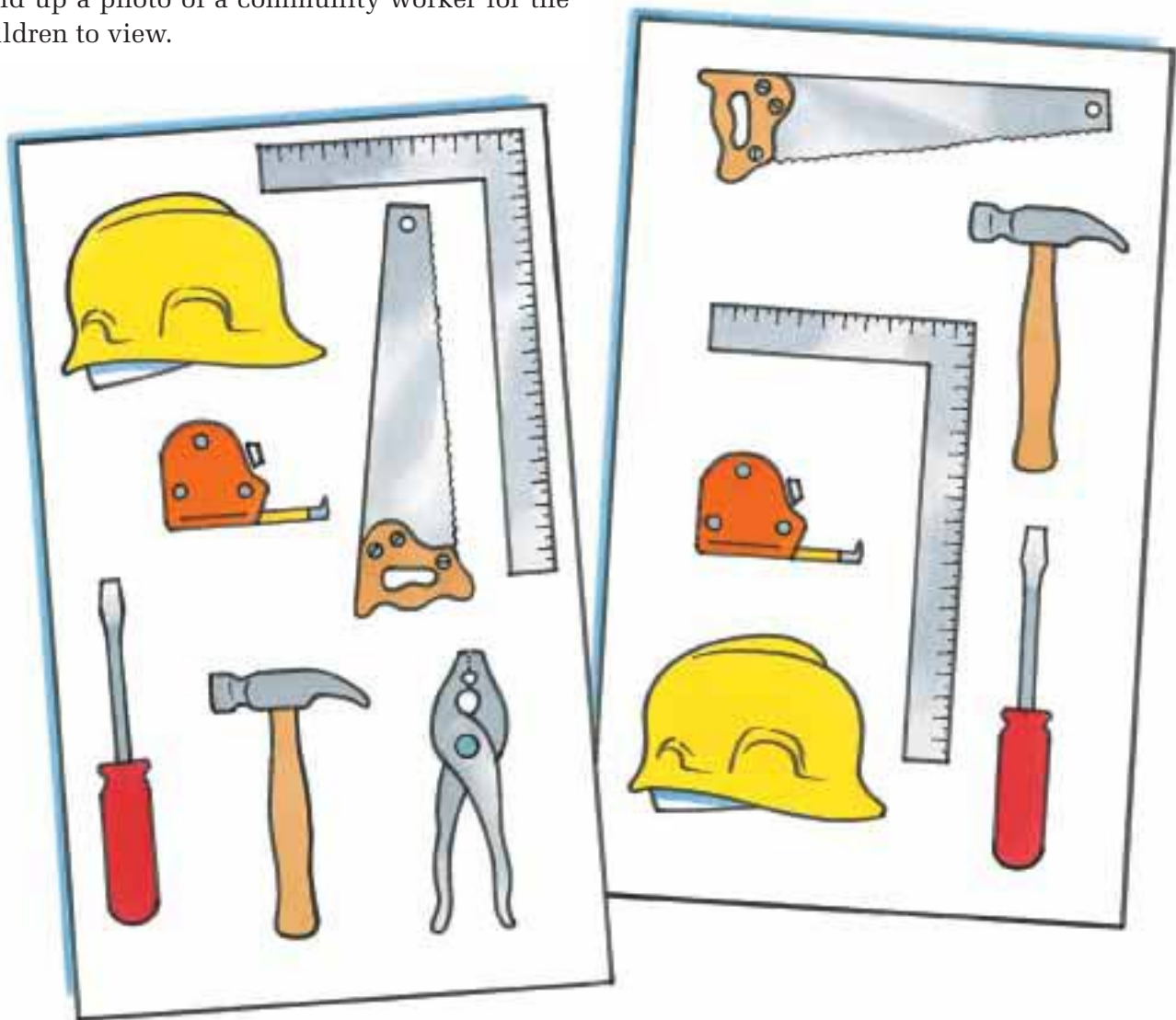
### PROCEDURE

1. Hold up a photo of a community worker for the children to view.

2. Put the photo face down and hold up its duplicate that has a missing item from the photo. Ask the children, "What's missing?"

### ADAPT IT FOR SCHOOL-AGERS

1. Take a field trip to a local community worker job site, such as a woodworker.
2. Have the children interview the woodworker about the tools of the carpentry trade.
3. Provide disposable cameras so the school-age children can take photographs of the tools.
4. Once photos are developed, have the children use the photos to create a bulletin board display describing their field trip.





**Curricular Area:** Social Studies

**Recommended Ages:** Two and older.

**Children Will Learn:** To recognize people working, notice tools people use when working, and identify community jobs.

#### Materials Needed

- Empty toilet paper or paper towel tubes
- Tape
- Scissors
- String

### PROCEDURE

1. Have children make their own pair of cardboard binoculars by taping two tubes together.
2. Add a neck strap to the tube binoculars using the scissors and string.

3. During a walk in the neighborhood, stop occasionally and ask the children to look through their binoculars to spy people working. Ask the children what they see. Ask them what tools people are using and why. Ask them if they know the names of the jobs people are performing. Jobs may include: mail carrier, police officer, taxi driver, train engineer, lawn groomer, etc.

### ADAPT IT FOR SCHOOL-AGERS

1. Provide school-agers with real binoculars and teach them how to care for and use them.
2. Take nature walks in parks to observe animal behavior, such as squirrel or bird activity.
3. Have the children notice jobs that need to be done in the park so it can be kept clean and usable.
4. Encourage the children to speak with park workers they may encounter.



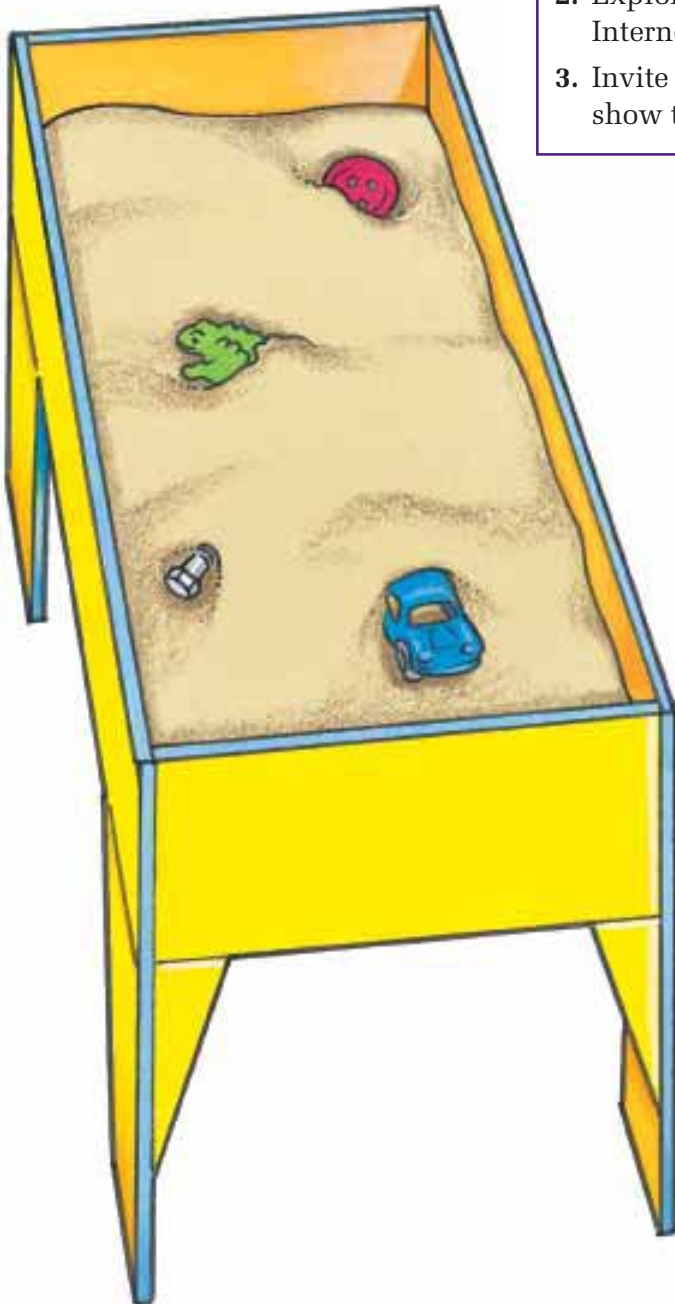
**Curricular Area:** Social Studies

**Recommended Ages:** Two and older.

**Children Will Learn:** Texture awareness and deductive reasoning.

### Materials Needed

- Sandbox or sand table
- Small and safe items to hide in the sand (such as buttons or plastic toy cars or animals)
- Sand buckets



### PROCEDURE

1. Without children around, hide items in the sand.
2. Then ask the children to come and search for buried treasure in the sand. They can store the items that they find in a bucket.

### ADAPT IT FOR SCHOOL-AGERS

1. Help school-agers learn about archeologists and paleontologists who dig in the earth while doing research.
2. Explore the topic in related books and on the Internet.
3. Invite a local expert to visit the classroom and show the tools of their trade.

# C-52 Family Portraits

**Curricular Area:** Social Studies

**Recommended Ages:** Four to six.

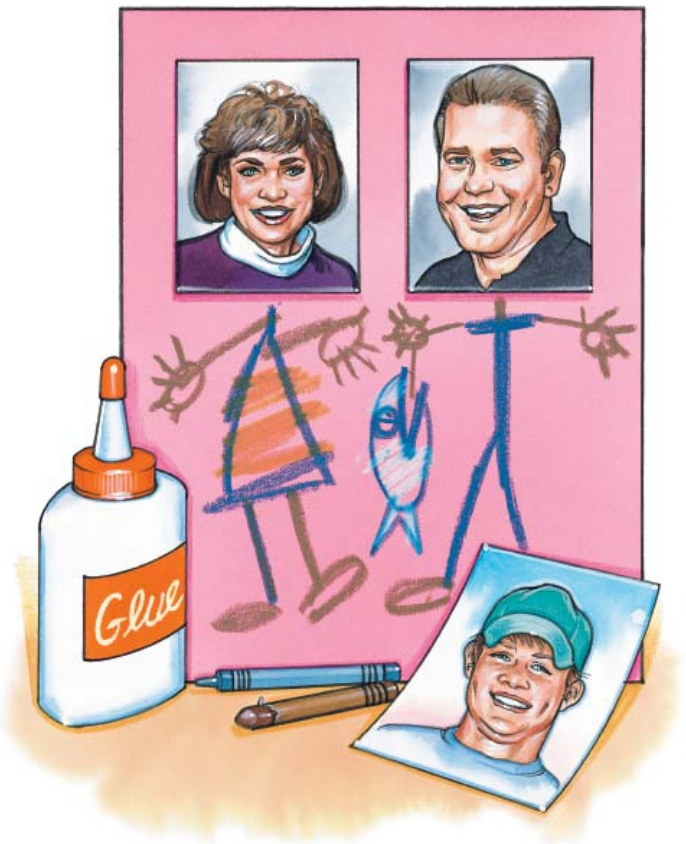
**Children Will Learn:** The importance of family members and their roles; and listening, speaking, and creative skills.

## Materials Needed

- Photos of each person in a child's family (Ask parents to send them to school.)
- Glue
- Construction paper
- Crayons

## PROCEDURE

1. During group time, talk about families. Use terms such as aunt, uncle, brother, mother, father, grandparents, step-parent, foster brother or sister, and so on. Ask children to name the people in their family. Discuss where different family members live. (Some in the child's home, others far away.)
2. Ask children why they think we all need families. (Food, shelter, protection, love, friendship, play, etc.) Tell the children that people who are related to each other often have a picture taken together because they are proud of loving each other.
3. After the discussion, hold up each of the pictures that has been sent to school for sharing. Ask children to come up and claim their pictures.
4. Invite the children to the art center to create their own family portrait. Provide paper, glue, and crayons. Let children glue their family pictures onto the paper and then decorate around the pictures with crayons. Label and display each child's family portrait.



## EXTENDING THE ACTIVITY

1. Invite a grandparent to the classroom to talk about the things they like to do with their grandchild.
2. Visit a portrait studio on a field trip.
3. Invite children to dictate a story about their family to you. Record the story on the back of their family portrait.

## ADAPT IT FOR SCHOOL-AGERS

1. Give the children their own section of the classroom bulletin board.
2. Provide washable markers, tape, and a stapler.
3. Using family photos, help the children create and label their own family trees on the class bulletin board.



**Curricular Area:** Social Studies

**Recommended Ages:** Three to six.

**Children Will Learn:** To recognize differing clothing styles from around the world, cultural awareness, matching skills, vocabulary, and observation techniques.

#### Materials Needed

- Samples of traditional clothing from around the world: shawls, hats, shoes, vests, coats, etc.
- Photos of people from around the world wearing clothes similar to the samples you have chosen

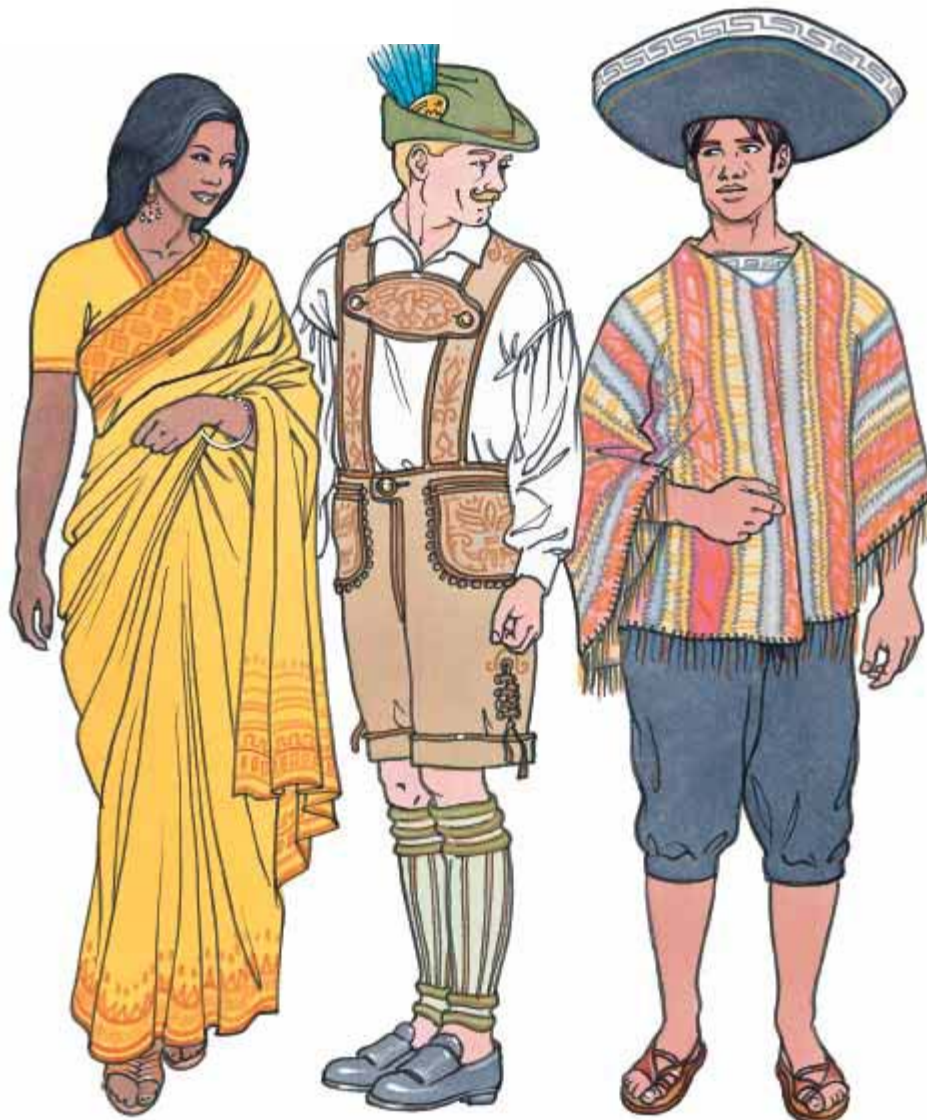
### PROCEDURE

1. Show a group of children the clothes samples you have collected. Tell them the name of each item.

2. Let children touch each item. How does it feel? Ask them to describe the colors and textures of the clothing. On which part of the body is the item of clothing worn?
3. Let children match the clothing to the photos you have collected. Ask them to name the pieces of clothing and where these clothes are traditionally worn.

### EXTENDING THE ACTIVITY

1. Invite a person from another country to come in and show children examples of their traditional clothes.
2. Explain to children that some traditional clothing is worn only during celebrations or religious events.
3. Place examples of multicultural clothing in the dramatic play center so children can wear them.





# C-54 Sandbox Farm Play

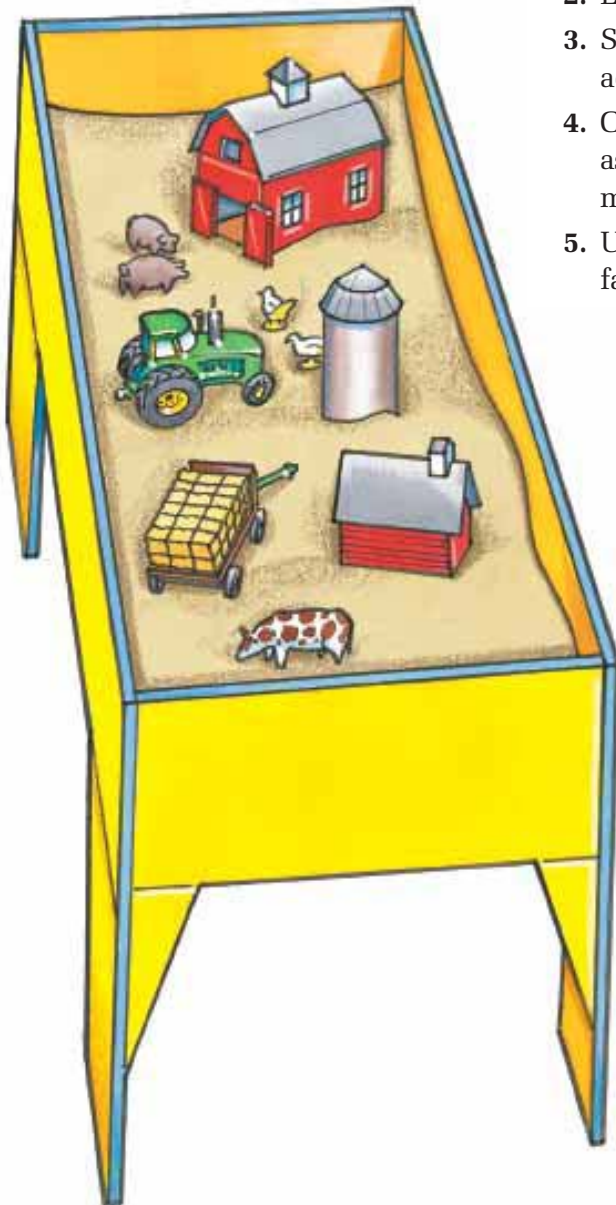
**Curricular Area:** Social Studies

**Recommended Ages:** Three to six.

**Children Will Learn:** To identify farm animals, machinery, and buildings, and cooperation.

## Materials Needed

- Sandbox with wet sand for good packing
- Farm machinery and animal toys
- Toy farm buildings such as a barn, corn crib, grain bin, and machine shed
- Farm machinery pictures, poster board, and glue
- Farm animal stickers and poster board



## PROCEDURE

1. Provide children with farm toys so they can pretend to farm in the sandbox.
2. Play with the children and introduce vocabulary for different animals, machinery, and farm buildings. Facilitate play by asking casual questions such as, "How can we keep the cows in the pasture?" (Build a fence.) "What can I use to harvest my field of corn?" (A combine.)

## EXTENDING THE ACTIVITY

1. Read a children's book about farm life, such as *Heartland* by Diane Seilbert.
2. Let children play farm in the block area.
3. Set up the dramatic play center so children can act out farm life.
4. Collect matching sets of farm machinery pictures such as combines, tractors, and tillers. Use poster board to make cards and let children match the pictures.
5. Use farm animal stickers and poster board to create farm animal matching cards.

## C-55 Job Shoe Sort

**Curricular Area:** Social Studies

**Recommended Ages:** Three to six.

**Children Will Learn:** The importance of shoes, matching skills, and observation skills.

### Materials Needed

- Shoes from a variety of professions: tap dancer (tap shoes), ballet dancer (ballet slippers), construction worker (steel toe boots), basketball player (rubber gym shoes), fire fighter (waterproof boots), fisherman (rubber hip boots), nurse (nurse's shoes), mountain climber (boots with cleats), football player (football shoes with cleats), forest ranger (hiking boots)
- Pictures of different professional people wearing their work shoes

### PROCEDURE

1. Place collection of shoes on the floor where all the children can see them. Ask children to tell you all the reasons people wear shoes: protection, warmth, to keep from falling, fashion, etc.
2. One at a time, hold up a pair of shoes. Ask the children to identify them. Can they guess who would wear the shoes? How would the shoes help the worker perform a job?
3. Hold up the photo of the worker that corresponds with the shoes each child selects. Does the worker wear any specialized clothing other than the shoes?
4. After learning about each type of shoe, lay the photos in a line on the floor. Mix all of the shoes in a pile. Let each child take a turn at finding both shoes of a pair. After finding a matching pair, the child can place the shoes by the correct photo.



### EXTENDING THE ACTIVITY

1. Place one mate of each pair in a pile. Hide the other mates throughout the classroom. Let the children select a shoe from the pile and then look for the matching mate.
2. Place the different work shoes in the dramatic play area for the children to use. (Do not put out shoes with metal cleats that could injure a child.)

**Curricular Area:** Social Studies

**Recommended Ages:** Three to six.

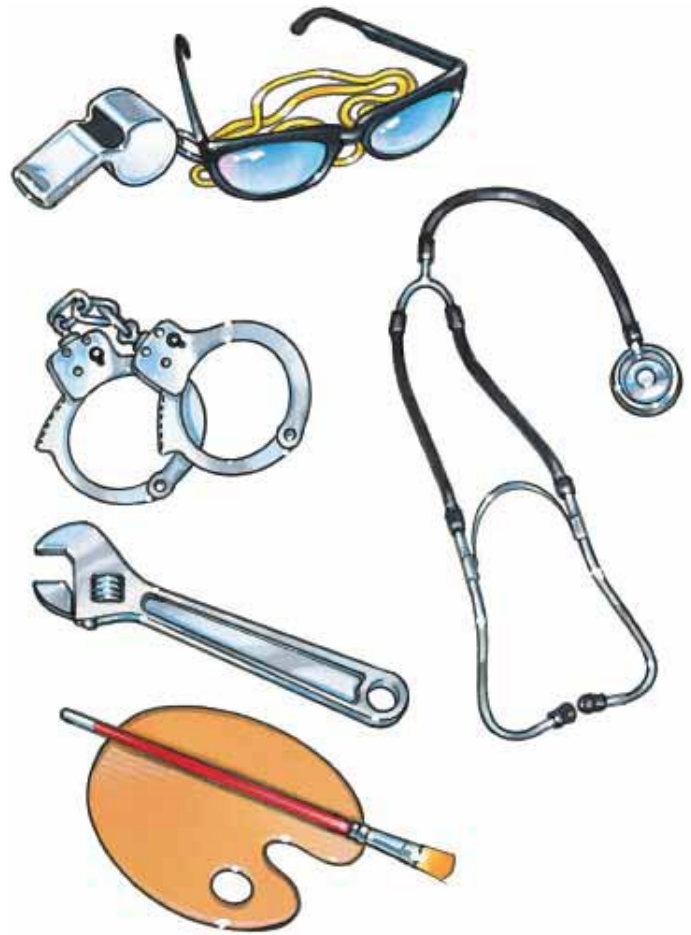
**Children Will Learn:** About one of many career options and how one job helps the community.

#### Materials Needed

- A special visitor of your choice. Suggestions: firefighter, police officer, mail carrier, supermarket manager, lifeguard, bus driver, school teacher, zookeeper, orchestra conductor, dance company choreographer, hair stylist, plumber, house builder, doctor, nurse, librarian, veterinarian
- Tools of the trade of the special visitor

### PROCEDURE

1. Contact a special visitor of your choice, and explain what you hope the children will gain from their visit to the class. Give the special visitor tips on speaking with young children, if you think it is necessary. Send the visitor directions to the school and a letter confirming the date, time, and room number for the visit.
2. Tell the children you have invited a special visitor to the classroom to talk about his job. Give children hints about the type of job. Can the children guess what it is?
3. Remind children of respectful behavior when a special guest is visiting such as raising hands before talking, sitting in one place, listening quietly, keeping eyes on the speaker, keeping hands in lap, etc.
4. Introduce the speaker. Let him talk about the job. Encourage him to show tools used in his job and explain how they are used. Allow the children to ask questions.



### EXTENDING THE ACTIVITY

1. Ask the children to dictate a thank you letter to the special visitor. If possible, take the children on a walk to the post office to mail the letter.
2. Read a children's book or watch a children's educational video that relates to the special visitor's occupation.
3. Create a language chart with the children titled "My Parent's Job Is \_\_\_\_\_."



## C-57 Bubble Wrap Hop

**Curricular Area:** Creative movement

**Recommended Ages:** Two and older.

**Children Will Learn:** Large motor control, balance, hopping, and cause and effect.

### Materials Needed

- Large sheets of bubble wrap used to pack items for mail shipment

### PROCEDURE

1. Lay bubble wrap on the floor.
2. Let children hold hands in a circle, or ask them to find one partner.

3. Once children are holding hands, let them jump up and down on the bubble wrap to pop the bubbles.
4. Encourage children to hop on two feet, then one foot. Skilled children can hop alone while maintaining balance. Make sure children do not place bubble wrap over their mouths.

### ADAPT IT FOR SCHOOL-AGERS

Let school-agers put on a Fourth of July presentation using bubble wrap for fireworks “sound effects.”





**Curricular Area:** Music and movement

**Recommended Ages:** Three and older.

**Children Will Learn:** Auditory discrimination, self control, and how to follow directions.

### Materials Needed

- Recording that can be played outside
- Wheeled toys, such as tricycles or wagons

## PROCEDURE

1. Have children move with their wheeled toys as the music plays.

2. When the teacher stops the music, children must freeze until the music resumes.

### ADAPT IT FOR SCHOOL-AGERS

1. Provide a very low wooden balance beam that comes no higher than 4 inches off the ground.
2. Begin playing music.
3. Ask the school-agers to strike a variety of poses on the balance beam.
4. When you stop the music, they must freeze and hold a pose until the music begins again.



# C-59 Beanbag Toss

**Curricular Area:** Movement

**Recommended Ages:** Two and older.

**Children Will Learn:** Large motor control, eye-hand coordination, and visual perception.

## Materials Needed

- Tire hanging vertically from a tree limb
- Beanbags

2. Ask them to gradually move back as their aim becomes more accurate.

## ADAPT IT FOR SCHOOL-AGERS

1. To make hitting the target more challenging for school-agers, give the tire a little push to the side to set it in motion.
2. To hit the target, the children must take into account the tire's movement.

## PROCEDURE

1. Have children stand so they can toss beanbags through the middle of the tire.



# C-60 Dancing Scarves

**Curricular Area:** Music and Creative Movement

**Recommended Ages:** Three to six.

**Children Will Learn:** Creative expression in response to music, listening skills, and large and small motor coordination.

## Materials Needed

- One scarf per child
- CD or MP3 player
- Classical recording such as “*Nutcracker Suite*,” “*Peter and the Wolf*,” “*Clair de Lune*”

## PROCEDURE

1. Ask the children to join you in a large open area. Give each child a scarf.
2. Put on a classical music selection. Show the children how they can move the scarf and their body to the music.
3. Ask the children to move and dance to the music using their scarf. Encourage them to make large, open, graceful movements. Can the children sweep low with their scarf, or high and wide? Can they move their scarf fast and slow? Let the children toss their scarves in the air and watch them float down. Can the children spin with their scarves? Continue as long as the children remain interested.

## EXTENDING THE ACTIVITY

1. Provide a variety of musical selections: calypso, jazz, country western, folk, etc.
2. Let a group of children present a creative dance performance for another classroom. Be sure to take pictures or make a video recording of the event!



# C-61 Shadow Dancing

**Curricular Area:** Music and Creative Movement

**Recommended Ages:** Three to six.

**Children Will Learn:** To move rhythmically, make shadows, perform for others, and improve large motor control.

## Materials Needed

- White flat bed sheet
- Clothesline (length determined by room size)
- Clothespins
- Two walls to hold a clothesline
- Bright table lamp
- Table to hold lamp
- CD or MP3 player
- Variety of musical selections

## PROCEDURE

1. Prepare for the activity by doing the following: Hang clothesline from one wall to another across the classroom. In the open area hang the white sheet from the clothesline using clothespins. Place table and lamp on one side of the sheet.
2. Ask children to join you in the dance area. Seat them so the table and lamp are on one side of the sheet and the children are on the other.
3. Tell the children you have discovered a way for their shadows to dance. Turn on the table lamp. Turn off all other lights in the room. Go to the lamp side of the sheet. With the lamp on, stand between the lamp and the sheet, so the light is behind you. Ask the children what they see. (*It's your shadow!*) Wave your hand. Be sure another person is helping you supervise the children while you are behind the sheet. Can the children tell what you are doing?
4. Tell the children everyone will get a chance to stand behind the sheet and make their shadows dance. When not dancing, the other children will be the audience on the opposite side of the sheet. Be sure to supervise the children behind the sheet, too.
5. Begin the music and let the children dance. Rotate dancers so everyone gets a chance.



## EXTENDING THE ACTIVITY

1. Give children items to use when dancing: Hawaiian flower necklaces (leis), paper fans, hula hoops, nylon streamers, crepe paper streamers, hats, musical instruments.
2. Visit a dance studio as a field trip. Ask the owner to let the children dance in front of a wall full of mirrors.
3. Bring five or more full-length mirrors to the classroom. Prop them sturdily against the wall. Let children dance to music in front of the mirrors.



## C-62 Playing Rhythm Sticks

**Curricular Area:** Music and Creative Movement

**Recommended Ages:** Two to six.

**Children Will Learn:** To create different rhythms, follow directions, improve small motor control, and develop eye-hand coordination.

### Materials Needed

- Wooden rhythm sticks or wooden spoons.  
To make rhythm sticks: cut  $\frac{3}{4}$ -inch wooden dowels into 12-inch lengths and sand edges and ends smooth
- CD or MP3 player
- Musical selection with a strong, clear beat

### PROCEDURE

1. Invite children to an open area to play music with you. Stand where everyone can see you.
2. Give each child a pair of wooden rhythm sticks.
3. Hit your sticks together with a steady beat. Ask the children to play their sticks in the same way. Tell them you are playing the same “beat.”
4. Let the children experiment with ways of playing their sticks. Can they keep the beat while swinging the sticks above their heads? Can the children think of other ways to play their sticks, for instance, down low, by their ear, or behind their back?
5. After children are comfortable keeping a beat, let them play along with your musical selections. Be sure to vary the music so children experience different rhythms and tempos.



### EXTENDING THE ACTIVITY

1. Ask children to form a line for a rhythm stick parade. At first you should be the leader. After the children understand how to march in a parade, let them take turns being the leader.
2. Ask one child at a time to be the leader. The leader taps the sticks to a specific rhythm and the other children have to match that beat. Encourage leaders to vary beats for the others to match with their feet.
3. Help discover ways to make a beat using their own body as an instrument. Can they slap thighs, clap hands, stomp feet, snap fingers?

## C-63

# Instrument Matching Cards

**Curricular Area:** Music

**Recommended Ages:** Four to six.

**Children Will Learn:** To identify instruments and categories of instruments, match items, and visually discriminate.

### Materials Needed

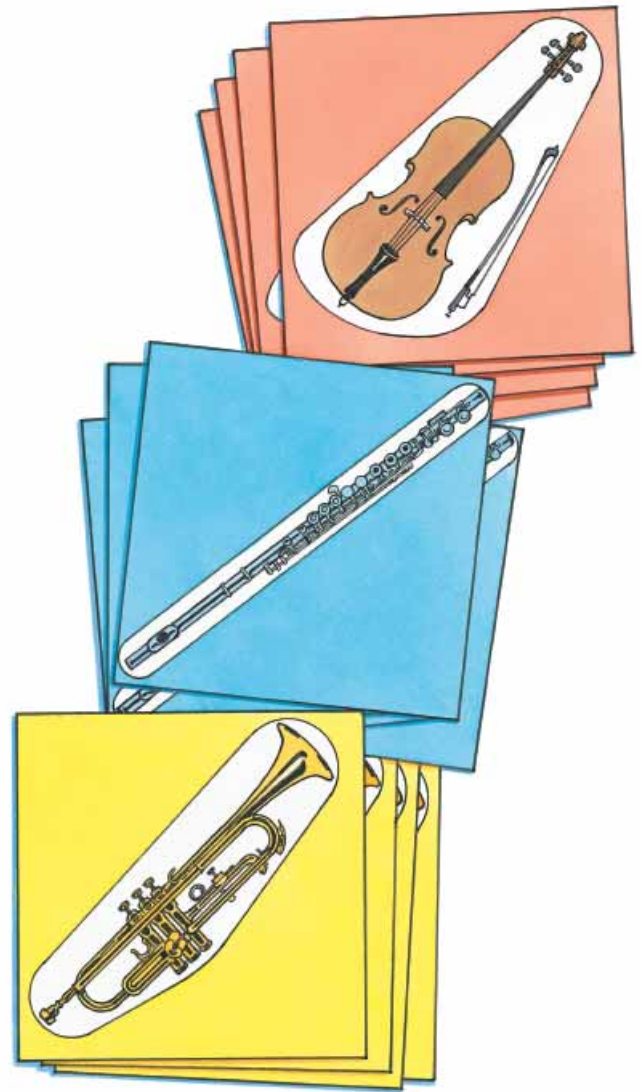
- Poster board
- Matching stickers or photos of instruments
- Glue or glue stick
- Clear contact paper or lamination (optional)
- Container for storing cards

## PROCEDURE

1. Make instrument matching cards: Cut poster boards into 4-inch squares. On each square, glue a musical instrument. Make four cards for each type of instrument. (You can obtain small instrument photos from music stores' outdated instrument catalogs. Instrument stickers and note cards can sometimes be purchased in stationery stores or through specialty music catalogs.)
2. Let one or two children play independently with the cards. They can mix the cards up, find the matches, and then repeat the process. Provide fewer matches for younger children, more for older children.

## EXTENDING THE ACTIVITY

1. Read a children's book about the instruments of an orchestra. Suggestion: *Meet the Orchestra* by Ann Hayes (Sandpiper).
2. Ask older children to sort cards into three piles: percussion, string, and wind. Percussion instruments: drum, maracas, rhythm sticks, tambourine, cymbals. String instruments: violin, guitar, harp, dulcimer, banjo, or cello. Wind instruments: flute, trumpet, tuba, or trombone.



## ADAPT IT FOR SCHOOL-AGERS

1. Take a field trip or invite to the classroom a skilled instrument tuner, such as a piano tuner or violinist.
2. Ask this person to show the school-agers the process and tools used for tuning a musical instrument.

## C-64 Match That Beat

**Curricular Area:** Music

**Recommended Ages:** Three to six.

**Children Will Learn:** To follow a beat, listen, and develop small motor coordination.

### Materials Needed

- Drum for each child and the teacher

### PROCEDURE

1. Play a pattern of beats on your instrument. Ask the children to match your beats. Vary the tempo and the volume of the beats to maintain interest.

### EXTENDING THE ACTIVITY

1. Provide a variety of instruments for matching beats.
2. Let children take turns setting beats for others to match.
3. Listen to traditional drum music of Native Americans or African Americans. Let the children use drums to play along with the music.



## C-65 Watch the Conductor

**Curricular Area:** Music and Movement

**Recommended Ages:** Three to six.

**Children Will Learn:** Direction following, logical thinking, visual discrimination, awareness of tone and tempo, awareness of community jobs, and small motor coordination.

### Materials Needed

- Wooden spoon or stick with rounded ends for conductor's baton or an actual baton
- Instrument for each child

### PROCEDURE

1. Gather children into the singing area. Explain to the children the role of a conductor in helping singers and musicians in an orchestra. Tell them the conductor uses hand signals and a baton to tell the singers and musicians what to do. Show the children examples of hand signals.
2. Pass out an instrument for each child. Ask the children to play their instruments while singing a familiar song. Tell the children you will be the conductor. Ask them to watch for your signals so they know what to do. Throughout the song, use various conductor techniques. For instance, use hand motions to signal when children should sing quietly or loudly. Signal when only half the class should sing. Signal when the beat should go faster or slower. Signal when the children should begin and stop playing. Use sweeping, graceful arm movements.
3. While singing other familiar songs, let children take turns being the conductor.



### EXTENDING THE ACTIVITY

1. Go on a field trip to watch an orchestra rehearsal.
2. Invite a conductor to visit the classroom as a special guest.

### ADAPT IT FOR SCHOOL-AGERS

1. Ask the school-age children to select classroom instruments to be played as in an orchestra.
2. As a group, choose songs to perform in a concert for the child care program.
3. Create a stage area and seating arrangements.
4. Provide paper and writing tools to create a concert program.
5. Record the performance to share with parents and/or view later.



## C-66 Acting Out Songs

**Curricular Area:** Music and Creative Movement

**Recommended Ages:** Three to six.

**Children Will Learn:** To sing and perform for others, improve memory, and develop large motor skills.

### Materials Needed

- Familiar songs or finger plays set to a melody
- Props, if appropriate to the song

### PROCEDURE

1. Let children choose a favorite song or finger play to act out.
2. Help children identify characters of the song. Talk about the actions characters must act out. Ask for volunteers to play each part.
3. Once volunteers are identified, ask everyone to sing the song while the “actors” perform the actions of the song. Be prepared to give children hints on actions that can accompany the lyrics (words of the song). Children love to act out songs, so be prepared to sing the song several times so everyone gets a chance to be a character. For example, a common song that might be used is “Five Little Frogs” by Louise B. Scott and Virginia Parelco (Bowman Publishing/ASCAP). Actions for this song might include: selecting five children to be frogs and asking them to sit on a tape line that will serve as a pretend log. With each refrain of the song, the “frogs” jump onto a blue sheet that serves as a pretend pond.



### EXTENDING THE ACTIVITY

1. Record the children acting out the story of a song. Play the video for others to watch before snack time.
2. Older children can make up their own songs and act them out. Let them perform for younger children during music time.

### ADAPT IT FOR SCHOOL-AGERS

1. Let the children pick a favorite recorded song.
2. Gather the children together into a circle.
3. As their selected song plays, each child stands in the circle and pretends to be the musical artist on the recording.

**Curricular Area:** Math

**Recommended Ages:** Three to seven.

**Children Will Learn:** Color identification, shape recognition, size comparison, visual discrimination, classification, counting, comparing, and logical thinking.

### Materials Needed

- Plastic and metal container covers of all kinds (Be sure metal lids do not have sharp edges.)
- Container for storage of covers

## PROCEDURE

1. Seat the children in a circle on a carpeted floor. Place all of the covers in the center. Ask the children to identify the objects. Talk about the different shapes, colors, and sizes. Ask if the children can guess what products some of the covers came from. Products may include shampoo, dish detergent, laundry detergent, mayonnaise jar, etc.
2. Ask the children if they can sort the covers into different piles according to color: red, blue, orange, yellow, etc. Count the number of covers in each category. Ask if there are more red covers or blue covers. How did the children figure that out?
3. Continue categorizing the covers according to different criteria as long as the children's interest is maintained. (Older children will become more involved than younger children.)

## EXTENDING THE ACTIVITY

1. Sort the covers according to how they function: pop top, screw cover, snap cover, flip top, push up, etc.
2. Sort the covers according to the product they packaged: shampoo, ketchup or other food, laundry detergent, soda pop, etc.

## ADAPT IT FOR SCHOOL-AGERS

1. Help children sort and identify coins by creating their own coin collections.
2. Visit the children's U.S. Mint Web site on the Internet or investigate books, such as *Coin Collecting for Kids* by Steve Otfinoski (Innovative Kids) or *Money* by Joe Cribb (DK Eyewitness Books).



## C-68 Block Outline Match-Up

**Curricular Area:** Math

**Recommended Ages:** Two to six.

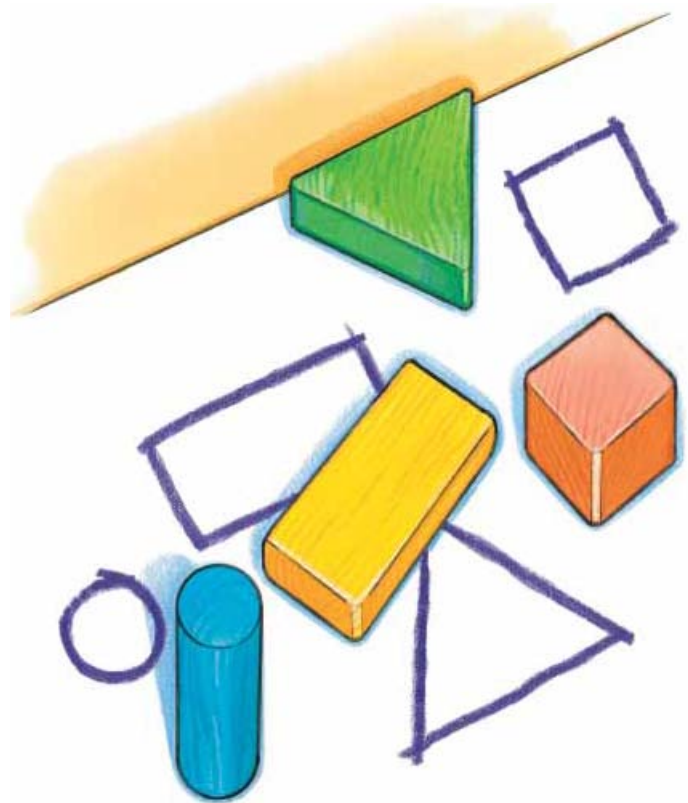
**Children Will Learn:** Shape identification, visual discrimination, matching skills, eye-hand coordination, and small motor control.

### Materials Needed

- Variety of blocks from block center
- Container for selected blocks
- Large, child-size tabletop
- Mural paper
- Masking or clear tape
- Marker or crayon

### PROCEDURE

1. Tape the sheet of mural paper over the entire surface of a child-size table.
2. Place numerous blocks of different shapes on the paper-covered table. Place some blocks on end, some flat, some on their side. Draw around the outline of each shape. (For two-year-olds start with fewer blocks and lay them all flat. The older the child, the more blocks you can use and the more sides of blocks.)
3. Using a marker or crayon, draw outlines of the blocks onto the paper.
4. Remove the blocks from the table after making outlines and place them in a container.
5. Ask children to come and select one block at a time. Through trial and error, the children will find the outline of their chosen block. Ask them to place the block on the correct outline, then select another block. Ask them to repeat the process as long as their interest holds. Once the large "outline puzzle" is completed, start all over again.



### EXTENDING THE ACTIVITY

1. Let children ages four and older help you draw the outlines of the blocks before beginning the game.
2. Use objects other than blocks to make the outline game: children's scissors, crayons, rhythm instruments, books, dollhouse people, doll clothes, etc.
3. For school-age children, make the outlines more complex. Use a timer to record how quickly they can fill in the outlines. Have the children record their times.

**Curricular Area:** Math

**Recommended Ages:** Three to eight.

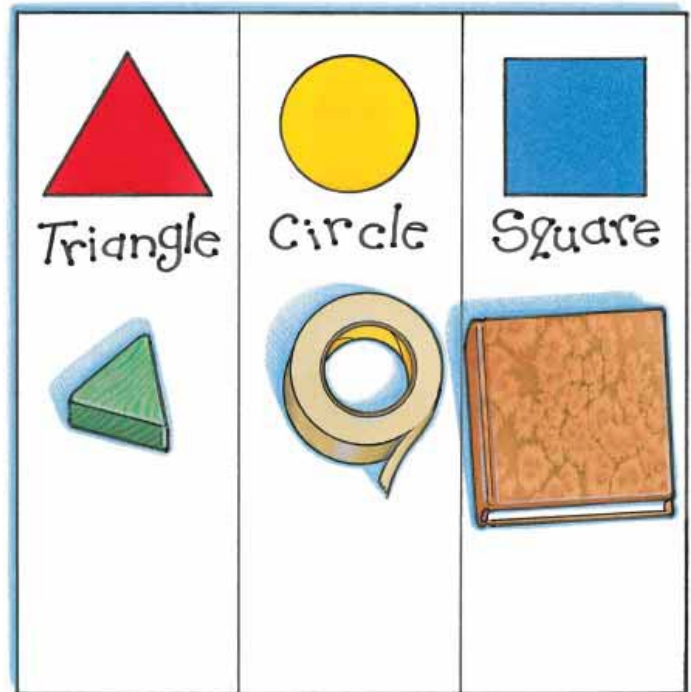
**Children Will Learn:** To create a written list, follow directions, and identify shapes.

**Materials Needed**

- Easel paper
- Marker for teacher
- Paper samples of basic shapes: square, circle, triangle, rectangle

**PROCEDURE**

1. On a sheet of easel paper, create a column for each basic shape. At the top of each column write the name of the shape and draw the shape next to it.
2. Tell the children you are going on a shape hunt in the classroom. Hold up each paper shape and ask the children to name it. Tell them you want to create a list of all the items in the classroom that are designed in these shapes. Items might include: clocks, tiles, blocks, drawers, books, mobiles, puzzles, etc.
3. Walk around the room and ask the children to discover all the shapes they can. As children point and call them out, ask in which column they should be listed. Write down the item under the proper shape column. Continue as long as the children are interested.



**EXTENDING THE ACTIVITY**

1. To keep older children challenged, add more shapes to find: diamond, oval, and various types of rectangles (trapezoid, etc.).
2. Go outside to find more shapes.
3. Use parquetry chips to create designs by combining shapes to make new shapes; for instance, two squares become a rectangle or two triangles become a diamond.

**ADAPT IT FOR SCHOOL-AGERS**

1. Purchase elastic string and many different shapes and colors of beads at a local hobby store.
2. Have the children make shape bracelets, anklets, rings, and necklaces.
3. Encourage the children to make repeated patterns in their bead designs.



**Curricular Area:** Math

**Recommended Ages:** Three to six.

**Children Will Learn:** The concept of volume and equivalents to compare; to count, add, and subtract; improve eye-hand coordination; develop small motor control; visually discriminate; and think logically.

#### Materials Needed

- Pairs of clean milk containers in the following sizes:  $\frac{1}{2}$  pint, pint, quart,  $\frac{1}{2}$  gallon, and gallon
- Water table with water

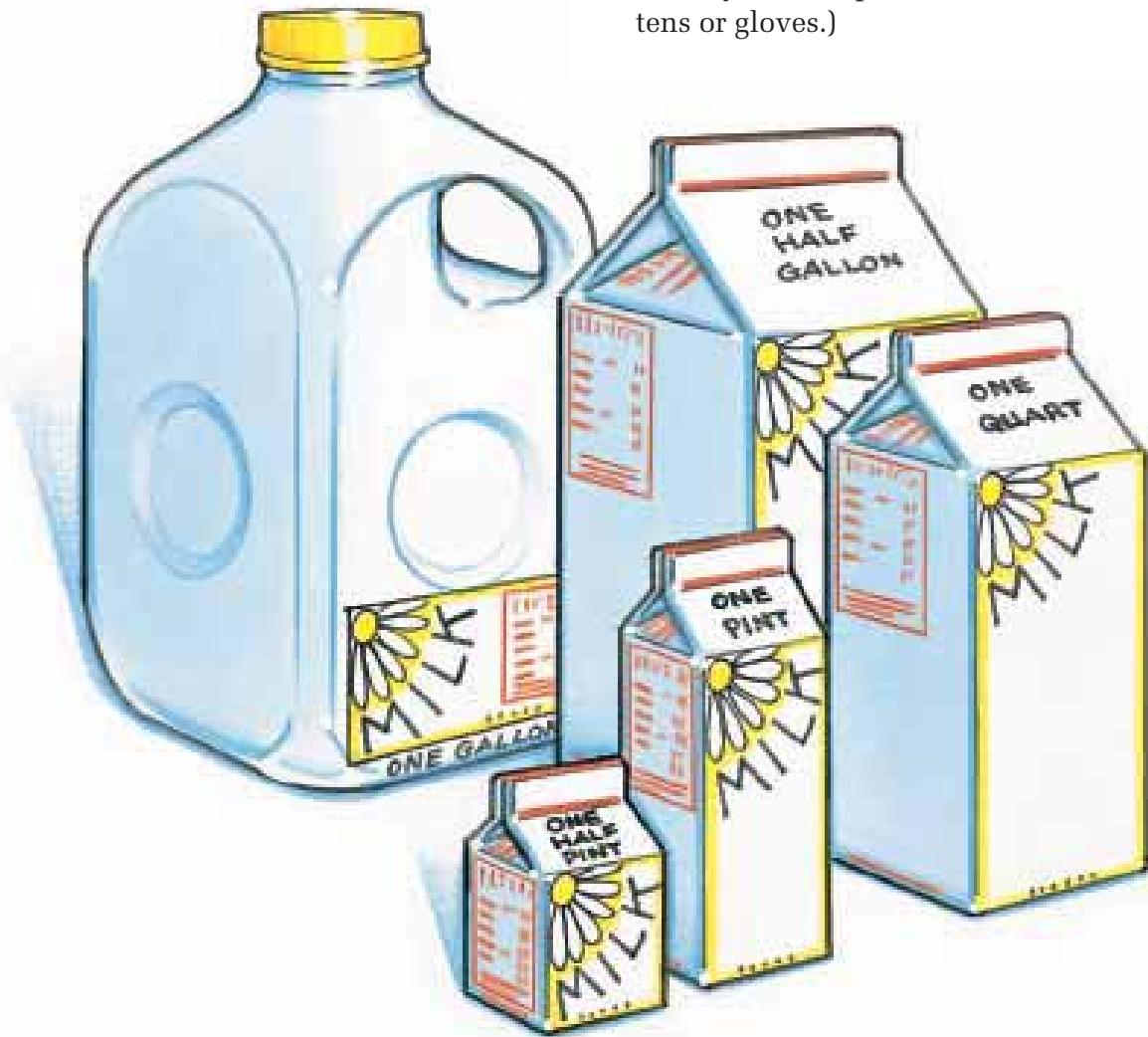
### PROCEDURE

1. Place the clean milk containers in the water table.

2. Encourage the children to pour water back and forth from one container to another.
3. Which containers hold the same amount of water? How many  $\frac{1}{2}$ -pint containers does it take to fill a quart container? Does the gallon size hold more or less than the quart container? Continue comparing results as long as children are interested.

### EXTENDING THE ACTIVITY

1. Cut the tops off the milk containers. Place them in the sandbox. Wet the sand with water. Make milk carton molds. Can the children make molds ranging in size from smallest to largest?
2. Cut the tops off the milk containers. Let the children make "snow bricks" during winter play. Let them build snow structures with their bricks of different sizes. (Make sure children are dressed warmly and keep their hands covered with mittens or gloves.)



# C-71 Making Pairs

**Curricular Area:** Math

**Recommended Ages:** Three to eight.

**Children Will Learn:** To count, match, classify, visually discriminate, and follow directions.

## Materials Needed

- Children's shoes

## PROCEDURE

1. Gather children in a circle. Ask each of them to take off their shoes and toss them into the middle of the circle. (You may want to have the parents put a child's initials on the inside tongue of each of the shoes in case there are disputes in class.)
2. Holding up one shoe at a time, ask a child to find its match. When the children find the pair, they can guess to whom the shoes belong. Once identified, the owner puts the shoes back on.

## EXTENDING THE ACTIVITY

1. Read *One, Two, One Pair!* by Bruce McMillan (Scholastic Publishing) during group time.
2. Play "I Spy a Pair." Have the children look around the room and identify things that come in pairs, for instance, a pair of mittens or a pair of gloves.
3. Cut matching pairs of paper mittens out of discarded wallpaper books. Use a different design for each pair. Cover the front and back of the paper mittens with clear adhesive-backed paper or laminate them. Place in a container and let the children pull mittens out by chance. Have children lay mittens on the table in matching pairs.

## ADAPT IT FOR SCHOOL-AGERS

1. Go on a field trip to a local clothing store.
2. Provide each child with paper, pencil, and a clipboard for recording information.
3. How many items can the children find that are sold in pairs? Examples may include shoes, socks, earrings, gloves, etc.



## C-72 Using a Balance Scale

**Curricular Area:** Math

**Recommended Ages:** Three to six.

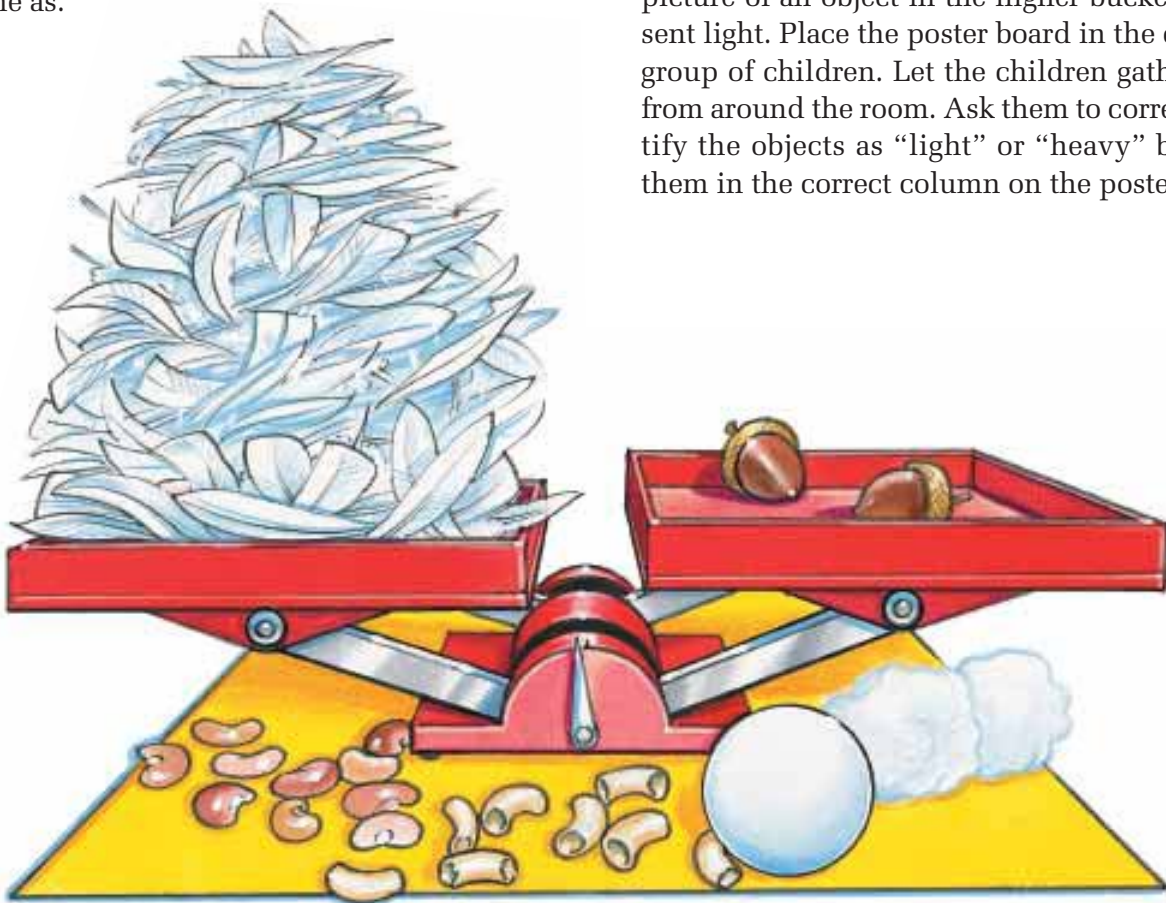
**Children Will Learn:** Concepts of balance and weight, counting, visual discrimination, and comparison.

### Materials Needed

- Empty water table
- Containers of items to weigh such as cotton balls, acorns, dry beans, ping-pong balls, dry macaroni, small rubber-balls, etc.
- Balance scale

### PROCEDURE

1. Allow two to four children to play at the empty water table. Place one or two balance scales in the center of the table.
2. Let the children experiment placing objects from the containers onto the scale. Ask questions to help them note what makes the scale go up or down on either side. Use terms such as more than, less than, and same as.



3. With children four and older, occasionally put items in one side of the scale and ask the children to put items on the other side until the scale buckets are level. Tell the children that when the scale buckets are level with each other, the groups of items in each side weigh the same amount and are balanced. When one side is heavier than the other it goes lower to the ground and the lighter side goes up.
4. Throughout the play, continue challenging the children's thinking. Place six items, such as ping-pong balls, in one bucket. How many ping-pong balls need to go in the other bucket to create balance? Is one acorn heavier than one cotton ball? How can the children find out? How many acorns does it take to weigh the same as four rubber balls?

### EXTENDING THE ACTIVITY

1. On poster board create two columns. Label one column "Heavy" and draw a picture of an object in the lower bucket of the balance scale to represent heavy. Label the other column "Light" and draw a picture of an object in the higher bucket to represent light. Place the poster board in the center of a group of children. Let the children gather objects from around the room. Ask them to correctly identify the objects as "light" or "heavy" by placing them in the correct column on the poster board.



# C-73 Fishing for Numbers

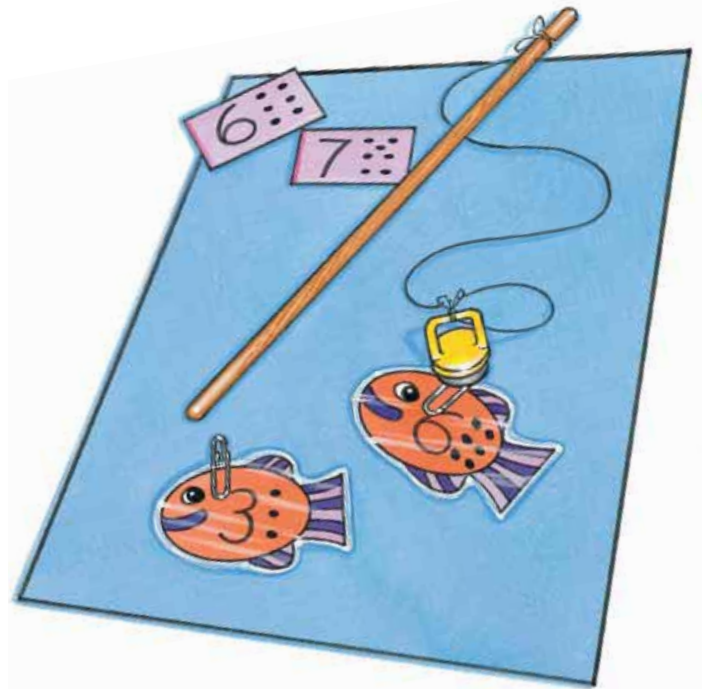
**Curricular Area:** Math

**Recommended Ages:** Three to seven.

**Children Will Learn:** To recognize numerals, count, follow directions, improve eye-hand coordination, and develop small and large motor control.

## Materials Needed

- Paper fish: Cut out ten 6-inch construction paper fish shapes. Number the fish from one to ten. The corresponding number of dots should be placed beside the number. Cover fish shapes with clear contact paper or laminate them. Place one jumbo paper clip on each fish shape.
- Fishing poles: make two to four 1-inch thick dowel rods approximately 24 inches long. For safety, ends must be sanded smooth and rounded. Attach a 2-foot string to one end of each dowel. Tie or tape a small magnet to the end of each string. (Magnets can be purchased from a hardware store.)
- Fishing pond: Large section of blue paper or a blue bed sheet to represent water
- Number cards: Ten 4-inch cardboard squares with the numbers one to ten written on them and the corresponding number of dots



## EXTENDING THE ACTIVITY

1. Instead of holding up a number card, provide one sponge die for children to toss. They fish for the number that they rolled on the die.
2. For older school-age children, make numbered fish from one to 20. Provide a pair of dice. When children roll the dice they must add up the two numbers and “go fish” for the fish that represents that number. To challenge even more advanced children, ask them to divide or multiply the number of fish.

## PROCEDURE

1. Show the children how they can “catch” a fish by holding the pole so the magnet touches the paper clip of a fish.
2. Let the children experiment with randomly catching fish until they are successful.
3. Hold up one number card. Ask the children what number it is. If they cannot read the numeral, count the number of dots on the card with them. Once the number is identified, challenge a child to “go fish” for that particular number. Let each child have a turn in this sequence.



# C-74 Textured Shape Rubbings

**Curricular Area:** Math

**Recommended Ages:** Three to six.

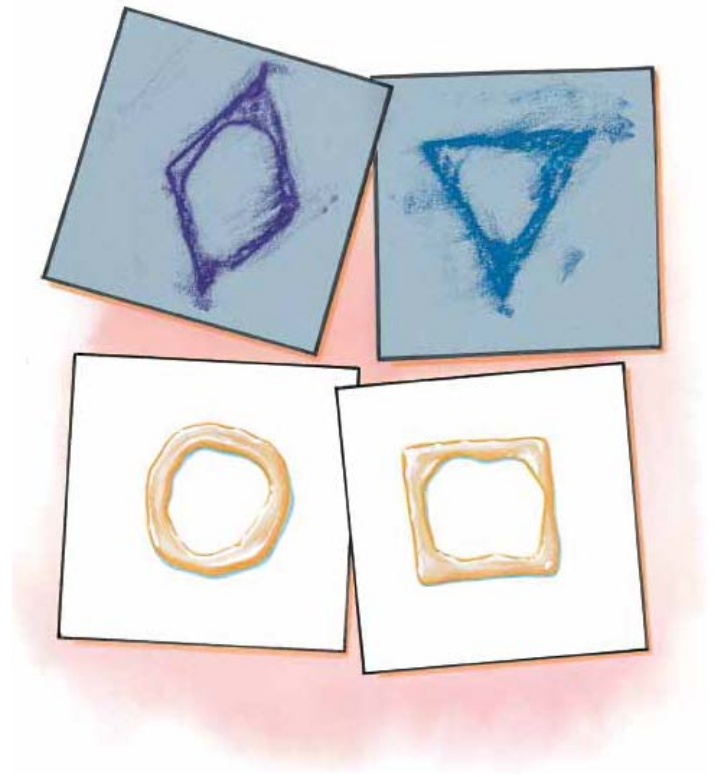
**Children Will Learn:** To identify shapes and textures, visually discriminate, improve eye-hand coordination, and develop small motor control.

## Materials Needed

- Ten or more shape texture cards: On 4-inch squares of poster board, draw basic shapes, such as a circle, oval, diamond, triangle, square, or rectangle, with thick lines of glue.
- Sheets of thin paper of various colors
- Crayons with the outside wrapping removed

## PROCEDURE

1. At a table, let each child select a color of paper and a crayon. Place the texture cards in the center of the table, within reach of the children. Let each child select a card. Talk about the shape each child selected. Ask them to feel the shapes. How do they describe the feeling?
2. Ask the children to place the paper over their texture card. Show them how to hold the crayon horizontally and then rub it over the surface of the paper. What happens? Will it happen every time? Let the children select other cards to create rubbings on the same page. Let them exchange crayons with each other if they wish.
3. Ask children what shapes they used to make rubbings. If they would like you to, write down the names of the shapes at the bottom of their paper.



## EXTENDING THE ACTIVITY

1. Provide pans or molds of different shapes for children to use when playing in the sandbox. Suggestions: square, rectangular, and round cake pans; measuring cups.
2. Read a book about shapes during story time.
3. Place shape puzzles out on a table to encourage children to play with them.
4. Make texture cards by gluing shapes cut out of sandpaper to poster board. Let children make texture rubbings to reveal the shapes.

# C-75 Big Versus Small

**Curricular Area:** Math

**Recommended Ages:** Two to six.

**Children Will Learn:** To sort, compare, use descriptive language, and solve problems.

## Materials Needed

- Answer board: Poster board with a line drawn down the middle. Label one side of the board “Big” and draw a large house. Label the other side of the board “Small” and draw a smaller house.
- Pairs of objects that are alike except in size. Suggestions: large empty box of cereal/small empty box of cereal, empty toilet paper tube/empty paper towel tube, large toy car/small toy car, adult white sock/baby white sock, adult’s tennis shoe/child’s tennis shoe, etc.
- Large box (or grocery bag) to hold objects to be sorted

## PROCEDURE

1. With children seated, show them the contents of the box. Ask them if they can find pairs of items.
2. Once the pairs have been selected, let children take turns placing their objects on the proper side of the answer board.



## EXTENDING THE ACTIVITY

1. Make a language chart using a sheet of easel paper. Label one side “Big Things” and the other side “Small Things.” To fill one side of the page, ask the children to name all of the things they can think of that are small; for instance, babies or pebbles. Write down their answers as they call them out to you. Continue in a similar way with the other side.
2. Provide children with items that can be “nested” into each other; for instance, a box that can hold progressively smaller boxes inside of it. Nesting sets containing eggs or barrels can be purchased to allow children to learn about variations in size.

# C-76 Shape Memory Game

**Curricular Area:** Math

**Recommended Ages:** Two to six.

**Children Will Learn:** To recognize shapes, follow directions, take turns, visually discriminate, recall from memory, and match items.

## Materials Needed

- 24 covers from frozen juice containers
- Colored contact paper

## PROCEDURE

1. First, create memory shapes: Collect at least 24 clean aluminum covers from 12-ounce frozen juice containers. Cut 12 pairs of shapes from one color of contact paper and attach them to the covers. Shape suggestions: circle, square, triangle, diamond, or oval.
2. Have up to four children sit in a circle. In the middle of the circle, place the memory shape covers shape-face down. Let each child take a turn at turning over two covers of their choice. If the shapes on the underside of the covers match, the child keeps the match. If the covers selected do not match, the children should turn them over shape-face down again and leave them in the same place.
3. The game is over when all of the matching shapes are found. Play again as long as the children are still having fun.



## EXTENDING THE ACTIVITY

1. Play this game the same way but instead of shape cards, create number memory cards. Simply write the matching numbers instead of drawing shapes.
2. Cover a 3-foot square piece of plywood or cardboard. Using glue, attach a cover of colored flannel fabric over the entire board. Cut 2-inch pieces of colored flannel into various basic shapes. Let the children create pictures on the flannel by arranging the shapes to their liking. Children can also sort flannel shapes into specific lines: line of circles, line of squares, and so on.

## ADAPT IT FOR SCHOOL-AGERS

1. Create a pattern using five shape lids.
2. After the children study the pattern, put a scarf over it.
3. With the remaining shape lids, have each child recreate the shape pattern from memory.
4. Make the game more challenging by gradually increasing the number of shapes in the pattern.

**Curricular Area:** Science

**Recommended Ages:** Two and older.

**Children Will Learn:** Visual discrimination, color and shape names, small motor control, concept of reflection, and patterns.

**Materials Needed**

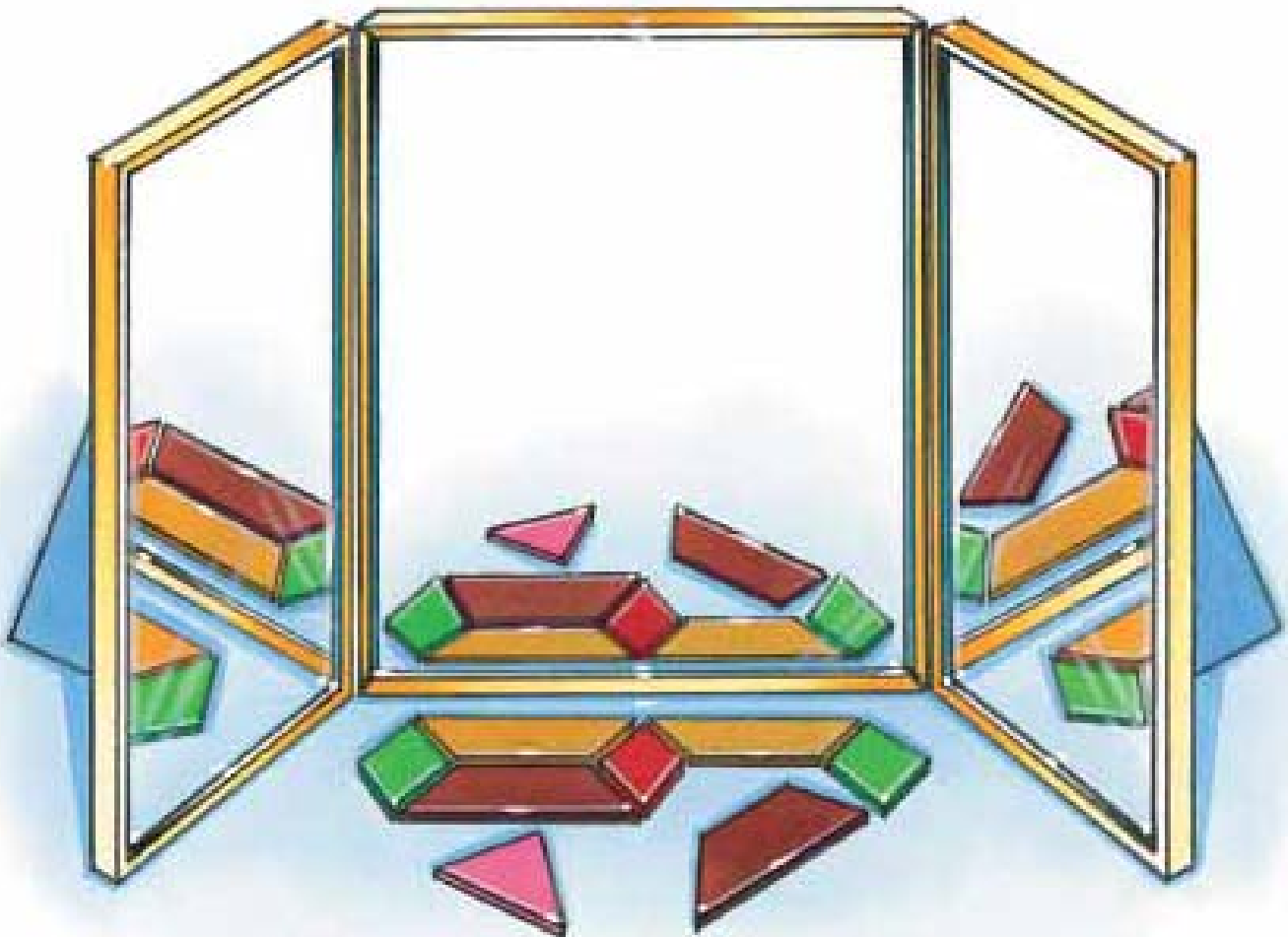
- Table blocks, such as colored cubes or parquetry chips
- Three-way table mirror

**PROCEDURE**

1. Have one or more three-way mirrors on a table that will not fall over.
2. Provide children with blocks. Ask children to make designs in front of the mirrors and then find the reflections.

**ADAPT IT FOR SCHOOL-AGERS**

1. Encourage school-agers to make new geometric shapes using a block and its reflection. For instance, a triangle parquetry chip becomes a diamond when combined with its reflection.
2. Ask school-agers to make representational objects with the chips and reflections, such as a flower or house.





# C-78 Ramp It!

**Curricular Area:** Science

**Recommended Ages:** Three and older.

**Children Will Learn:** Cause and effect, pattern of gravity, outcome prediction, and problem solving.

## Materials Needed

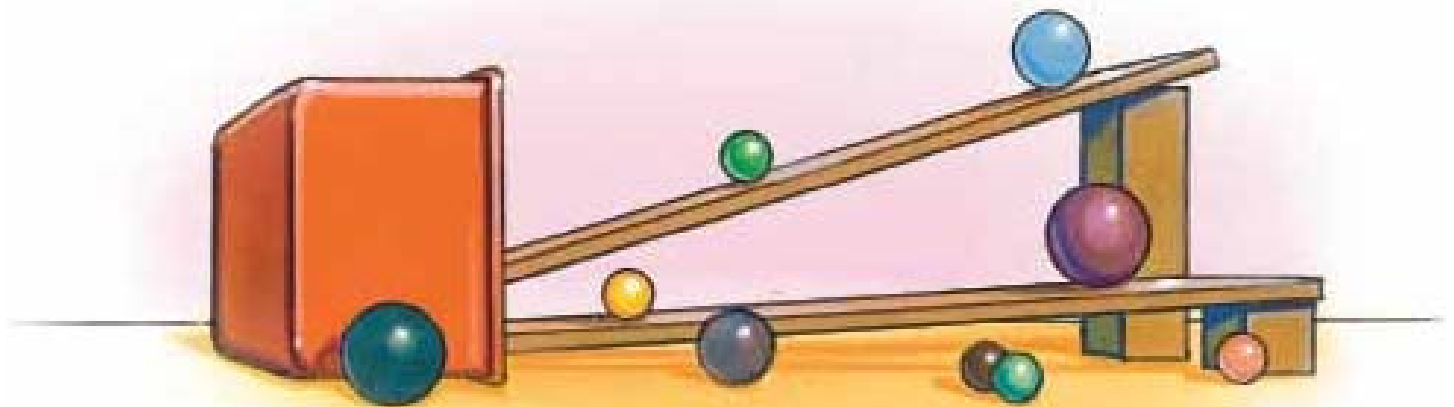
- Small rubber balls
- Wedge-shaped blocks
- Rectangular and square blocks
- Several flat planks of wood
- A small plastic basket for each plank

## PROCEDURE

1. Create several ramps of different angles. Make them by placing one end of a plank on the floor and propping the other end up on a bookcase shelf or a stack of blocks.
2. On the floor at the end of each plank, lay a plastic basket on its side.
3. Let children roll different balls down the ramps and into the baskets.

## ADAPT IT FOR SCHOOL-AGERS

Add a greater variety of balls with differences in size and weight, such as wooden, ping pong, or plastic baseballs. Have races with different types of balls. Ask school-agers to record the winner of each race on each ramp.



# C-79 Evaporation

**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** The concept of evaporation, how to wash clothes, improved eye-hand coordination, and better small motor control.

## Materials Needed

- Two plastic or metal washtubs
- Warm water
- Mild laundry soap
- Doll clothes
- Laundry basket
- Two clotheslines
- Clothespins

## PROCEDURE

1. Before children arrive, hang two clotheslines at children's height in the play yard. Stretch one across a shady area; the other across a sunny area.
2. Outside, or in an indoor uncarpeted area, fill a washtub with warm water. Let children help add laundry soap. Fill the other tub with water for rinsing the clothes.
3. Ask the children to gather doll clothes from the dramatic play area. Allow children to wash clothes in the washtub. Show the children how to rub the clothes together to remove dirt. Demonstrate how to wring rinse water from the clothes before putting them into the laundry basket.
4. When all clothes are washed and rinsed, take them outside and show the children how to hang the clothes from the clotheslines. Ask the children what they think will happen to the clothes. (*They will dry.*) Ask which clothes they think will dry first, the ones in the shady or the sunny spot?
5. Every 10 minutes, go outside and touch the clothes. How long does it take to dry? Which clothes dried first? Can the children guess why? Where did the water in the clothes go?



## EXTENDING THE ACTIVITY

1. Hang both clotheslines in the same area (shady or sunny). Turn a fan (with child-proof guard) on one set of clothes. Periodically check both sets of clothes. What effect did the fan have on the clothes drying?
2. After a rain, go out and investigate water puddles. How long does it take them to evaporate?
3. Let the children "paint" outdoor walls with water using house paintbrushes. What happens to the "paint?"

**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** To sort, recycle, recognize the recycling symbol, and determine what types of materials can be recycled.

## Materials Needed

- One large box
- Four medium boxes with the top flaps cut off
- Black marker
- A variety of clean, empty materials that can be recycled: paper, aluminum, cardboard, plastic



## PROCEDURE

1. Before children do this activity, gather the recyclable materials and put them into one large box.
2. Draw or tape a picture of the international recycling symbol on the outside of each medium-size box. Next to the recycling symbol, write the name of the material to be recycled: paper, aluminum, cardboard, and plastic. Tape one example of each recyclable material next to the written label on the outside of each box.
3. Talk to the children about how materials can be reused rather than simply thrown away. Tell them how everyone can help reduce trash by recycling materials.
4. Let each child select an object. Show the children how to look for the recycling symbol on the bottom or sides of objects. Help the child select the correct recycling box for the item chosen. Let a group of children continue to sort the items from the large box into the four medium recycling boxes.

## EXTENDING THE ACTIVITY

1. Use recyclable materials in the art area to create collages.
2. Take a field trip to a recycling center.
3. Go on a “litter” walk. Recycle as much of the litter as possible.

## ADAPT IT FOR SCHOOL-AGERS

1. Have the children use recycled items as light-catchers and noisemakers to protect a garden from birds.
2. Provide string, twine, tape, and scissors for building the light-catchers or noisemakers. Note: Aluminum pie tins or tree tinsel can reflect light. Tin cans grouped together make noise when the wind blows.

# C-81 Animal Habitat

**Curricular Area:** Science

**Recommended Ages:** Three to six.

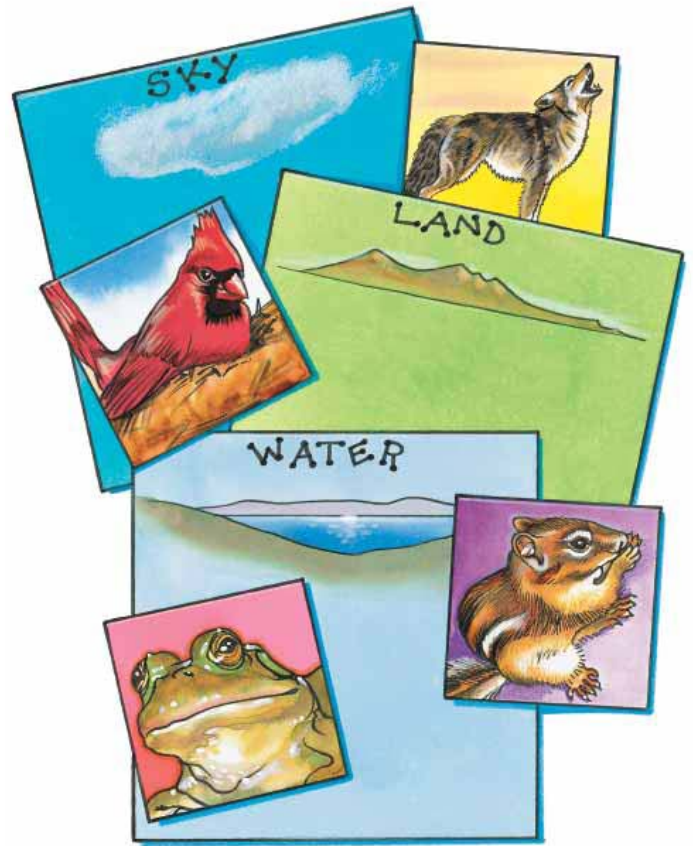
**Children Will Learn:** To identify animal habitats, classify and sort animals by their habitats, and improve memory skills.

## Materials Needed

- Variety of photos of animals that live on land, in water, and in the sky
- Three sheets of poster board labeled with one of the three animal habitats
- Black marker

## PROCEDURE

1. Set the three sheets of labeled poster board on a table. Draw a picture of the habitat that corresponds to each label, such as a lake for water, a mountain for land, and a cloud for the sky.
2. Talk to the children about the different places they see animals living. Can they recall animals that live on the land, in water, or in the air?
3. Put the animal photos in the middle of the table within reach of the children. Let each child select one photo at a time. Ask each child to place the animal picture on the correct animal habitat poster board.



## EXTENDING THE ACTIVITY

1. Walk outside and ask the children to identify as many animals as they can. What are the animals' habitats?
2. Ask the children to think of animals that live in two habitats, such as frogs, snakes, beavers, and muskrats.
3. Ask the children to move like the animals they identify. For example, swim like a fish, fly like a bird, and crawl like an earthworm.



**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** Observation skills and tracking.

#### Materials Needed

- Wildlife book from library showing life-size animal tracks
- Fine-line marker
- Brown adhesive-backed paper
- Tracing paper
- Large (8-inch × 10-inch if possible) photos of animals to match their tracks

### PROCEDURE

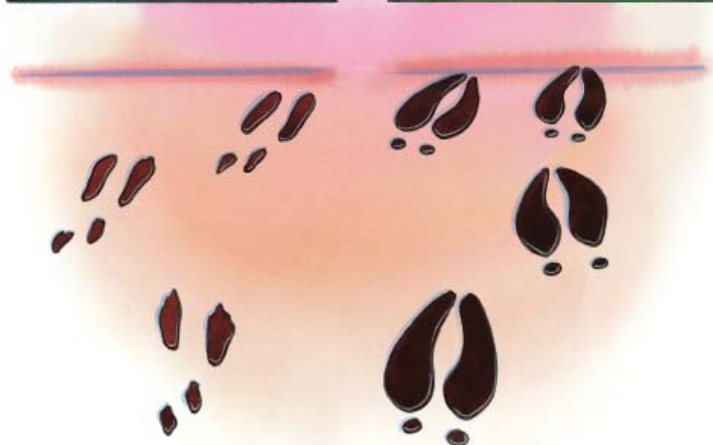
1. Use tracing paper to create life-size track templates of four to six different animals.
2. Using the templates, trace animal track shapes on adhesive-backed paper. Cut out the animal tracks

from the adhesive-backed paper. Be sure to keep all tracks separated so they do not become mixed up.

3. Using the adhesive-backed paper animal tracks, make wandering paths across the room leading to different areas on a wall. (Attach to the floor by peeling the back from the adhesive-backed paper and then sticking the tracks to the floor.) At the end of each animal track path, tape a photo of the animal at children's eye-level.
4. Show the children the beginning of each animal track path. Ask them to guess what animal makes the track. Let them follow the tracks to see if they were right.

### EXTENDING THE ACTIVITY

1. Go on a walk to locate and identify animal tracks.
2. Make matching sets of animal track cards. On the back of each card, glue a picture of the animal that makes the track. Mix the cards up and let the children match the tracks. Children look at the back of the cards to see if they were correct.



# C-83 Earthworm Farm

**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** About the habitat of earthworms and observation skills.

## Materials Needed

- Tall, narrow, empty olive or pickle jar
- Soil
- Water (just enough to moisten soil)
- Earthworms from yard or bait shop
- Tape
- Dark construction paper
- Tiny bits of vegetable scraps
- Cellophane
- Rubber band
- Sharpened pencil
- Magnifying glass

## PROCEDURE

1. Make an earthworm farm: With the children, fill the jar with soil. Add just enough water to moisten. Put the earthworms in the soil. Put tiny bits of vegetable scraps on top of the soil. Cover jar top with a piece of cellophane and secure it with a rubber band. Use the pencil to poke air holes in the cellophane. Wrap dark construction paper around the jar and tape it in place.
2. After a day, remove the construction paper from the earthworm farm. The earthworms will have made tunnels against the jar sides. Let the children observe the earthworm tunnels with the magnifying glass. Check to see if the food has been eaten. Replace the construction paper and repeat the process for two more days.
3. After the third day of observation, release the earthworms into the soil of the play yard away from foot traffic. Check the release site every 15 minutes. How long does it take for the worms to disappear into the ground?



## EXTENDING THE ACTIVITY

1. Order an ant farm from a commercial science supply company. Set it up in the science center for the children to observe.
2. Make “worm” pudding for a snack. Make chocolate pudding with the children. Let them add candy “worms” to the batch to celebrate setting the earthworms free. (Candy “worms” can be purchased at a candy specialty store.)

## C-84 Chain Reaction

**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** That force or energy can be passed from one object to another, cause and effect, and observation skills.

### Materials Needed

- 4-inch × 2-inch wooden blocks

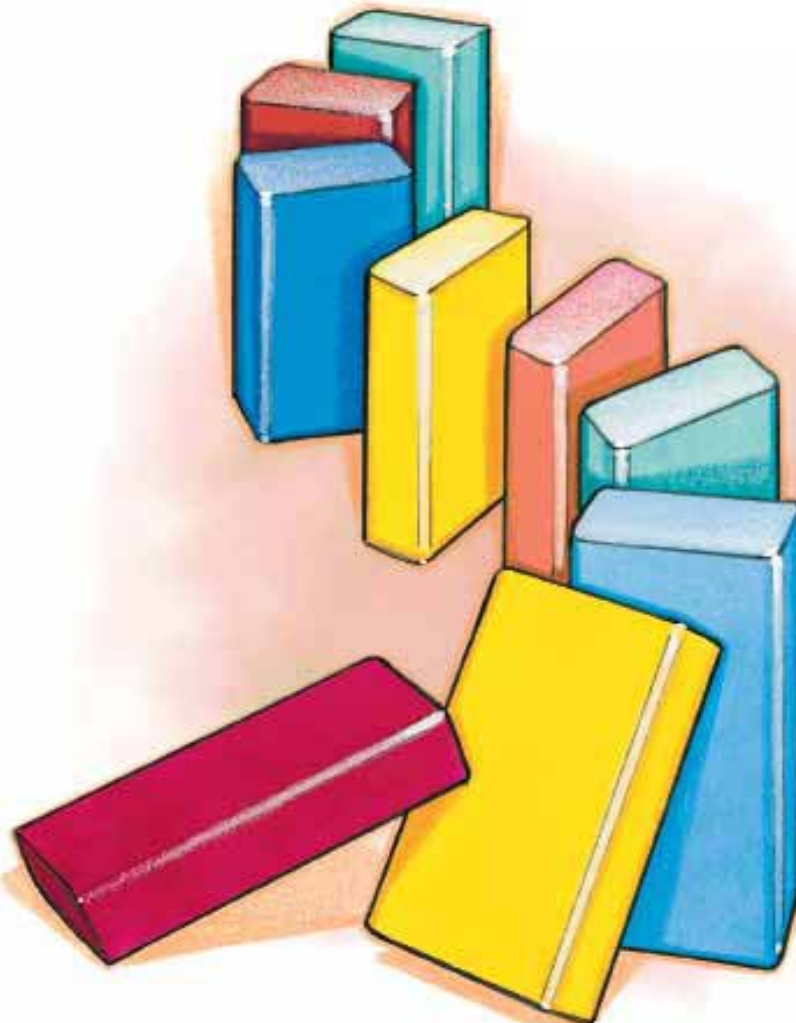
### PROCEDURE

1. Gather a group of children in the block center. In front of the children, set three or four blocks up on end within one inch of each other. Touch an end block so it falls into the block right next to it. Ask the children to describe what happened.

2. Tell the children the blocks fell because one block hitting another created enough energy or force to topple the others. Tell the children they can create their own chain reaction.
3. Show the children how to stand the blocks on end to create a long row. Encourage them to stand blocks up in smooth curving lines.
4. Once the block row is completed, ask one child to lightly tap one end of the row. What happens? Once the chain reaction is completed, let the children set up another and another.

### EXTENDING THE ACTIVITY

1. Provide dominoes for setting up chain reactions.
2. Provide empty plastic one-liter bottles and a rubber ball so the children can play "bowling." Note how the force of the ball causes the "pins" to hit each other and create a chain reaction.



**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** The concept of gravity, cause and effect, and observation skills.

### Materials Needed

- Assorted, unbreakable objects to drop, such as balls, feathers, pencils, scarves, marbles, buttons, leaves, pinecones, etc.

## PROCEDURE

1. Gather the group in a circle. Place a variety of objects in the middle of the circle. Ask one child to select an item from the middle and to release it. What happened? Ask the child to repeat the drop. Did the same thing happen?
2. Tell the children that a force called gravity pulls things to the earth. Let each child select an item to release. Do the items ever fall up rather than down? Tell the children that the objects always fall down because gravity pulls them down.
3. Have each child stand up. Ask them to jump up. For a minute, they pull against gravity, but gravity pulls them right back down.
4. Let the children explore testing the force of gravity with objects they find on their own. (Make sure items are unbreakable!)



## EXTENDING THE ACTIVITY

1. Have the children go outside and walk on a level surface. Next, have the children walk up a hill, then down the hill. Which is the harder and the easier to do? (Pulling against the force of gravity makes it harder to go up the hill. Walking down is easier because the force of gravity is helping pull the body down.)
2. Identify things that defy gravity. How is it done? Examples: birds (specialized wings), airplanes (specialized wings and fuel), hot air balloons (heated air), kites in flight (specialized shape to float on wind currents), insects such as butterflies and mosquitoes (specialized wings), and helium balloons (helium gas is lighter than air).



**Curricular Area:** Science

**Recommended Ages:** Four to six.

**Children Will Learn:** To prepare foods using heat and cooking utensils, understand cause and effect, and improve observation skills.

## Materials Needed

- Photos of eggs prepared in a variety of ways: boiled, poached, fried, scrambled
- One dozen eggs
- Milk, salt and pepper, cooking oil, medium-size mixing bowl, measuring spoons, spatula, fork
- Electric skillet
- Child-size plates and spoons



## PROCEDURE

1. Ask four children to wash their hands. Sanitize a child-size table placed right next to an electrical outlet (so children cannot walk by and trip over the cord).
2. At the table, show the children an egg in its shell. Let a child break an egg into the bowl. Ask the children to describe its color, shape, and texture.
3. Tell the children never to eat uncooked eggs. Uncooked eggs may have bacteria that could make them sick (salmonella). Tell them people cook eggs in a variety of ways so they are safe as well as good to eat, such as scrambled, poached, hard-boiled, fried, etc. Show the children pictures of each way eggs may be prepared. Tell the children that they are going to make scrambled eggs.
4. One at a time, let each child crack an egg into the mixing bowl. Allow another to pour two tablespoons of milk into the mixture. Ask another to shake in a little salt and pepper. Students should wash their hands after cracking the eggs.
5. Let the children take turns whipping the eggs with a fork.
6. Bring out the electric skillet. Let one child pour a tablespoon of cooking oil into the skillet.
7. After explaining safety precautions, plug in the skillet and set heat appropriately. Let a child pour the egg mixture into the skillet. **SUPERVISE VERY CLOSELY.** Let children take turns using the spatula to scramble the eggs.
8. When eggs are cooked, let each child taste their creation!

## ADAPT IT FOR SCHOOL-AGERS

1. Have the children try other ways to prepare eggs and hold a taste-testing contest. Egg dishes may include: quiche, hard-cooked eggs, poached eggs, omelets, deviled eggs, or egg salad.
2. Ask the children to interview the taste-testers, record their comments, and post them for display.

# C-87 Growing Mold

**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** To recognize mold and what it requires to live, and improve observation skills.

## Materials Needed

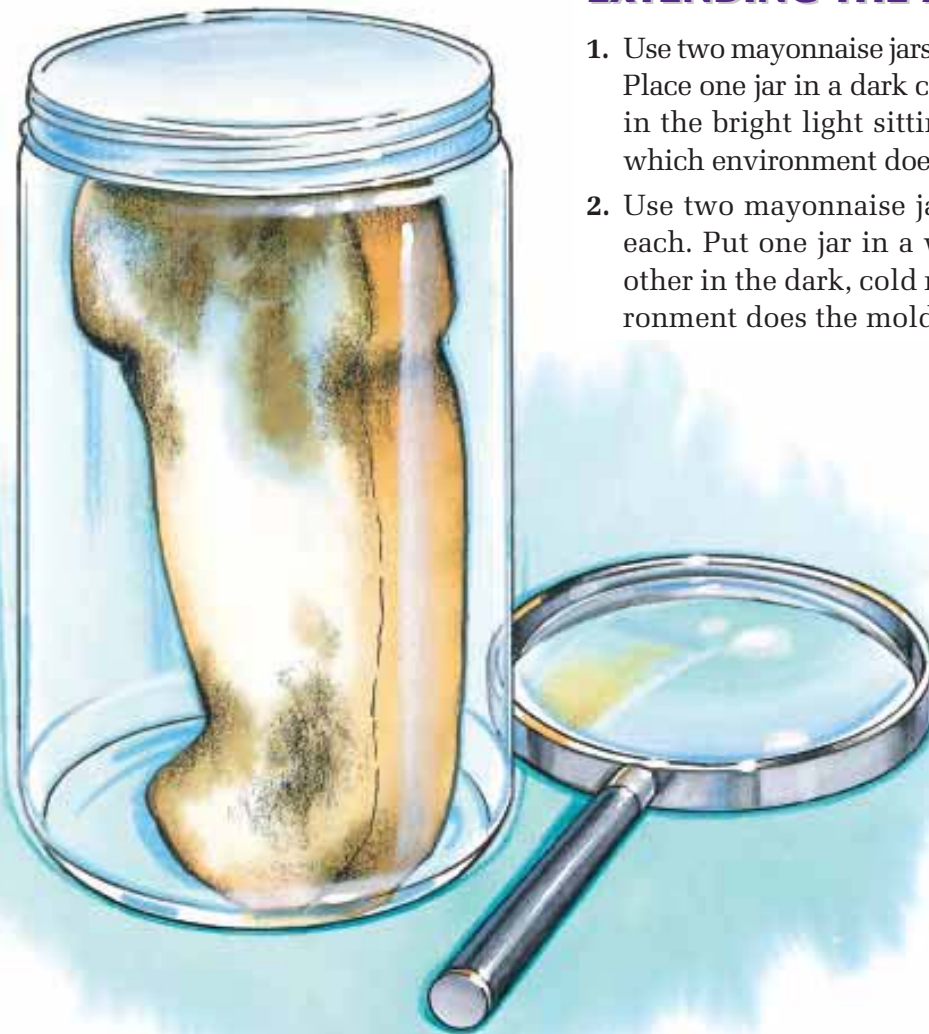
- Slice of molded bread
- Clean, large mayonnaise jar (plastic)
- Fresh slice of bread
- Bit of water
- Magnifying glass

## PROCEDURE

1. Show the children the slice of molded bread. Let each child touch it and look at it with the magnifying glass. Ask them to describe the feel, appearance, and smell. Explain that the mold is living and growing because it eats the decaying bread. The little bit of water in the bread and air are also necessary for the mold to grow.
2. Tell the children they can grow their own mold. Show them the fresh bread. Let them put it in the clean mayonnaise jar. Sprinkle a bit of water on it. Place the lid on the jar. Put the jar on the science table and encourage the children to watch for signs of mold daily. Ask them to describe all the changes they see. Make sure the magnifying glass is nearby for close observation.

## EXTENDING THE ACTIVITY

1. Use two mayonnaise jars. Put a slice of bread in each. Place one jar in a dark closet and leave the other jar in the bright light sitting on the science table. In which environment does the mold grow fastest?
2. Use two mayonnaise jars. Put a slice of bread in each. Put one jar in a warm, dark closet. Put the other in the dark, cold refrigerator. In which environment does the mold grow the fastest?



## C-88 Sink & Float

**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** To understand the difference between floating and sinking and improve observation skills.

### Materials Needed

- Water table or plastic dishpan filled with water
- Objects to test for sinking and floating
- Towel for possible spills

### PROCEDURE

1. Collect many objects—some that float and some that sink. Place a floating object in the water. Explain to the children that when objects stay on top of the water it is referred to as floating. Place an object in the water that will sink. Explain this term to the children.
2. Allow children to test each object to determine if it sinks or floats. Ask each child to observe and communicate the results.
3. Create two piles, one for floating objects and one for sinking objects. After testing each object, tell the children to place the object in the appropriate pile.

### EXTENDING THE ACTIVITY

1. Provide plastic boats in the water table for play.
2. Sort photos of objects into two piles: floaters and sinkers.
3. Visit a lakeshore and watch boats float.
4. Provide children with 6-inch blocks of foam packing forms. Let them attach paper triangles to a straw using tape. This will create a sail. Show the children how to push the paper sail into the foam using the base of the straw. Provide each child with a straw for blowing. Ask them to place their boats into the water table. Let the children blow on their boats' sails to make them move around the water table.



## C-89 Racing Liquids

**Curricular Area:** Science

**Recommended Ages:** Three to six.

**Children Will Learn:** To demonstrate gravity's effect on liquid, make comparisons, and improve observation skills.

### Materials Needed

- Cookie sheet
- Liquids: water, honey, corn syrup, vegetable oil
- Paper towels
- Box
- Spoon

### PROCEDURE

1. Lay the cookie sheet on a table. Let children place a small amount of each liquid equally spaced across the short end of a cookie sheet.
2. Tell the children they are going to have a race. You will prop the cookie sheet up on a box to make an inclined plane. The children will have to watch

very closely to see which liquid reaches the bottom of the cookie sheet first. After each race, ask which liquid "won."

3. Repeat the race as often as the children wish. Can they predict which liquid will win? Explain that gravity is pulling the liquid down toward the earth. Very thin liquid is pulled most easily by gravity; thicker liquid is pulled more slowly.

### EXTENDING THE ACTIVITY

1. Provide paint at the art easel. Make some of the paint colors very thick by adding less water to the tempera powder. Make other colors very thin by adding more water to the tempera powder. Can the children notice the difference? Does one run toward the bottom of the art paper faster than the other?
2. On a rainy day, watch water running down windowpanes. Let children track them with their fingers. Later, let them draw rainy day pictures in the art area.





**Curricular Area:** Active Play

**Recommended Ages:** Three to six.

**Children Will Learn:** To aim and control the path of a ball, develop large motor skills, and improve eye-hand coordination.

## Materials Needed

- Two medium-size (8-inch to 12-inch) rubber balls
- Twenty-four clean, empty, plastic one-liter bottles
- Cement area
- Chalk
- Large, labeled box to store bowling materials

## PROCEDURE

1. Using chalk, draw two “bowling lanes” on the cement. Draw a line at the beginning of each lane so

the children will know where to stand when rolling the ball. At the end of each lane, arrange 12 one-liter bottles, just as real bowling pins are arranged. Provide one rubber ball for each bowling lane.

2. Show the children how to roll the ball to knock down the “pins.” Let the children take turns setting up the pins as well as bowling.

## EXTENDING THE ACTIVITY

1. Visit a local bowling alley on a field trip.
2. Instead of putting liter bottles at the end of the lanes, provide large baskets or boxes laid on their sides. Challenge the children to roll the balls into the containers. Let them practice as much as they wish. School-age children can create a scorecard by recording their successes on paper.



# C-91 Scarf Play

**Curricular Area:** Active Play

**Recommended Ages:** Three to six.

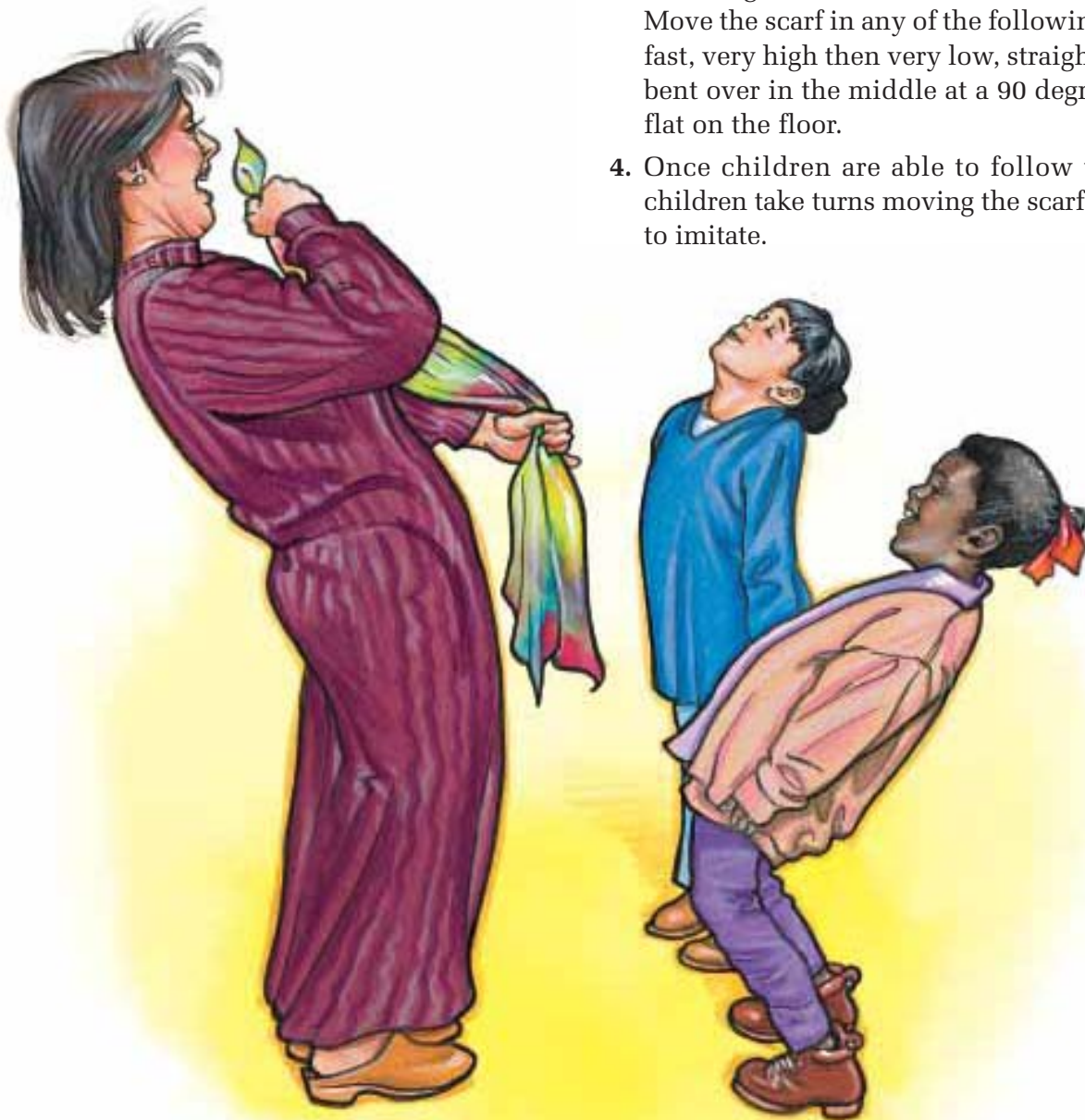
**Children Will Learn:** Large motor control, motor coordination, problem solving, and direction following.

## Materials Needed

- Large open space where children can move without touching
- One medium or large scarf

## PROCEDURE

1. Gather children so everyone can see. Ask everyone to remain standing. Hold a scarf up for everyone to see.
2. Tell the children you want them to watch the scarf very carefully. You want them to try to move just like the scarf. Begin by gracefully moving the scarf from side to side. Can the children match the movements?
3. Challenge the children with other movements. Move the scarf in any of the following ways: slow, fast, very high then very low, straight as an arrow, bent over in the middle at a 90 degree angle, laid flat on the floor.
4. Once children are able to follow the game, let children take turns moving the scarf for the others to imitate.



# C-92 Beanbag Toss

**Curricular Area:** Active Play

**Recommended Ages:** Three to six.

**Children Will Learn:** To aim and hit a target, improve large motor control, increase large motor development, and develop eye-hand coordination.

## Materials Needed

- Beanbags
- Empty 3-pound coffee cans with opening edges smoothed and taped
- Chalk or tape

## PROCEDURE

1. Place coffee cans in a line. Using chalk or tape, create a line for children to stand behind when they are tossing.
2. After attracting children to the area, demonstrate tossing a beanbag into the cans.
3. Allow children to take turns tossing as long as they would like. For variety, move the cans around so children have different challenges in aiming. As children become better at hitting the target, move cans further from the tossing line.





# C-93 Tricycle Maze

**Curricular Area:** Active Play

**Recommended Ages:** Three to six.

**Children Will Learn:** Direction following, problem solving, and improved large motor development.

## Materials Needed

- Two to four tricycles or wheeled vehicles
- Chalk or large roll of 1-inch colored tape
- Concrete area

## PROCEDURE

1. Before children go outside, use chalk or colored tape to create a maze path wide enough for tricycles or wheeled vehicles to drive through. Make the path fill a large area. While the path should have interesting twists and turns, it should also wrap around the area in a circular fashion. (This will keep vehicles from running into each other.) Draw arrows inside the path to show which direction vehicles should drive.
2. Let two to four children drive through the maze at a time. Enjoy the show and be sure to applaud when they finish the maze.

## EXTENDING THE ACTIVITY

1. Children five and older will enjoy being timed as they drive through the maze. Use a poster board to record each child's time.
2. Set up a tricycle or vehicle maze relay. Divide children into two teams. Identify a beginning and ending line in the maze. Keep playing until all members of both relay teams finish the maze. Remind the teams to cheer for their team members who are driving!





# C-94 Tricycle Car Wash

**Curricular Area:** Active Play

**Recommended Ages:** Three to six.

**Children Will Learn:** Awareness of community jobs, cooperation skills, sensory awareness, large motor control and coordination, and eye-hand coordination.

## Materials Needed

- Tricycles or wheeled vehicles
- Buckets of water (or water hose if available)
- Extra mild dishwashing soap
- Old cloth towels
- Toy cash register and toy money
- Poster board
- Marker
- Empty refrigerator shipping box with window cut in front
- Small table or stackable milk crates
- Plastic smocks



## PROCEDURE

1. During warm weather, tell the children you are going to set up a tricycle car wash in the play yard. On poster board, write "Car Wash" in large letters. Tell the children the sign will go on the car wash attendant's booth. Ask a volunteer to color the sign in the art center.
2. Mount the sign on the refrigerator box to create the attendant's booth. Place a small table or stackable milk crates inside the box to hold the cash register and play money. Provide all the car wash supplies near the booth.
3. Ask children to volunteer for roles such as booth attendant, customer, and car washer. Provide plastic smocks for car washers. (Or, if the weather is really warm, let the children wear bathing suits and get wet.) Let the children clean to their hearts' content. Occasionally encourage children to rotate the roles they play.

## EXTENDING THE ACTIVITY

1. In the water table, let the children wash the dolls and doll clothes from the dramatic play center. String up a clothesline and provide clothespins so children can hang clothes to dry.
2. Provide house painting paintbrushes and buckets of clear water. Let the children "paint" the play yard walls and sidewalks with the water. How long does it take to evaporate?

**Curricular Area:** Active Play

**Recommended Ages:** Two to six.

**Children Will Learn:** Creative expression, listening skills, direction following, types of movement, vocabulary skills, and large and small motor coordination.

#### Materials Needed

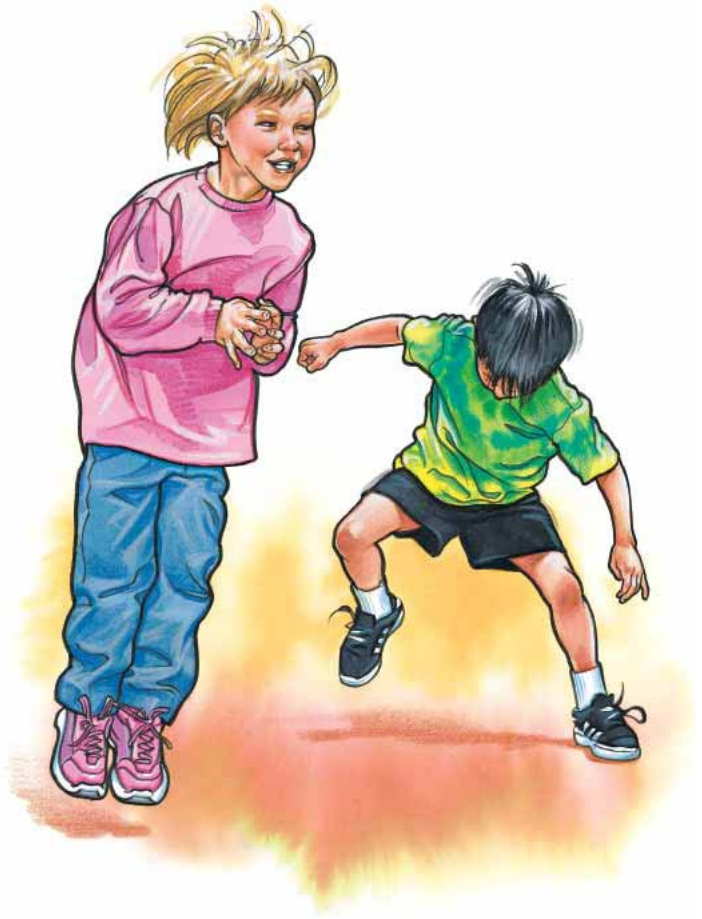
- None

### PROCEDURE

1. Gather children in a large open space where they will have freedom of movement without running into each other.
2. Tell the children they are going to play a movement game. You will call out different ways they can move their bodies. It will be up to the children to move any way they wish in response to the direction. (Make movements more simple or difficult depending on the age of the children involved. Some movements may need to be demonstrated.)

#### Direction suggestions:

- Zoom like a plane
- Flop like a mop
- Jump like a grasshopper
- Hop like a kangaroo
- Crawl like a caterpillar
- Twirl like a helicopter blade
- Spin like a top
- Stretch like a rubber band
- Pounce like a lion
- Sneak like a spy
- Skitter like a mosquito
- Soar like an eagle
- Sway like a tree in the wind
- Flitter like a butterfly
- Buzz like a bee
- Hop like a bunny
- Leap like a deer
- Speed like a truck
- Bounce like a ball
- Wave like a flag



### EXTENDING THE ACTIVITY

1. Let the children take turns calling out the movements.
2. Form the children in a circle. One at a time, ask a child to get in the middle of the circle. As the child moves like a particular animal, ask the other children to guess what animal is being demonstrated. When children guess, another child gets a turn in the center. (You can also substitute vehicles for animals.)