

Greetings Stowe PK Families,

This packet serves as a distant learning plan to help your child maintain progress within the CT Early Learning and Development standards while we are not in school. Included are playful activities that support learning in all developmental areas. Please note your child's teacher is available to you via email throughout the school day. Some of the suggested activities may require a supply that you don't have readily available. Please do not go out and buy these supplies; think outside the box with items you can find around the house. We have attached a pencil and a crayon to get you started. Be creative, have fun, and enjoy spending time learning together!

Activities included in this packet support the learning process at home in the following areas:

- Self-regulation
- Executive function
- Fine/visual motor skills
- Imaginary play
- Handwashing, nutrition, and recipes
- Physical activities
- Social emotional learning
- Questions to ask
- Literacy, Math, Science, Social Studies, and Writing activities
- Websites/Apps available to visit
- Articles that offer ideas to support the work we do in PK

Teachers will be available via email if you have any questions. Here is a list of the teachers by classroom and email.

Room 1. Tracy Guile	<a href="mailto:tguille@enfieldschools.org">tguille@enfieldschools.org</a>
Room 3. Katie Brown	<a href="mailto:kbrown@enfieldschools.org">kbrown@enfieldschools.org</a>
Room 9. Ellie Smith	<a href="mailto:esmith1@enfieldschools.org">esmith1@enfieldschools.org</a>
Room 10. Jenn West	<a href="mailto:jwest@enfieldschools.org">jwest@enfieldschools.org</a>
Room 11. Jennifer Lampro	<a href="mailto:jlampro@enfieldschools.org">jlampro@enfieldschools.org</a>
Room 12. Virginia Prentiss	<a href="mailto:vprentiss@enfieldschools.org">vprentiss@enfieldschools.org</a>
Room 13. Erica Feenstra	<a href="mailto:efeenstra@enfieldschools.org">efeenstra@enfieldschools.org</a>
Room 14. Jen Penquite	<a href="mailto:japenquite@enfieldschools.org">japenquite@enfieldschools.org</a>
Room 15. Shannon Steere	<a href="mailto:ssteere@enfieldschools.org">ssteere@enfieldschools.org</a>
Room 16. Melissa Towers	<a href="mailto:mtowers@enfieldschools.org">mtowers@enfieldschools.org</a>
Room 17. Mary Horn	<a href="mailto:mhorn@enfieldschools.org">mhorn@enfieldschools.org</a>
Room 18. Marissa Parker-DePace	<a href="mailto:mparkerdepace@enfieldschools.org">mparkerdepace@enfieldschools.org</a>
Room 19. Patti Curley	<a href="mailto:pcurly@enfieldschools.org">pcurly@enfieldschools.org</a>
Room 21. Jen Wood	<a href="mailto:jwood@enfieldschools.org">jwood@enfieldschools.org</a>
Jaclyn Valley, Director	<a href="mailto:jvalley@enfieldschools.org">jvalley@enfieldschools.org</a>

Thank you for your continued partnership and support!

Your partners in education,

Stowe Early Learning Center Staff

## Activities to Continue the Learning Process at Home:



- 1.) Stories: Read stories, point out the back and front of the book, where we start to read, words, and letters. Ask who, what, where, when, why and how questions.
- 2.) Chores around the house
- 3.) Feelings: Talk about how things make you feel and why
- 4.) Similarities and differences
- 5.) Problem solving: talk about ways to solve a problem, for instance, the dishes are dirty what should we do with them? We need to wash them. How do we wash them?
- 6.) Sorting: have your child sort anything and tell you how they sorted it by color, size, type, function
- 7.) Patterns: simple ab patterns are good to start, for instance, grape, fish, grape fish, grape, fish. You can make a pattern with anything
- 8.) Sequencing: sequence your day, first we get up, then we eat breakfast, brush teeth, etc. Sequence steps for getting dressed, steps for brushing your teeth, etc ask questions like what do we do first, second, third, last. Order things by size.
- 9.) ID numbers 1-10, counting 1-20, 1:1 correspondence
- 10.) Positional words like in, on, off, above, below, etc
- 11.) Letter sounds, beginning sounds, rhyming words
- 12.) Colors, shapes
- 13.) Environmental print, point out sign for stores such as Target, Big Y, Walmart, the labels on food, etc
- 14.) Have you child dress him/her self and put on coat and zip it.
- 15.) Have you child write his/her name (remember we always start writing letters from the top.)
- 16.) Self-portraits (mat man)
- 17.) Draw pictures and write about the picture. Encourage your child to sound out words.

## Free Educational Apps & Websites for Preschoolers

**PBS Kids Measure Up!**: includes math games about height & length, weight, and capacity.

**PBS Kids Party**: includes dancing, more or less, counting, & recording their own silly sounds.

**PBS Kids Play and Learn Science!**: includes learning about weather & thermometers, proper clothes to wear in different weather and exploring speed with ramps.

**Preschool Letter Quiz by 22Learn**: includes alphabet tracing, matching, connect the dots and a letter quiz.

**1-2-3 Learn**: includes counting, estimating, number recognition & number values.

**Outdoor Family Fun with Plum**: includes missions that get you outside! Missions include taking selfies with bugs and counting people.

**Cosmickidsyoga.com**: Story based yoga that engages children & teaches mindfulness.

**Kids.nationalgeographic.com**: learn all about science experiments, play games, watch videos and learn how to help animals.

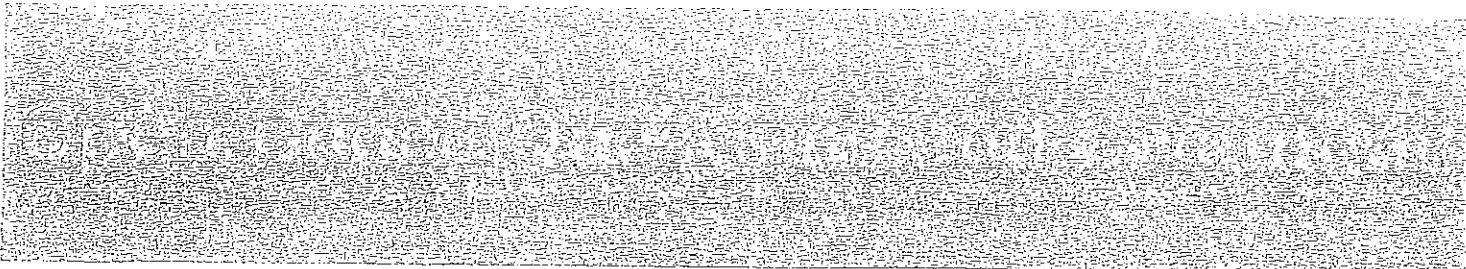
**Spatulatta.com**: cooking for kid's website includes a variety of recipes to make as a family and to promote trying new foods!

### **\*\*Belly Breathing\*\***:

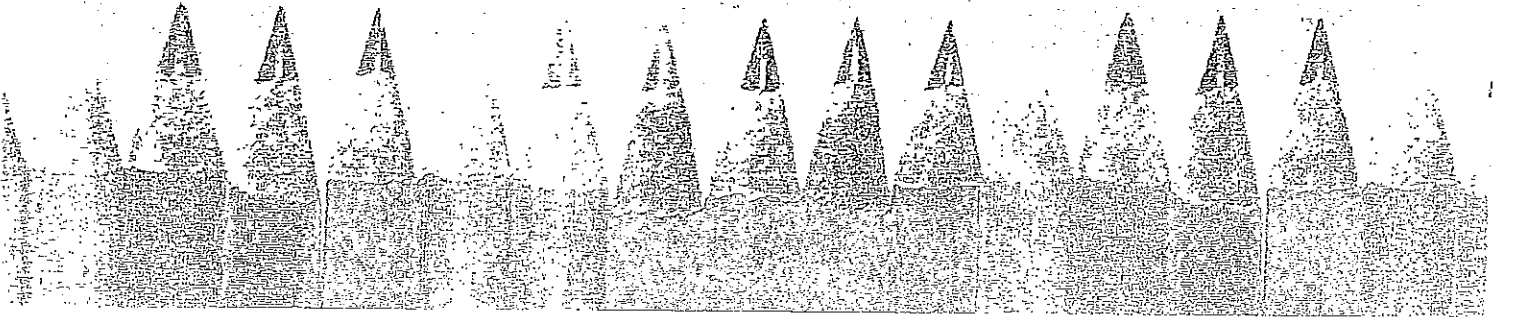
You may have heard your child come home and talk about using belly breaths to calm down or work through feelings. We practice this daily through our Second Step curriculum, as it helps them to identify feelings, work through them and find ways to self soothe. There is a Sesame Street video that all the classes watch to help with practicing! We have provided the information to search in YouTube if you would like to reinforce this practice at home.

**Sesame Street: Common and Colbie Caillat - "Belly Breathe" with Elmo**

<https://www.youtube.com/watch?v=mZbzDOpylA>



What do you know about...?  
What will you need?  
What will you add?  
I wonder what will happen when...?  
Why is that happening?  
Show me how that...  
How do you know that?  
What do you see, notice, hear about?  
What does this do?  
Where have you seen?  
What's happening with this?  
What would you say about...?  
How can we find out about...?  
what other way can you try?  
What else can you do about...?  
What can you use this for?  
Tell me about it.  
What's your plan for that?  
What does this remind you of?  
Tell me more about...  
How are you going to use...?  
How will you use this today?  
What does it need?  
What else can you do about...?  
What will happen if...?  
How can we change that?  
What happened when you did that?  
What is different about that?  
What will you do to change that?



# Playing, Exploring, and Discovering with Chores at Home

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Resources / Blog / Playing, Exploring, and Discovering with Chores at Home

KRISTIN ROBERTS

03/05/2018

The leaves in our front yard were piling up. Thinking my 10-month-old would enjoy getting some fresh air and watching neighbors pass by while I raked, I loaded him into the backpack and headed outside. Little did I know how much he would enjoy the leaf-raking itself. This chore that seemed so simple to me captivated my son. He listened carefully to the sound of the rake scraping the ground, watching as it moved back and forth through the leaves. After a few minutes, he was ready to hop down and

join in. We picked up leaves to examine them, squished and smashed leaves together to find that they crinkle and crumble, tossed them in the air and watched them float to the ground, and, of course, tasted a few bits. What a great sensory experience!

Our afternoon of raking leaves opened my eyes to the opportunities everyday chores can offer for playing, exploring, and discovering. Here are some of the chores around our home that we have found to be exciting:

- **Weeding the garden:** As warm spring weather comes early to our area, we have begun pulling weeds in the garden—which, we have discovered, creates lovely piles of loose, soft soil. While I weed, my son digs his fingers into the dirt, discovers sticks of all sizes, and pauses to observe and imitate the sounds of backyard birds, squirrels, and neighborhood dogs.
- **Sweeping the floor:** Like any household with toddlers, we sweep the floor every day. My son has discovered that it feels great to brush his hands along the bristles of the broom, and that the bristles rustle softly when he moves them back and forth. (We make sure to wash our hands after playing with the broom.)

- **Folding laundry:** Laundry is one of my least favorite chores. But it offers my son many ways to play. He adds socks to the sock pile, sees and feels a variety of colors and textures, tosses onesies into the air and watches how they fall, and plays peek-a-boo with clean T-shirts.
- **Watering houseplants:** We have several floor plants around the house, and my son loves to examine them. While I water the plants, he watches and touches the stream of water pouring from the watering can. With a bit of help, he is able to do some of the pouring himself.
- **Washing dishes:** I often put away the day's clean dishes while my son plays independently in the kitchen. When he was smaller, he would watch me move through the kitchen and name the various dishes I was putting away. But now he can participate, too! He is in charge of the clean plastic storage containers—perfect for stacking, nesting, opening and closing, and putting away, one by one, into their drawer.

And, of course, we go out and rake leaves from time to time. Every time I pause in the midst of my chores and invite my son to join, I am reminded of the wealth of sensory, exploratory, and meaningful play experiences that surround us each day. I hope you and your children find some fascinating chores around your home, too.

**Audience:** *Family*

**Age:** *Infant/Toddler, Kindergarten, Preschool*

**Topics:** *Child Development, Social and Emotional Development, For Families Blog, Other Topics, Play*

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## **KRISTIN ROBERTS**

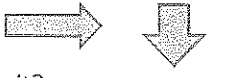
Kristin Roberts is an early childhood teacher in Washington, DC, and the mother of a toddler and infant who both love discovering the magic in everyday moments.

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1313 L St. NW, Suite 500, Washington, D.C. 20005 | (202)232-8777 | (800)424-2460 |  
[help@naeyc.org](mailto:help@naeyc.org)



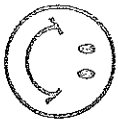
## Questions of the Day:

1. What season are we in? (Winter or Spring)
2. How do you get to school? (Bus or Car)
3. What comes next in the pattern... 
4. Does your name have the letter A in it?
5. Is water a solid or liquid?
6. How many letters are in your name?
7. Are you wearing stripes today? (Yes or No)
8. Is it sunny out today? (Yes or No)
9. What comes next in the pattern... A B A B \_\_\_\_\_?
10. How many letters does your name have in it?
11. Does your name have the letter P in it?
12. What is the weather like today?
13. Are you wearing buttons? (Yes or No)
14. What color is a school bus? (Yellow or Purple)

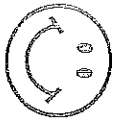
**THIS IS MY NAME**



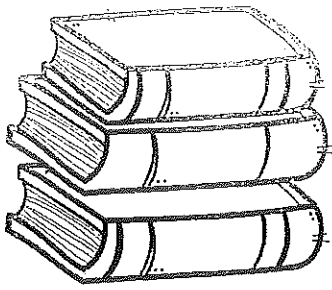
A large, empty rectangular box for writing a name.



A large, empty rectangular box for writing a name.



A large, empty rectangular box for writing a name.



# Reading at Home

Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests.

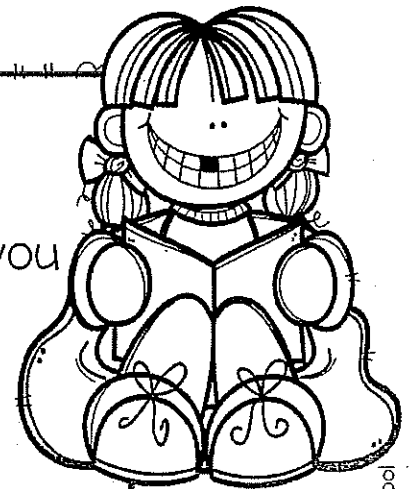
**READING FOR JUST 10 - 15 MINUTES A DAY WILL BENEFIT YOUR CHILD!**

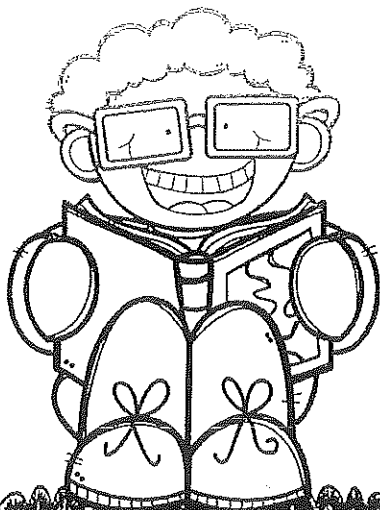
## Telling, Re-telling, and Understanding

- Before reading, make predictions and ask questions. What is the story going to be about?
- Talk about new words and their meaning.
- Make connections to his/her life, other books, and/or movies/TV. What does this remind you of (another book, something that happened to them, a place, a TV show)?
- Talk, comment, and ask questions about the characters and setting as you read the book. How does the character feel? Where is the character at the beginning/middle/end of the book?
- After you read the book, have your child retell you the story in order.
- Act out the story! Make different voices for each character. Use props and have fun!
- Have your child "read" the book (your child will make up the words that may or may not match the text and use the pictures as a guide).

## Building a Reader

- ★ Have your child turn the pages.
- ★ Encourage your child to fill in the rhymes as you read.
- ★ Notice patterns in the text and illustrations.
- ★ Have your child be the "reader" and read the pictures to you.
- ★ Notice and talk about letters and the sounds they make.
- ★ Help your child fall in LOVE with books!





Make a warm and cozy reading nook in your home with pillows, soft chairs, and/or stuffed animals.

Fill a basket with your child's favorite books, tablet, and/or magazines!

## MAKE READING AN ADVENTURE

YOU CAN  
NEVER READ  
A BOOK TOO  
MANY  
TIMES!  
EACH TIME  
YOUR CHILD  
READS A  
BOOK  
AGAIN,  
HE/SHE  
GAINS NEW  
KNOWLEDGE  
AND BUILDS  
FLUENCY!

### READ IN FUN PLACES

outside, inside, in the car, in the bathtub, in bed, on the couch, under the covers, under a tree, at the library, in a tent, or in a park

### READ FUN WAYS

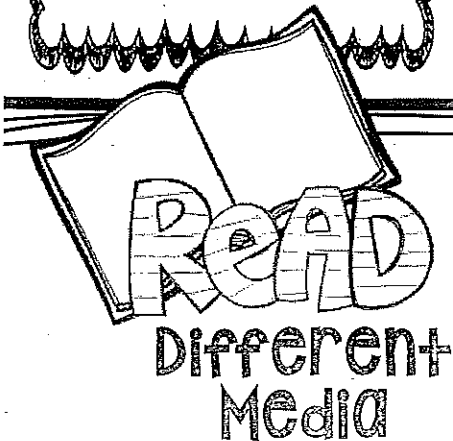
with a flashlight, in different voices, on the computer, act it out, by singing the words, in a whisper, to a stuffed animal, to a pet, or with props/puppets

### READ DIFFERENT KINDS OF BOOKS

ABC, counting, fiction, non-fiction, big, small, long, short, rhyming, poetry, song, or fairy tales

### READ ABOUT DIFFERENT THINGS

family, friends, feelings, school, holidays, sports, dance, food, birthdays, forest animals, polar animals, zoo animals, ocean animals, pets, dinosaurs, insects, construction, vehicles, plants, princesses, farms, science, seasons, weather, or various habitats



Books  
Newspapers  
Magazines  
E books  
Letters  
Shopping Lists

Cards  
Mail  
Store Ads  
Signs  
Recipes  
Comics

# Reading at **Home**

Make reading a priority at home! Even reading a book each day will make a huge difference!

## Before Reading

Allow your child to choose the book.

Do a "Story Walk"- Look at the cover. Look through the pages of the book. Make predictions about the story.

## While Reading

Ask questions about the story.

Talk about new words.

Connect the story to real life.

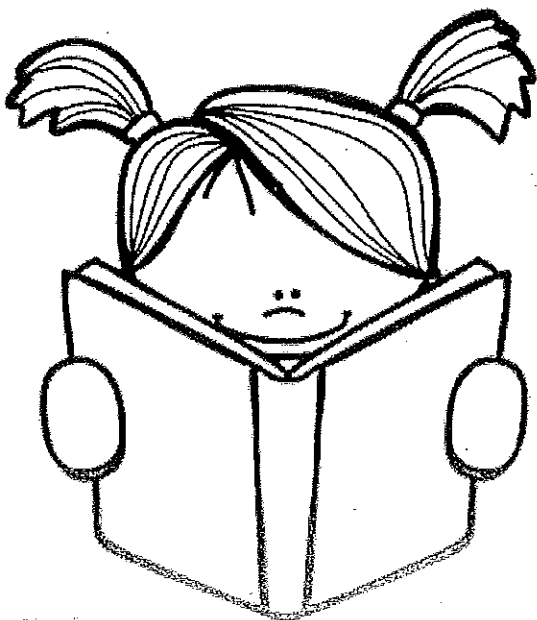
Talk about the characters, places in the story, and events.

Act out the story using different "voices" for the characters.

## After Reading

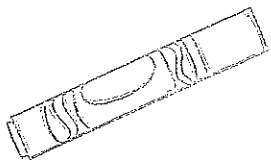
Talk about the beginning, middle, and end of the story.

Have your child make up a different ending to the story.



## Try This!

- Have your child hold the book and turn the pages.
- Point to the words as you read.
- Encourage your child to "read" the pictures.
- Notice the letters and sounds that they make.
- Have your child complete rhymes and repetitive sentences.

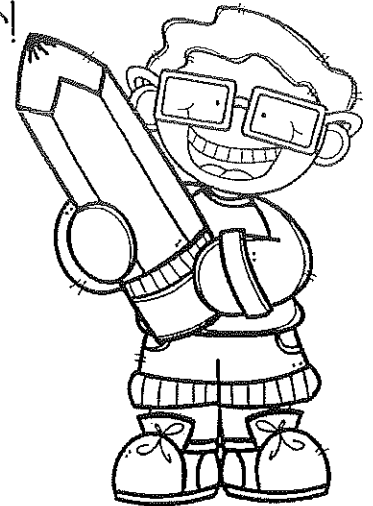


# Writing at Home

Help your child LOVE drawing and writing. Build your child's confidence and encourage him/her along the road to becoming a confident writer!

## Things to Remember

- Writing should be fun and stress free!
- Allow your child to draw and write at his/her level. Every child starts by scribbling. Scribbling is a way for a child to put his/her thoughts on paper in a way that makes sense to him/her.
- Let your child know you value what he/she "writes". Read it, hang it up, or take the list with you to the store.
- The pictures are just as important as the words! Encourage your child to draw about his/her writing!
- Use a variety of tools to write with to make writing fun! You can use pencils, pens, markers, and crayons.

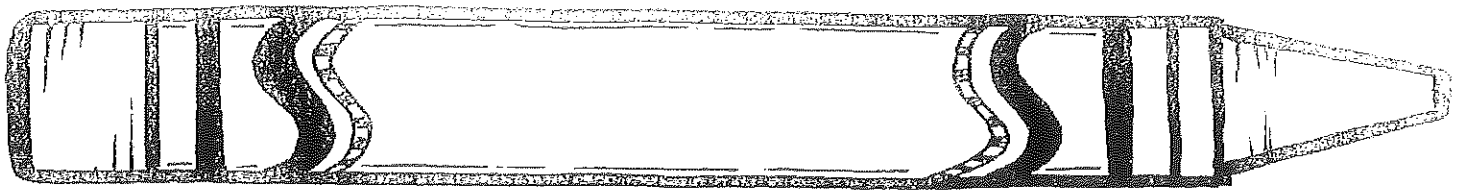


HELP YOUR  
CHILD FALL IN  
LOVE WITH  
WRITING AND  
DRAWING!



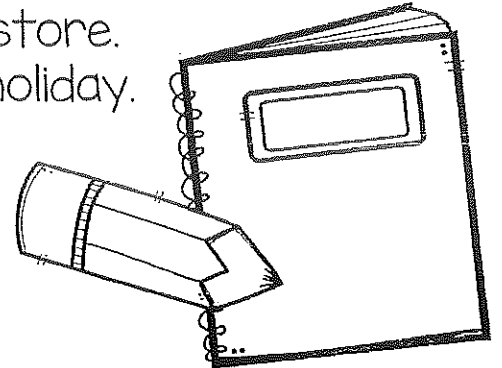
## Building a Writer

- Encourage your child to write letters, draw shapes/pictures, and various types of lines.
- Help your child sound out words.
- Make word cards with pictures for your child to copy.
- Notice when words rhyme and brainstorm more rhyming words.
- Notice beginning and ending sounds in words.
- Clap how many syllables a word has.
- Let your child see YOU writing in your daily life!



## CREATING PURPOSEFUL REASONS TO DRAW AND WRITE

- Make a shopping list before going to the store.
- Make a card for someone's birthday or holiday.
- Create a thank you card.
- Write a note to remember something.
- Make a "To Do" list.
- Make a "wish list".
- Write a letter to someone special.
- Create a book about a memory, special event, or holiday.
- Put a message board in the kitchen and write silly messages to each other.
- Make a sign for each person's door in your house.
- Make fun post-it notes and hide them all over your home.
- Make lunchbox notes for siblings.
- Make or buy a journal for your child to write and draw all his/her thoughts, ideas, feelings, and important/daily events in.
- Make a menu for dinner or a special occasion.
- Make a poster.



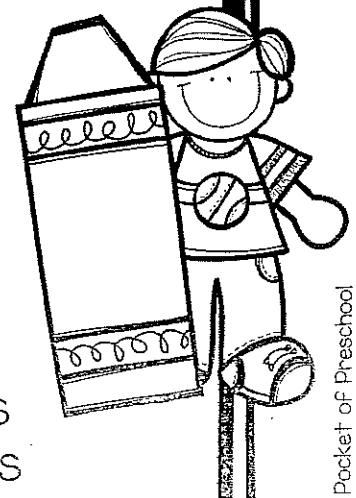
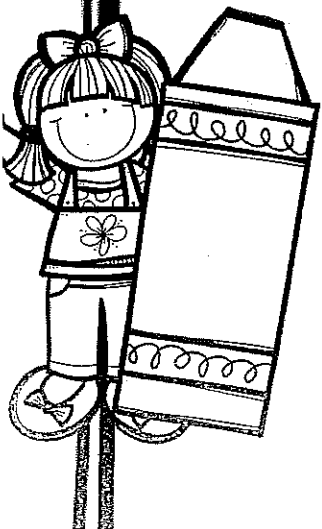
## Make a Writing Basket+

Find a basket and fill it with fun tools your child can use for writing!

Here are some ideas of things you can add:

Crayons  
Pencils  
Markers  
Note Pads  
Stationary Paper  
Construction Paper  
Post-It Notes  
Envelopes  
Glitter Glue

Stapler  
Scissors  
Glue  
Stickers  
Tape  
Stencils  
Word Cards  
Letter Cards  
Letter Charts



# Math at Home

Children develop positive feelings about math when they have fun math experiences at home with their family!



## Things to Remember

1

- Exploring math should be fun!
- Allow your child to count, read numbers, explore shapes, create patterns, and measure at his/her own individual level.

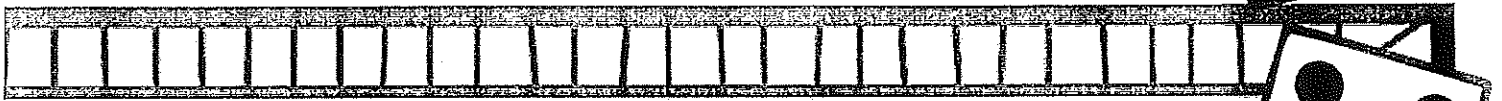
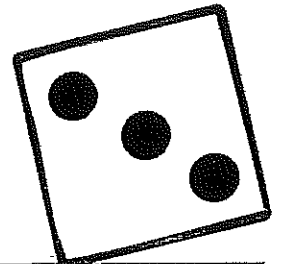
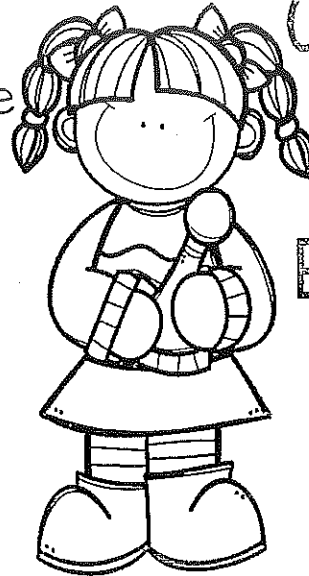
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- Every child learns differently. That is what makes your child unique!

3

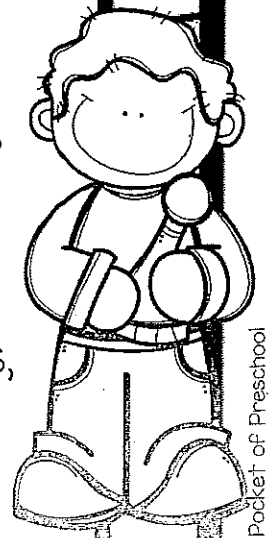
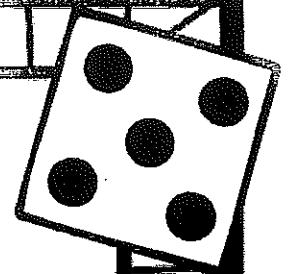
- Give hints, not answers.
- Celebrate and praise ALL math discoveries!

SHOW YOUR  
CHILD HOW  
YOU USE  
MATH  
EVERY DAY!

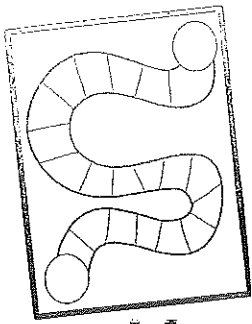


## Fun Activities to Try

- ★ Count as you walk, jump, skip, march, or go up the stairs. Do one movement for each number.
- ★ Read counting books. Notice the number and count the objects as you read!
- ★ Make numbers and shapes with playdoh. First roll the playdoh into rolls (snakes). Use the rolls to form numbers and shapes.
- ★ Sort the laundry by color or clothing categories. Count the number of items in each pile. Which pile has the most/least?
- ★ Go on a shape hunt (inside or outside). Talk about the shapes. Feel and count the sides and/or corners.
- ★ Find markers that are the same size. Using markers, measure how many markers tall each person is in your family is by lining up the markers next to them.







## Commercial Games That Incorporate Math

Candyland, Hi Ho Cherry-O, Trouble, Counting Cookies, Uno, Chutes and Ladders, Hungry Hungry Hippos, Cootie, The Sneaky Squirrel, The Ladybug Game, Barrel of Monkeys, Jenga, and puzzles

### Using Hands on Materials at Home

Here is a list of math tools and items you may have at home that are great for exploring math! Be creative and have fun!

Just explore the materials or make up your own game!

#### EXPLORE COUNTING

- Coins, buttons, cotton balls
- Beans or uncooked pasta
- Small plastic animals
- Popsicle sticks
- Rocks or sea shells
- Cereal or small snacks
- Cupcake pans and egg cartons to count items in

#### EXPLORE SORTING

- Sort various items: coins, buttons, rocks, sea shells, seeds, blocks, lids, screws, nuts, bolts, cars, animals, blocks, and/or doll accessories
- Make collections of items to sort and treasure

#### EXPLORING PATTERNS

- Find patterns on clothing, wrapping paper, etc.
- Copy and/or make patterns using various items (buttons, lids, silverware)

#### EXPLORE MEASURING

- Measuring cups and/or spoons
- Various size bowls or containers
- Materials to measure and scoop such as water, sand, noodles, or cotton balls
- Measure by repeating an item such as blocks or cups
- Tape measures and rulers
- Scales
- Timers

#### EXPLORE SHAPES

- Build, create, and sort blocks and buttons

#### OTHER FUN MATH ITEMS

- Dice
- Cards
- Puzzles
- White board and markers
- Magnet numbers
- Chalk
- Maps



# Math at Home

With a little creativity, math can be a lot of fun. Show your child that math is in our everyday lives!



## It's Not Just About Numbers

- Notice and talk about the time.
- Look at a calendar. Make it exciting by looking forward to special days and holidays.
- Provide your child with manipulatives (small objects or toys), such as blocks or pegs.
- Put together simple puzzles.
- Talk about shapes and find them in the environment.
- Allow your child to look at and handle real money (with supervision).

## In the Kitchen!

- Ask your child to set the table.
- Follow a recipe while cooking.
- Think out loud and encourage problem solving.
- Practice sorting & classifying by doing household chores together, such as sorting silverware or matching socks.
- Allow your child to help with simple measuring tasks using a ruler or measuring cups.

Hug something bigger than you.	Sit on something that is very, very big.
Put something very small into a bucket.	Run to something that is bigger than a tree.
Jump on something that is very, very small.	Put something very small in your pocket.
Hide behind something that is very big.	Sit on something that is very small.
Hide something that is very, very small.	Pretend to pick up something that is very, very big.
Put a ball on top of something that is big.	Put 3 small things in a row.

Squeeze something that is very small.	Find something that is smaller than you.
Do a silly dance around something very big.	Run around something that is very big.
Go touch the biggest thing you see.	Stand next to something that is the same size as you.
Run to something that is smaller than the house.	Bring me the smallest thing you can find.
Show me something smaller than a bike.	Point to something bigger than a car.
Touch something big and small at the same time.	Find something pretty that is very small.

# Math in the Bath

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Our Work / For Families / Articles for Families on Math / Math in the Bath

By Sarah Erdmann

Bath time is perfect for exploring math with your young child! Not only do you have each other's full attention, but the learning can be hands on, playful, and messy.

These explorations can also be done at a water table, sink, pool, or even a puddle! No matter what water spot you use, safety must be your main focus. Never ever leave your child alone, even for a minute! This is an activity that needs your complete attention.

“I’m going to take the red square washcloth and dip it in the water. Now it is all wet so I can wash you!” By mentioning that the washcloth is square and red, your child sees two more ways to categorize it!

## **Counting**

Count as you wash each part of your child’s body. “One arm, two arms! You have two arms!” Count their fingers and toes, gently wash each ear. This repeated, concrete exposure to numbers will help her understand the concept of counting.

## **Exploring**

Toddlers who are able to sit up and grasp objects can do some hands-on math learning as well! Offer different sized containers and encourage your child to use them to dump and pour water. “Now there is a lot of water in the red cup! The yellow cup has less water!” Your child is building her awareness of volume, while also strengthening her fingers and hands.

When you ask her to hand you something, describe the item. “Please hand me the hard, little, cup.” You can also ask your child to wash different parts of her body and help you count as she goes.

wide container into a skinny one . . . the amount of water doesn't change! This is an idea that may be hard for young children to understand, so don't worry if they don't quite believe you.

At this age, children are more comfortable with the idea of measuring, so you can go farther with it. Give your child an old ruler so he can see how deep the water is.

Discuss temperature and whether the water feels hot or cold. Have him see how many rubber ducks it would take to go across the whole tub.

Bath toys can be sorted or put into patterns. They can also be props in math games. For example, line up several rubber ducks and reenact the "Five Little Ducks" song:

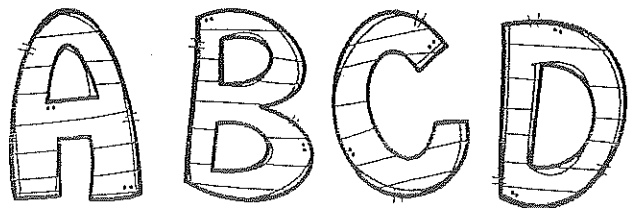
*Five little ducks went out one day, over the hills and far away*

*Mother duck said, "Quack, quack, quack, quack"*

*But only four little ducks came back . . . (Keep the song going until you reach zero ducks)*

# Learning about Letters At Home

Give your child MANY opportunities to explore letters!

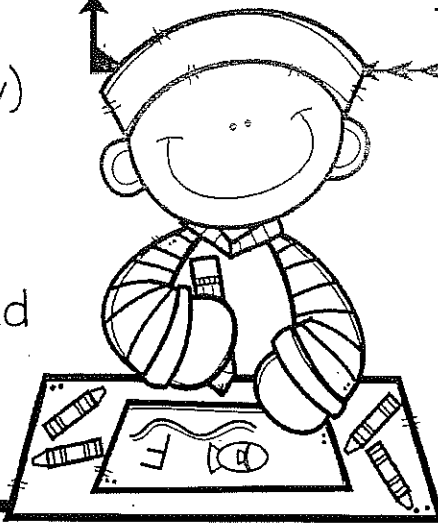


## Things to Remember

- Learning about letters should be fun!
- Hands on experiences make the most impact.
- There are 26 letters (52 if you count uppercase and lowercase separately) in the alphabet. That's a lot of letters to learn.
- Start with the letters in your child's name and build from there. Go slowly. It will take time.

## A Child's NAME

It is very likely that the first letter a child will learn is the first letter in his/her name. The next letters he/she will likely learn are the rest of the letters in his/her name and other important words such as mom and dad. Do activities with only the letters in your child's name and build from there!



Starfall is a fun, interactive website and app to help your child learn his/her letters.  
[www.starfall.com](http://www.starfall.com)

## Notice Letters Everywhere

The more you notice letters the more a child's curiosity about letters builds! It will make a HUGE difference! It is so exciting when your child begins noticing letters and starts asking you about the letters!

Go on a letter hunt around your home. Notice and talk about the letters you see!

When you are out in the community or in the car, notice the letters on signs, menus, ads, and labels.

Get magnet letters for the refrigerator. Start with just the letters in their name and SLOWLY add more and more letters.



## FUN ACTIVITIES TO TRY

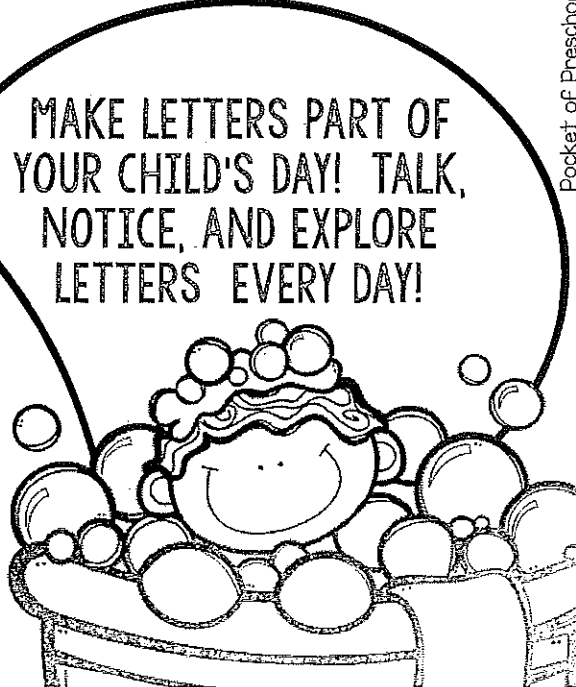
- Go outside and make letters with chalk. Erase/trace the chalk with a wet paint brush.
- Make Lego or block letters. Write letters or add letter stickers on the sides of your child's legos and/or blocks. As they build, they can notice, talk about, and learn their letters.
- Go to the library and check out a few alphabet books. Notice and compare what the letters represent in each book.
- Make a name or word collage. Write a word or their name on a piece of paper. Have your child place stickers, dots, tissue paper, beads, etc. on top of the letters you made.
- Make letters with playdoh. First, roll the playdoh into rolls (snakes). Use the rolls to form the letters. You can also use letter cookie cutters!
- Play letters hide and seek! Take your magnet letters and hide them around the room and then find them! Put the letters in order at the end to make sure you have found all the letters!
- Sensory letters! Sprinkle salt, flour, or oatmeal onto a cookie sheet. Your child can use a finger to make letters. Gently shake the tray to erase so you can make more.
- Make a letter collage. Get a magazine or a store ad. Have your child cut out the letters they find. Glue the letters all over the page randomly. Glue matching letters next to each other. Put them in ABC order, or make words with the letters.



### In the Tub

Bath time can be a fun time to learn about and make letters.

- Get foam letters for the tub. Start with the letters in their name and gradually add more SLOWLY.
- Lather shaving cream on the tub wall and practice making letters in the shaving cream.

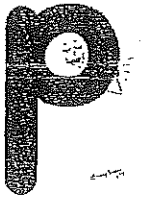


MAKE LETTERS PART OF  
YOUR CHILD'S DAY! TALK,  
NOTICE, AND EXPLORE  
LETTERS EVERY DAY!



## DIALOGUE FOR PRESENTING THE LIVELY LETTERS, & HAND CUES

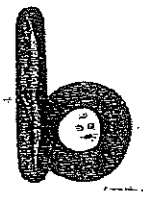
These are printed again in the appendix on page 102 in the format of reproducible dialogue boxes.



### p – Quiet Lip Puffing Sound

“What are we doing when we make this sound? (Produce sound, over-exaggerating the bursting action of the lips.) That’s right! We’re using our lips – we put them together. Put your hand in front of your mouth. Do you feel air coming out? Does it come out slow, or is it puffing out? Right, it’s puffing out! We could call this a lip puffing sound. Is your voice on or off? Oh, this must be a quiet sound. (Show picture.) The first thing I see in this letter is the line with the lips, telling me to put my lips together. The circle is at the top to remind us of the tall mother who’s always very quiet so her baby can sleep. We keep our voices off.”

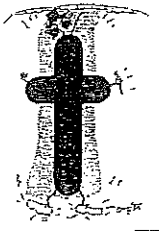
*Hand cue: Hold fingers up to closed lips and quickly move them away.*



### b – Noisy Lip Puffing Sound

“Did you know that the letter *p* has a noisy partner? We still put our lips together and puff out the air, but this time we turn our voices on while we do it. Let’s try it, and see what sound it makes! (Point to lips, turn on voice, and slowly start to form the sound ‘b’ with a loud voice, trying to elicit the same sound from the student.) See how your voice is on with that sound? (Show picture.) The line with the closed lips still comes first, so as soon as you see that, put your lips together! See how this circle is down low, though? This is the little baby, and babies are very noisy, aren’t they? That reminds us to turn our voices on!”

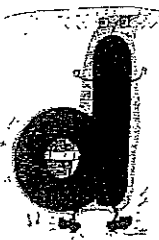
*Hand cue: Same as for p, but with more force.*



### t – Quiet Tongue Dancing Sound

“What am I doing when I make this sound? ‘t’ That’s right! I’m using my tongue! What is it doing? (Instructor makes quiet tapping sounds with tongue, ‘t-t-t-t,’ while lightly tapping fingernails on desktop as if tap-dancing.) It sounds like my tongue is tapping, dancing up there behind my teeth, doesn’t it? We can call this the tongue dancing sound. Let’s see if our voices are on or off. Oh, it’s the quiet tongue dancing sound! (Introduce picture.) This tongue is quietly dancing on the top of the mouth right behind the teeth. See how he keeps his arms out for balance while he quietly dances? He has sneakers on so he won’t make much noise. I wonder who his noisy partner is?”

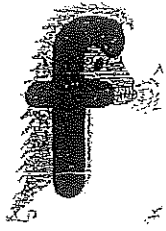
*Hand cue: Tap fingers or fingernails quietly on the table.*



### d – Noisy Tongue Dancing Sound

“Did you know that *t* has a noisy partner? You’re still going to tap your tongue up there, but this time, put your voice on. What sound does it make? ‘d-d-d-d’ (Tap on table noisily.) (Show picture.) This is our noisy tongue dancing sound. He’s still a tongue that’s tapping up there, but he likes to make a lot of noise! (Tap your fingers noisily on the table.) The first thing you see when you look at this guy is his very big tummy, which he likes to tap on like it’s a noisy drum – ‘d-d-d-d!’ When you see that circle first, tap on it like a noisy drum. ‘d-d-d-d’”

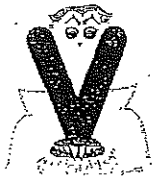
*Hand cue: Tap loudly on the table as if banging on a drum.*



### f – Quiet Lip Biting Sound

“When I make this sound, what am I doing? ‘fffff’ Right, I’m biting my lip, and blowing air on it! (Show picture.) There was a quiet, friendly dragon who used to breathe fire. One day, his bottom lip caught on fire! He bit it, and blew on it, and the fire went out! Now, he thinks that’s a cool sound, so he walks around school all day, quietly making that lip biting sound. He thinks he looks cooler when he sticks his head out while he makes the sound. Stick your head out and make the sound ‘fffff.’ When we look at this letter, we can tell he’s different from the tongue dancing sound, because the lip biting sound is the dragon sticking his head out.”

*Hand cue: Put fingers under the bottom lip you’re biting: stick your head out.*



### v – Noisy Lip Biting Sound

“What would the noisy partner sound be for that lip biting sound? Let’s bite our lower lip again, but this time, let’s turn on our voices. ‘vvvvv.’ (Show picture.) This is a noisy vampire who bites his lip and turns his voice on so he can scare everyone. He almost looks like a big tooth biting a lip. Whenever I see him in a word I bite my lip right away.”

*Hand cue: Put fingers under the bottom lip you’re biting; make a scary face.*



### k – Quiet Choking Sound

“How do we make this sound? ‘k’ (Student may want to look in a mirror to see where this sound is being produced.) What am I doing? (Teacher grasps own throat while making choking sounds.) It almost sounds like I’m choking in the back of my throat, doesn’t it? Is my voice on or off? Right, it’s the quiet choking sound. (Show picture.) This little boy has a very long neck. He’s getting ready to go to a very quiet wedding, and his mother’s arms are coming in to tie his bow tie. It’s a little too tight, though, and he’s starting to make little, quiet, choking sounds, ‘k-k-k-k.’”

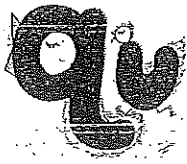
*Hand cue: Pretend you’re tying a bow tie or put hands on own neck as if choking.*



### g – Noisy Choking Sound

“What do you think would be the noisy partner to that choking sound? Let’s turn our voices on while we make that choking sound. Right! ‘g’ (Show picture.) This little girl is gulping down some grape drink and she’s choking a little on it. She’s making noisy gulping sounds, ‘g-g-g-g.’ (We are focusing only on the hard sound of *g* right now; the soft sound will be referenced at a later time.) See how her arm comes under her head to hold the glass while she’s gulping? Pretend you’re holding a cup while you’re making a noisy gulping sound. There’s another letter with a circle and a hook like this, but the hook is not going under the circle, it goes the other way. We’ll learn that one next.”

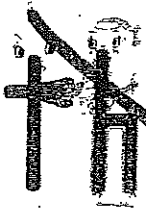
*Hand cue: Pretend to be holding a cup and drinking or put hands on own neck as if choking.*



### q – Quacking Sound

(Show picture.) “This letter has a circle and a line like that last letter ( *g* ). Are they the same, though? No, on the *g*, the hook is the arm that goes under the girl’s head. On this one it goes behind this little duck like a duck’s tail. What does a duck say? Let’s use our fingers like a duck’s beak and start to make the sound that a duck says, ‘qu-.’ That’s it! That’s what this card says! Do you see the *u* following the *q*? That’s the baby duck, and you’ll always see her right there, behind the mother duck, quietly riding on her tail!”

*Hand cue: Open and close your index finger and thumb in front of your mouth, imitating the action of a duck’s beak.*



### th – Quiet Tongue Biting Sound

“What am I doing when I make this sound? ‘th’ Right, I’m biting my tongue and blowing air on it. If ‘f’ is called a lip biting sound, what will we call the sound ‘th?’ A tongue biting sound! It is in words such as ‘thin,’ ‘think,’ and ‘thimble.’ Is your voice on when you say that sound? No, it’s a quiet tongue biting sound. (Show picture.) It takes two letters to make that one sound. The story is that the letter *t* is sticking his tongue out at the letter *h* and blowing cold air on him! The *h* is so cold that he wears a hat and scarf. This is the only time it’s OK to stick your tongue out in school! Can you bite your tongue and make this quiet sound?”

*Hand cue: Point to your tongue as it is protruding out of your mouth.*



### th – Noisy Tongue Biting Sound

“Sometimes *th* makes a noisy sound, as in the words ‘these,’ ‘those,’ and ‘them.’ Let’s try making the noisy tongue biting sound. Bite your tongue and blow out air again, but this time make sure you put your voice on. ‘th’ (Show picture.) Oh, oh! Now *h* is getting mad at *t* for blowing air at him! They’re both sticking out their tongues, and blowing air on each other. To show how mad they are, they’re making a lot of noise by turning their voices on and stamping their feet on that line! We can remember to turn on our voices when we see that line under the *th*.” (Point out later that, in books, there will be no line to remind us to turn on our voices - we’ll use context.)

*Hand cue: Point to your protruding tongue while stamping your feet.*



### Short vowel a – The Apple

“The vowels are Super Stars, because if you didn’t have vowels, you couldn’t make any words. The vowels know this and make their sounds louder and longer than everyone! This is our first Super-Star vowel. (Show picture.) What kind of fruit does this look like? Yes, an apple. Let’s hold a big apple in our hands (Pretend to do this). If you were going to eat an apple, would you take tiny bites like this? (Make tiny nibbling sounds.) Or a huge bite? (Agree to huge.) Let’s open our mouths wide to take a huge bite while we start to say ‘apple.’ Ready? ‘aaaaa’ — STOP! That’s it! That’s the sound the apple makes! The mouth on the apple is open wide, too. ‘aaaaa!’”

*Hand cue: Pretend to be holding an apple, getting ready to bite it with a wide open mouth.*



### Short vowel o – Cute Baby (2 versions)

“Here’s another Super Star vowel. (Show picture.) This is a very cute letter sound. [Boston accent] See this cute, little baby? When people see that cute, little, round baby face they say, ‘o... (aw...), isn’t she cute?’ (Tip head to the side when saying this.) That’s what we’ll say when we see this cute, little baby. See how the baby’s mouth is round? Make your mouth round when you say ‘o.’”

*Hand cue: Tilt your head to the side and touch your chin or cheek in a gentle fashion.*

[standard dialect]”Look at this cute, little baby! Her mother is getting ready to feed her with a spoon. Her mother holds the spoon like this (pretend to hold spoon) and says, ‘Open up wide and say ‘o (ah).’ When you see that round baby face, open your mouth and say ‘o.’”

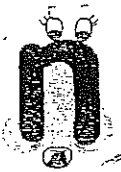
*Hand cue: Pretend to be holding a spoon of food in front of a baby.*



### m – Nose Sound, Lips Closed

“How do I make this sound? ‘mmmmm’ Yes, I put my lips together. If I put my lips together and keep them closed, though, where is the sound coming out? Let’s see if we can make this sound while we pinch our noses closed. No, we can’t - the sound is coming out of our noses! This is a nose sound with closed lips. You might be able to feel your nose sound turn on when you say ‘mmmmm.’ (Hold bridge of nose to feel the vibrations.) (Show picture.) The top of this letter almost looks like closed lips. This nose can smell M & M cookies baking... ‘Mmmmm!’”

*Hand cue: Pinch your nose with your index finger and thumb of one hand, or rub your tummy as if tasting something delicious.*



### n – Nose Sound, Lips Open

“The next sound has something in common with the *m* we just learned about. Say, ‘n.’ Try to say ‘nnnnn’ without a nose (pinch your nose closed.) We can’t do it. This is another nose sound, but this time what are our lips doing? Do they close like they did with the last sound? No, they stay open, and our tongues go up in the front of our mouths. Let’s see if we can feel our noses come on. (Feel the bridge of your nose.) (Show picture.) His mother asks if he knows anything about a mess she found, and he says, ‘N-n-n-no.’”

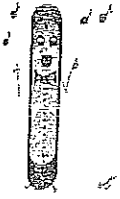
*Hand cue: Pinch your nose and shake your head back and forth as if saying, “no.”*



### ng – Nose - Choking Sound

“Besides *m* and *n*, there’s one more nose sound. When you make this sound, ‘ng,’ can you feel your nose still going on? (Feel bridge of nose.) What else happens? Your mouth is open, your tongue is up in the back, and there’s even a little choking in the back of your throat. (Show picture.) One day, the nosy *n* got in front of that choking, gulping girl, and he wanted to try some of her drink. He liked gulping it with his nose on. The little girl touched his nose while he gulped to see where that funny sound was coming from.”

*Hand cue: Pinch your nose with one hand, while pretending to be drinking from a cup with the other hand.*



### l – Tongue Up in Front Sound

“What am I doing when I make this sound? ‘llll.’ (Prolong the *l* sound.) Right, my tongue goes up in the front of my mouth. (Show picture.) This is a famous singer who walks up to the front of the stage, puts her tongue up in the front of her mouth, and warms up her lovely voice, ‘l-l-l-l.’ (Point and wave index fingers up in front as a music conductor would.) This is the tongue up in front sound. This sound has a partner sound.”

*Hand cue: Hold both arms up to the side, and with extended index fingers, move hands back and forth as if conducting a choir of singers.*



### r – Tongue Up in Back Sound

“When you made the *l* sound, your tongue was up in the front. Now I want you to take your tongue and, this time, try to raise it way up in the back of your mouth! What sound does it make now? Yes, it makes the sound ‘r.’ Do you want to meet a little dog? (Show picture.) Look at this rough little dog that has fur all ruffled up on his back. Although this hairy dog looks a bit scary, he’s not really growling a lot right now. He just sticks out his lips a little, lifts his tongue up in the back, and makes a short ‘r’ sound. Try making that short sound again with me. Later on we’ll see what makes him really growl...”

*Hand cue: Put hands up in front, fingers bent, and make a scary face.*



### Short vowel u – The Toddler

(Show picture.) “This is a little toddler who’s two years-old. Later on, she will get into a lot of trouble, but right now she’s in her playpen, or crib, and wants to get up. Where are her hands going? Up! Let’s put our hands up like that. Look at the shape it makes out of our arms and body – the letter *u*! (Use hand to air-draw a letter *u* from student’s hand, down across shoulders, and up the other arm). Right now the baby’s saying that she wants to get ‘u-u-u.’ (Leave the ‘*p*’ off of the word ‘*up*’ or students may include it as part of the letter sound.) Let’s put up our arms again and say ‘u-u-u.’ Later on, the toddler is going to get into trouble, but right now she just says ‘u.’”

*Hand cue: Reach both arms up high, opening and closing your hands.*



### s – Quiet, Small Air Sound

“What happens with our mouths when we make this sound? ‘sssss’ Yes, we look like we’re smiling. Is any air coming out? See if there’s a lot of air gushing out, or just a small stream of air coming out. It is small air coming out. Let’s pretend to pull a small snake of air out of our mouths when we make that sound. (Use thumb and pointer to pretend to pull out a small snake of air.) Let’s check to see if our voices are on or off when we make this sound. Off. This is our quiet, small air sound. (Show picture.) Let’s smile at this small snake so he knows we’re not afraid of him. This skinny snake makes the small air sound. ‘sssss’ This snake has a noisy partner. Can you guess what sound that would be?”

*Hand cue: Pretend to be pulling a thin snake of air out of your smiling mouth with your index finger and thumb.*



### z – Noisy, Small Air Sound

“Let’s put on our voices while we make that small air sound. ‘zzzzz.’ (Show picture.) This is our noisy, small air sound. This is an easy sound so we still smile when we make this small air come out. This time, though, we turn on our voices to make it noisy, like a noisy zipper. Let’s make that sound while we zip the zipper up ‘zzzzz’ (Pretend to zip up in the air.) and zip it down. ‘zzzzz’” (Pretend to zip down.)

*Hand cue: Pretend to be pulling up a zipper, and smile.*



### sh – Quiet, Big Air Sound

“Watch my lips when I make this big air sound, ‘shhhh.’ (Use hands as megaphone and stick out big lips while making sound.) My lips get big when I make that big air sound. For that small air sound, the small snake, my lips were small and smiling, watch – ‘Sssss.’ Make the big air sound with me. Is your voice on or off? It’s the quiet, big air sound. (Show the picture.) Letter *h* is always complaining, and right now, the *s* is gently shaking him, saying, ‘Shhhh, don’t cry.’ (Put finger up to lips in shushing motion.) That’s our quiet, big air sound. The letters on this card even look bigger, don’t they? That reminds us to make big lips and big air.”

*Hand cue: Put your index finger up to your protruding lips, as if to say, “Shhh - be quiet.”*



### zh – Noisy, Big Air Sound

“What would it sound like if we made the big air sound with our voices on? ‘zhhhh’ That’s right. That’s our noisy, big air sound, and it’s in words like ‘usual,’ ‘measure,’ and ‘television’. Although we don’t usually spell it this way, this is our card for the ‘zh’ sound. (Show picture, over-emphasize every ‘zh’ sound in the next bit of dialogue.) This is *Zhee Zhee*. She’s a *television* star. She goes on the shows and says, ‘My name is *Zhee Zhee*, darling...’ She *usually* wears a lot of make-up and loves being *measured* for fancy clothes. She must have eaten too much candy, though, because she’s getting too big, and *h* is having trouble trying to *measure* this big, noisy star.”

*Hand cue: Act like a famous television star, using hands to primp your hair or bend wrist and flop hand forward in glamour queen fashion!*



### ch – Quiet, Fast Air Sound

“When I made the quiet, big air sound did it come out fast or slow? ‘shhhh.’ (Drag it out.) Right, it’s slow. Watch me now. ‘ch’ (Make it very quick, and push both hands forward as if pushing something in front of you.) That was fast! My lips are still big, the air is big, but I’m pushing that sound out very quickly! See if you can make that big, fast air sound with me! (Use pushing hand cues.) (Show picture.) This car is pushing *h* quickly along the tracks, like a choo-choo train. While he does that, he pushes big, fast air out, ‘Ch-ch-ch-ch!’ Is your voice on when you make that sound? No, this is the quiet, fast air sound. It has a noisy partner, though.”

*Hand cue: Push both hands out in front of you in several quick, thrusting movements.*





### j – Noisy, Fast Air Sound

“Who would be the noisy partner for that fast air sound? ‘j’ That’s right! (Show picture) This is the noisy, fast air sound. What is he doing? He’s j-j-j-jumping over that candlestick, just like Jack in Jack Be Nimble! His name is Jack, too! He jumps over the candle very quickly so he won’t get burned by the fire! He’s a little scared, so he makes a lot of noise when he jumps. Let’s make that sound together, and remember to make it really loud and really fast! ‘j’ Do you see his feet in front of him? That’s so he can push off the wall and jump again!”

*Hand cue: Push both hands out in front of you in a quick, jumping movement.*



### w – Whooshing Air Sound

“Put your hand in front of your mouth when you make this sound. ‘w’ Do you feel the air whooshing out of your mouth? (Show picture.) Wow! This wheelchair likes to be in wheelchair races so he can go fast, like the wind. (Swish your hand quickly from left to right like the wheelchair racing fast in the wind) He likes to go really fast, whooshing past everyone. He just loves to whoosh in the wind! His mouth almost looks like he’s whistling in the wind, and that’s the shape we put our mouths in when we make this whooshing air sound. Get your mouth ready to whistle, and make that whooshing air sound with me.”

*Hand cue: Glide hand to the side very quickly, as if moving fast in the wind.*



### h – Tired Air Sound

(Show picture.) “Poor *h*! *T* sticks his tongue out at him, *s* shakes him, *c* pushes him like a choo-choo train, and pretty soon you’ll see that *w* does something to him too! Meanwhile, people think he looks like a big, old, comfortable chair. When the people are tired, they come up to him and sit on him, and tired air comes out of their mouths like this, ‘hhhhh.’ Let’s try it. Stand up. Now let’s sit down like we’re tired, and we’ll let tired air come out of our mouths. ‘hhhhh’ Poor *h*!”

*Hand cue: Stand up, and then sit down in the chair, as if very tired, tilting your head, and quietly exhaling (the ‘h’ sound).*



### wh – Whooshing Air Sound

(Show picture.) “Wow! This makes that whooshing air sound, too! ‘wh’ One day a very big wind comes along and makes the wheelchair go too fast! He rolls right into *h* and now he’s taking *h* with him, just whooshing right along! Poor *h* is asking, ‘Where are we going? What is he doing? When will it stop? Why is this happening to me?’ All of these question words begin with *wh*. They sound like they begin with *w*, that other whooshing air sound, but we know that they begin with *wh*.” (*Wh* should be pronounced with more air, ‘hw.’ TLC authors, though, believe that, since most people pronounce it as ‘w,’ it is not necessary to differentiate between the two sounds. Pronounce this as you prefer.)

*Hand cue: Same as for “w,” but with more force. Could also put both hands up and make a puzzled face, as if asking a ‘wh’ question.*



### short vowel i – Basketball Player

(Show picture.) “Doesn’t the dot on this letter look like a basketball? This is a very famous basketball player who believes that when he puts a smile on his face, he can get the ball into the basket. He’s in the middle of a big game. The score is tied, 40 to 40, and if he gets this basket in, his team will win the game. The crowd is going wild! They want him to get it in. They all stand up, they have huge smiles on their faces, like this (put a huge smile on your face), and they all do the same cheer! They say, ‘Get it i-i-in!’ (During the cheer, use hand motion over head, thrusting index finger downward with each ‘i.’) That’s his sound. ‘i’ Let’s all try that cheer together with big smiles on!”

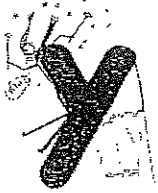
*Hand cue: Put hand over head with index finger pointing down, and thrust downward each time you say the “i” sound in the cheer “Get it i-i-in!”*



### x – Crashing Sound

(Show picture) “Here is a letter that makes two sounds together! He has two legs and two arms. His hands are reaching up and grabbing two letter sounds. First he takes one hand and grabs the ‘k’ sound, then in the other hand he grabs the ‘s’ sound. Next he crashes them together – ‘ks.’ It sounds like the two sounds *kiss* when we put them together – ‘ks.’ See if you can make an x out of your pointer fingers by holding them up and crashing them together (to form an x) while you make the sound ‘x.’ This sound is usually found at the end of words, such as ‘box’ and ‘fox.’” (When using the x in reading / spelling activities, place it in the final position for this pronunciation.)

*Hand cue: Hold up your two index fingers and crash them together in a criss-cross fashion.*



### y (as a consonant) – The Skier

(Show picture.) “This is a famous skier who’s getting ready to go down a very steep mountain. He is up at the top of the mountain, looking down, and he’s getting a little scared. He looks at the steep hill and starts to say, ‘Yikes.’ He says, ‘Y—,’ and before he can finish saying it, he goes down the mountain! When y is at the beginning of a word, like the skier at the beginning of the mountain, it says ‘y’ (as pronounced in ‘yellow’).” (Later, in the Sight Words You Can See program, the other sounds of y are discussed, including y as a vowel in the middle and end positions of words.)

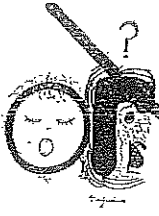
*Hand cue: Pretend to be looking down a steep mountain, with a frightened look. Put your hand up and then slide it down diagonally, quickly, as if a skier speeding down a mountain.*

### short vowel e – Ed



(Show picture.) “This is another important vowel. His name is Ed, and he is a video game character who likes to go along, eating up all the candy eggs while he makes this sound, ‘e-e-e.’ (The following story elongates the sound of e to make it easier to perceive.) When Ed’s mother calls him for dinner, she wags her finger (Demonstrate a ‘come here’ movement with your forefinger.) and (in a sing-song voice, dragging out the short ‘e’ sound) calls his name, ‘E—.’ Before she finishes saying his name, Ed is there, on her finger! When you make the ‘e’ sound, only one finger should fit in your mouth. When you say ‘i,’ no finger should fit, and when you say ‘a,’ your whole hand can fit! (joking)”

*Hand cue: Move your hand along in front of you while opening and closing your thumb together with your other four fingers, like the mouth of a video character who is gobbling up eggs. You could also put both hands up to your mouth as if getting ready to call out to Ed.*



### or – The Baby and the Growling Dog

(Show picture.) “When the baby gets in front of the dog, the dog says, ‘Well, I won’t be mean and growl at her – she’s just a baby.’ (Short pause.) ‘Or, ... (tilt head, raise eyebrows, and put pointer finger up to temple, as if contemplating a sinister idea.) ... maybe I will!’ That’s the sound you hear when the baby is in front of the dog. ‘or’”

*Hand cue:* Tilt your head to the side, look up, and put your index finger up to your head, as if pondering the answer to a question, with a sneaky look on your face.



### c – The Car Sound

(Show picture.) “Usually, the letter *c* sounds just like a car. ‘k-k-k-k.’ (If you are working with kindergarteners, young first graders, or students who are very easily confused, you may want to stick to just this hard sound of *c* for a while. Otherwise, continue with the story.) Whenever the *c* comes before one of the vowels on this sharp rock, though, it gets a flat tire, and small air comes out. It says ‘sssss.’ Look at the vowels on that sharp rock – *y*, *i*, and *e*. Those are the vowels in the word *Yikes!* Whenever you see the letter *c* now, you have to look at the vowel it comes before and ask yourself, ‘Will it get a flat tire and say ‘sssss,’ or stay sounding like a *k* and say, ‘k?’”

*Hand cue:* Hold your hand out, forming the shape of a ‘c’ by cupping your hand sideways. Move it along in several fast motions, producing the ‘k’ sound, pretending it is a car. When coming up to the letter *y*, *i*, or *e*, pretend to be pulling a thin stream of air out of your mouth.



# FUN FINE MOTOR at Home

Help your child develop the strength and motor control he/she needs to write and draw!



## Things to Remember

Make it FUN and hands on! Children need **FREQUENT** opportunities and a variety of materials to develop their fine motor control as well as eye hand coordination.

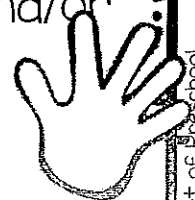


## QUICK INFORMATION

Fine motor development involves the use of small muscles of the body (hands and fingers). It is the ability to pick up small items, color with crayons, copy designs, string beads, cut with scissors, draw shapes, and write letters.

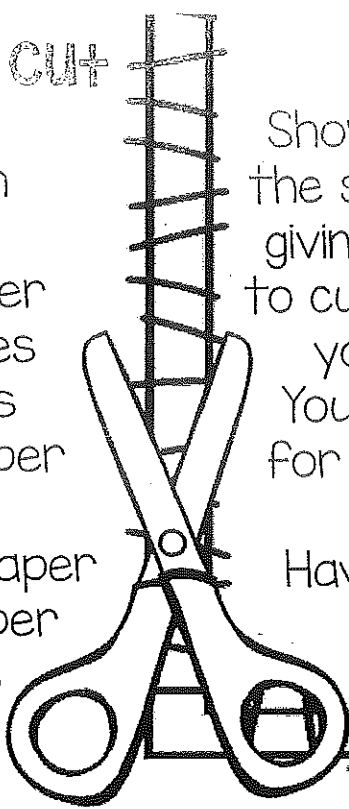
## INCREASE CONTROL AND HAND STRENGTH

- Do a variety of puzzles.
- Tear paper and make a collage.
- Peel and stick stickers and/or tape to paper.
- Build or play with dominos.
- Color and write with broken crayons, short colored pencils, and thin markers.
- Offer tracing stencils or trace around objects.
- Build with small Legos or small wooden blocks.
- String beads, noodles, cereal using pipe cleaners or yarn.
- Play games or explore with tweezers or small tongs to pick up items such as cotton balls, marshmallows, cereal, pom poms, or small rocks. Commercial games that use tweezers are Bed Bugs, Thin Ice, and Crazy Octopus.
- Sprinkle salt, flour, or oatmeal onto a cookie sheet. Your child can use a finger to make lines, shapes, letters, and/or numbers. Gently shake the tray to erase.
- Paint with various types of brushes and on various surfaces (paper, foil, wax paper).
- Use hole punches, shape punches, and/or letter punches.



## Items to Cut

Paper  
Playdoh  
Goop  
Newspaper  
Magazines  
Coupons  
Tissue Paper  
Ribbon  
Wrapping Paper  
Fancy Paper  
Leaves  
Grass



## Cutting

Show your child the correct way to hold the scissors, with the thumb up. Start by giving your child half inch strips of paper to cut. Gradually make the paper wider as your child's scissor skills strengthen.

You can draw thick black lines on paper for your child to cut along. Make simple shapes for your child to cut too!

Have your child make a collage with the items they cut out!



## PLAYdoh & GOOP



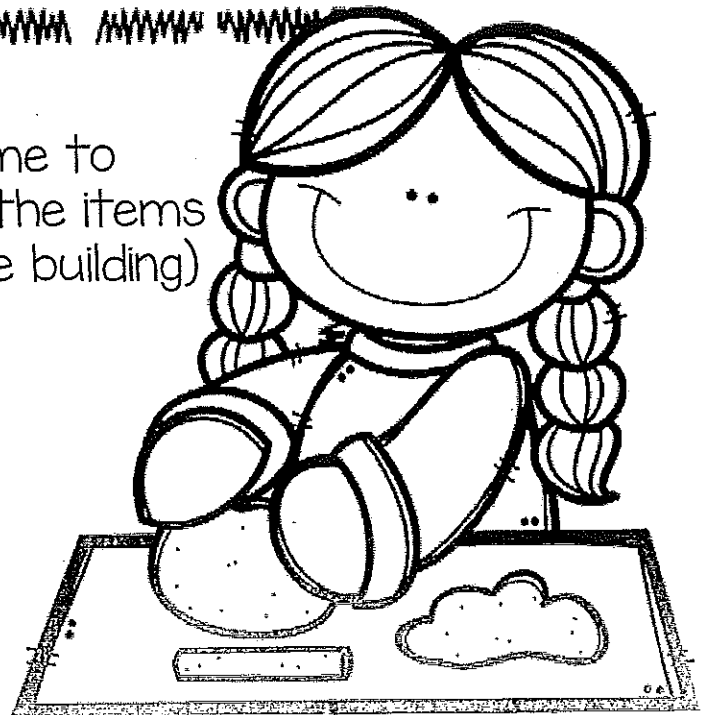
There are endless activities your child can do with playdoh and goop! Roll the playdoh into balls or snakes, cut it with scissors, pinch off small pieces, or make a sculpture. Hide small objects (pennies or a small plastic animal) in the playdoh and then try to find it. Manipulate the playdoh to make pretend food. Get out a rolling pin and cookie cutters to make playdoh cookies! Make prints in the playdoh using buttons, toothpicks, popsicle sticks, small plastic animals, or sea shells.



## Water Play

Water play can be a great time to incorporate fine motor fun! Add the items below and let the fun (and muscle building) begin!

- Eye droppers
- Turkey basters
- Bath squirters
- Spray bottles
- Sponges to squeeze
- Tongs and tweezers
- Containers with lids



# Fine Motor at Home

Fine motor is the muscle control between fingers, hands, and eyes to complete a task. When your child uses their hands to learn, this strengthens fine motor skills.

## Try This!

- Give your child time to get dressed/ undressed themselves. Practice buttons, zippers, and snaps.
- Allow your child to use scissors to cut paper (with supervision).
- Encourage your child to use a fork, spoon, and cup during meals.
- Be creative! Give your child a variety of art materials to explore:

Playdough

Stickers

Beads

Pipe cleaners

Yarn or string

Pencils

Crayons

Markers

Chalk

Finger paints

Tissue paper

Glue sticks



## Things to Remember

Be sure to watch that your child does not put any small objects in their mouth.

# Home Activities to Improve Fine Motor Skill Development

Young children learning to write benefit from experiences that support the development of fine motor skills in the hands and fingers. Children should have strength and dexterity in their hands and fingers before being asked to manipulate a pencil on paper. Here are some fun activities children can do at home to develop these important skills.

## Fine Motor Activities

The following activities involve the use of manipulatives to support young children's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately.

1. Mold and roll Play-Doh® into balls—using the palms of the hands facing each other and with fingers curled slightly towards the palm.
2. Roll Play-Doh® into tiny balls (peas) using only the fingertips.
3. Use pegs or toothpicks to make designs in Play-Doh®.
4. Cut Play-Doh® with a plastic knife or with a pizza or tracing wheel by holding the implement in a diagonal grasp.
5. Tear newspaper into strips and then crumple them into balls. Use the balls of paper as stuffing for scarecrows, puppets, or other art projects.
6. Scrunch up one (1) sheet of newspaper in one hand—great for building strength!
7. Pick up objects using large tweezers such as those found in the Bed Bugs® game. This can be adapted by picking up Cheerios®, small cubes, small marshmallows, pennies, etc., in counting games.
8. Shake dice by cupping the hands together, forming an empty air space between the palms.
9. Use small-sized screwdrivers like those found in an erector set.
10. Use lacing and sewing activities such as stringing beads, Cheerios®, macaroni, etc. Also, if available, plastic-coated string—S'getti String®—works great with cut up drinking straws.
11. Use eye droppers to "pick up" colored water for color mixing or to make artistic designs on paper. Turn coffee filters into an art project!



12. Roll small balls out of tissue paper, and then glue the balls onto construction paper to form pictures or designs.
13. Attempt to turn over cards, coins, checkers, or buttons, without bringing them to the edge of the table.
14. Make pictures using stickers or self-sticking paper (O) reinforcements.
15. Play games with the "puppet fingers"—thumb, index, and middle fingers. At circle time, have each child's puppet fingers tell about what happened over the weekend or use puppet fingers in songs and finger plays.

### **Scissor Activities**

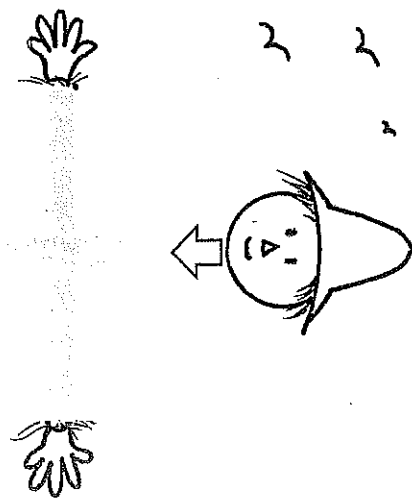
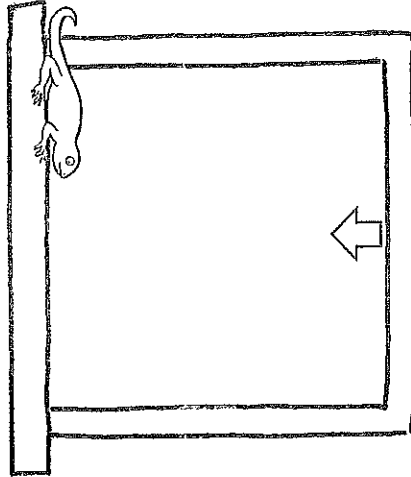
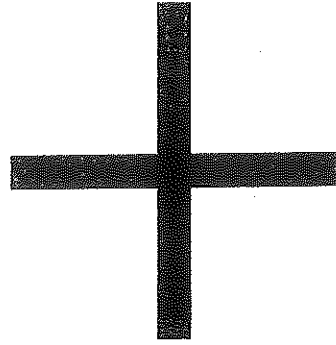
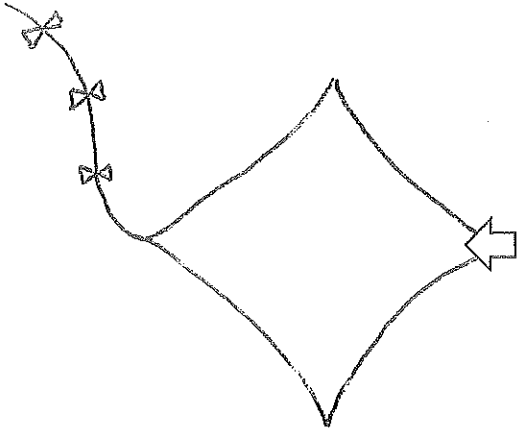
When scissors are held correctly and when they fit a child's hand well, cutting activities will exercise the very same muscles which are needed to hold a pencil correctly, that is, between the thumb and index finger with the pencil resting on the middle finger. The correct scissor position is with the thumb and middle finger in the handles of the scissors, the index finger on the outside of the handle to stabilize, with fingers four and five curled into the palm.

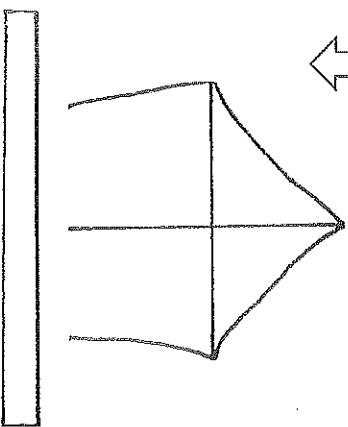
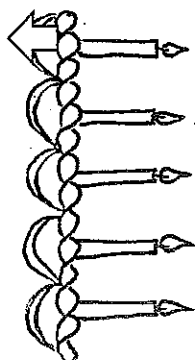
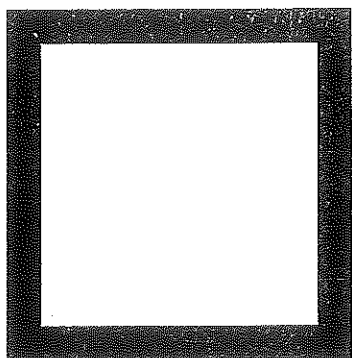
1. Cut up junk mail or magazine subscription cards.
2. Make fringe on the edge of a piece of construction paper.
3. Cut Play-Doh<sup>®</sup> with scissors.
4. Cut straws or shredded paper.

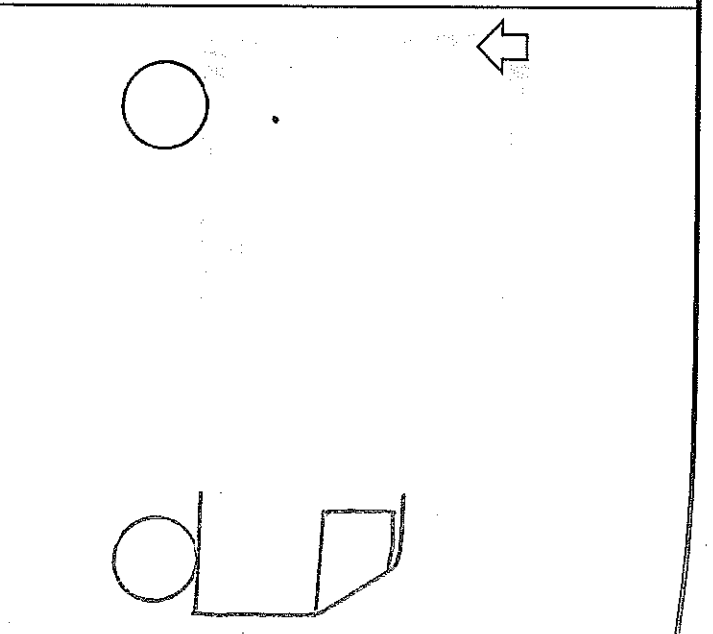
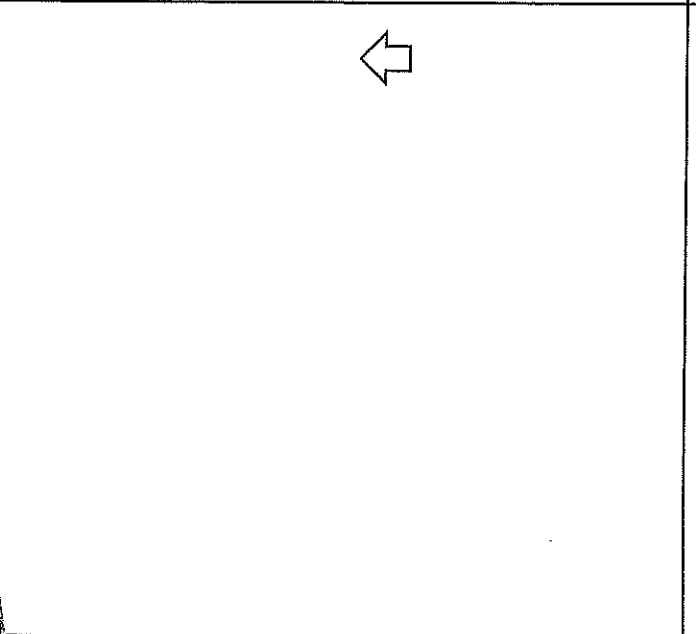
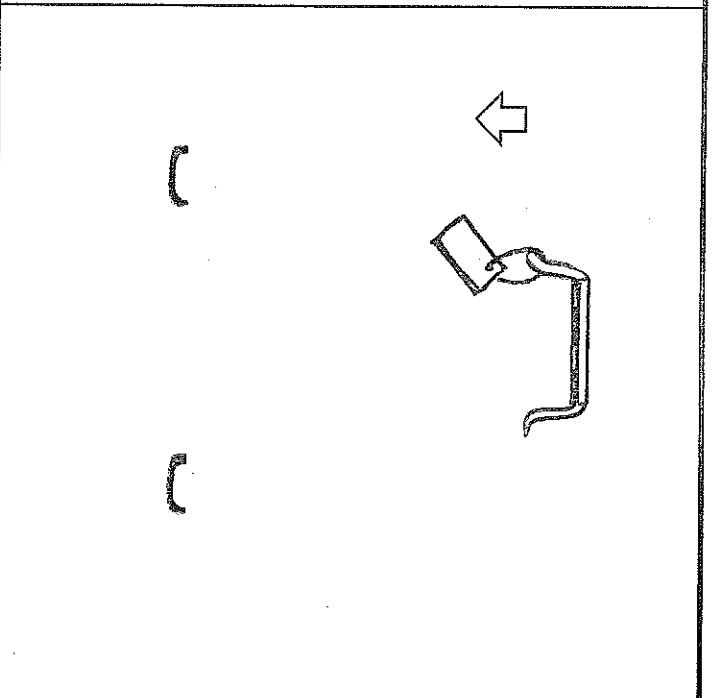
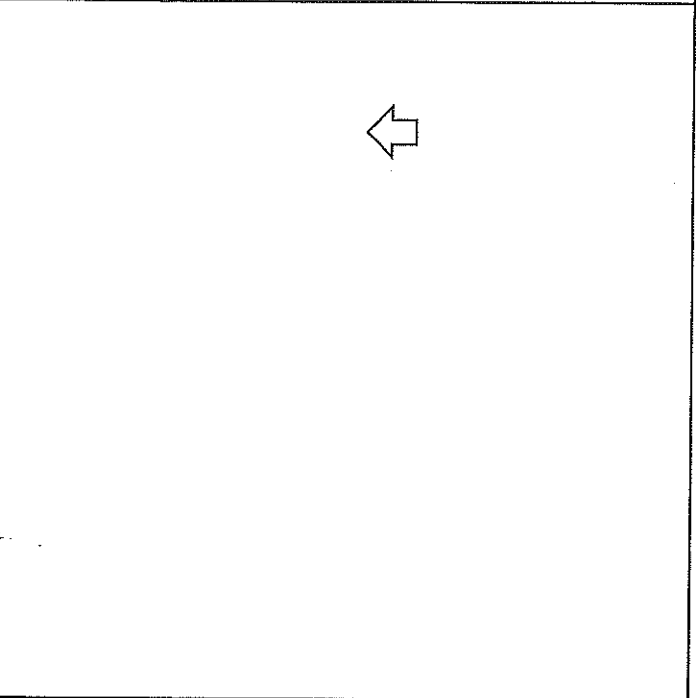
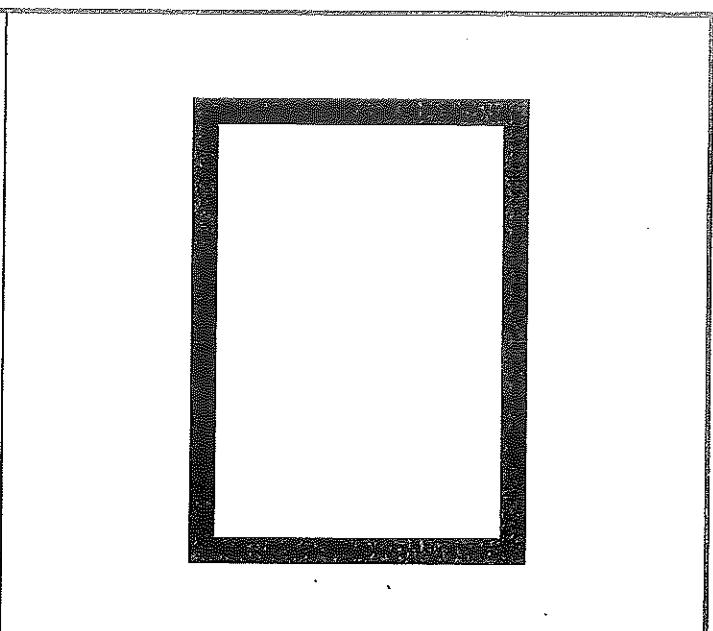
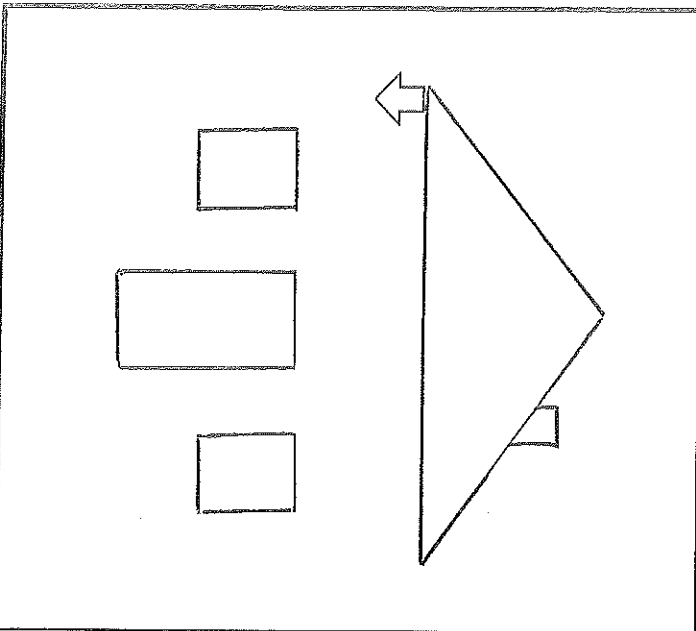
### **Sensory Activities**

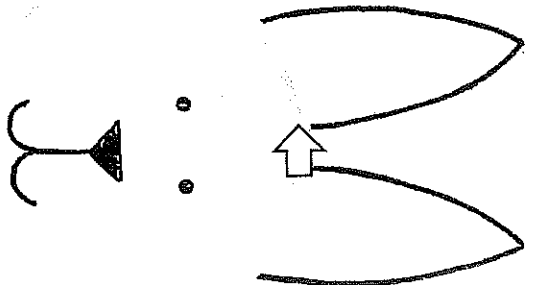
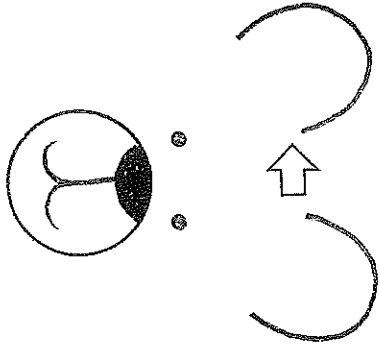
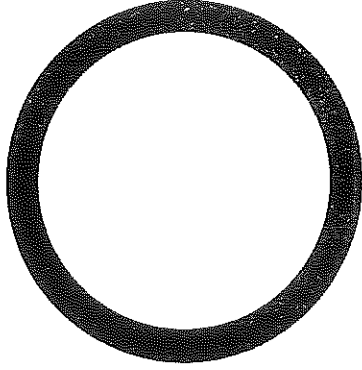
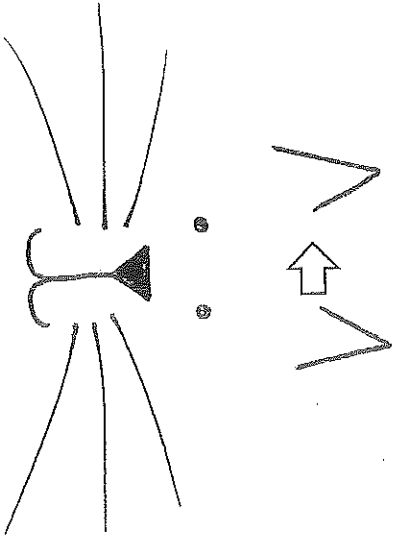
The following activities ought to be done frequently to increase large muscle strength and endurance. These activities also strengthen the child's awareness of his or her hands.

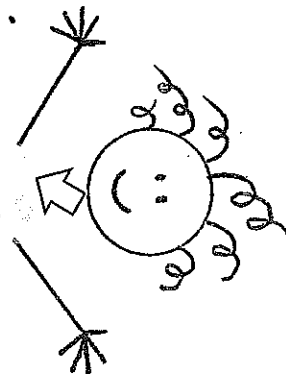
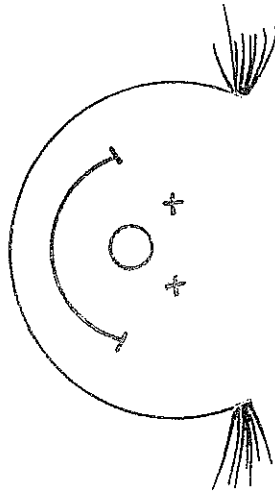
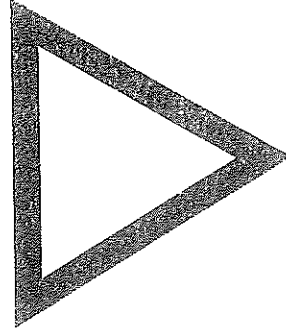
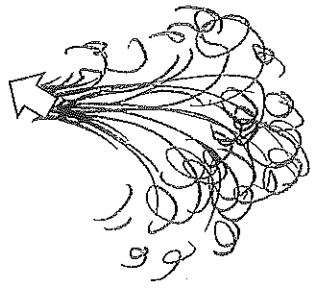
1. Wheelbarrow walking, crab walking
2. Clapping games (loud/quiet, on knees, together, etc.)
3. Catching (clapping) bubbles between hands
4. Draw in a tactile medium such as wet sand, salt, rice, or "goop." Make "goop" by adding colored water to cornstarch until you have a mixture similar in consistency to toothpaste. The "drag" of this mixture provides feedback to the muscle and joint receptors, thus facilitating visual motor control.

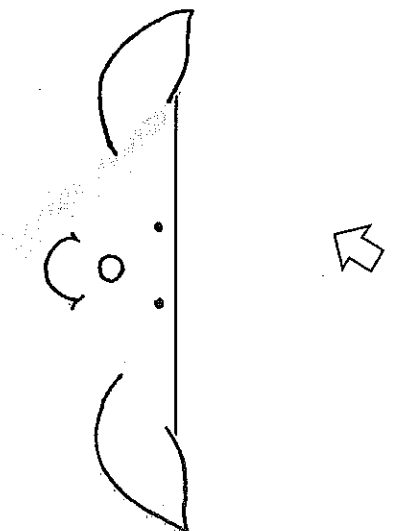
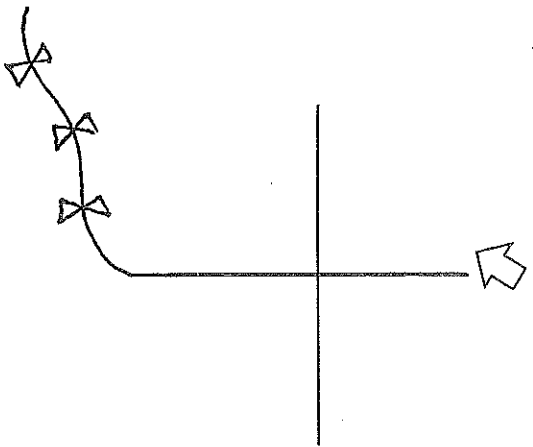
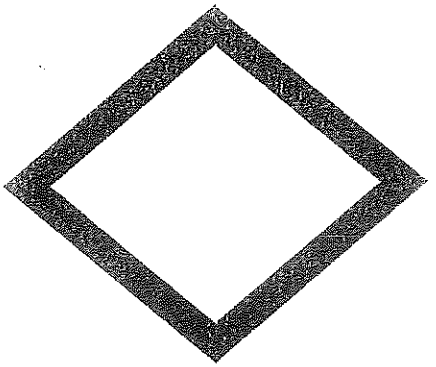


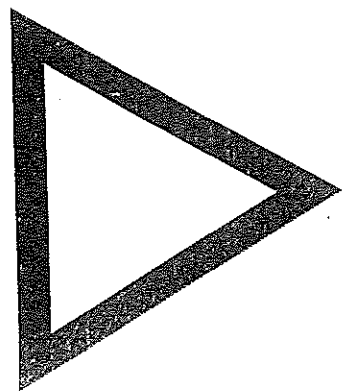
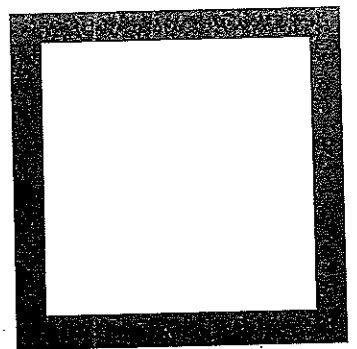
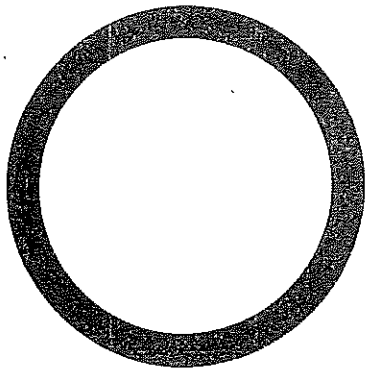
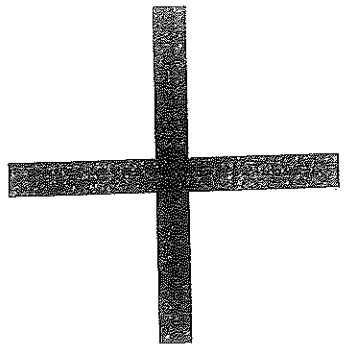






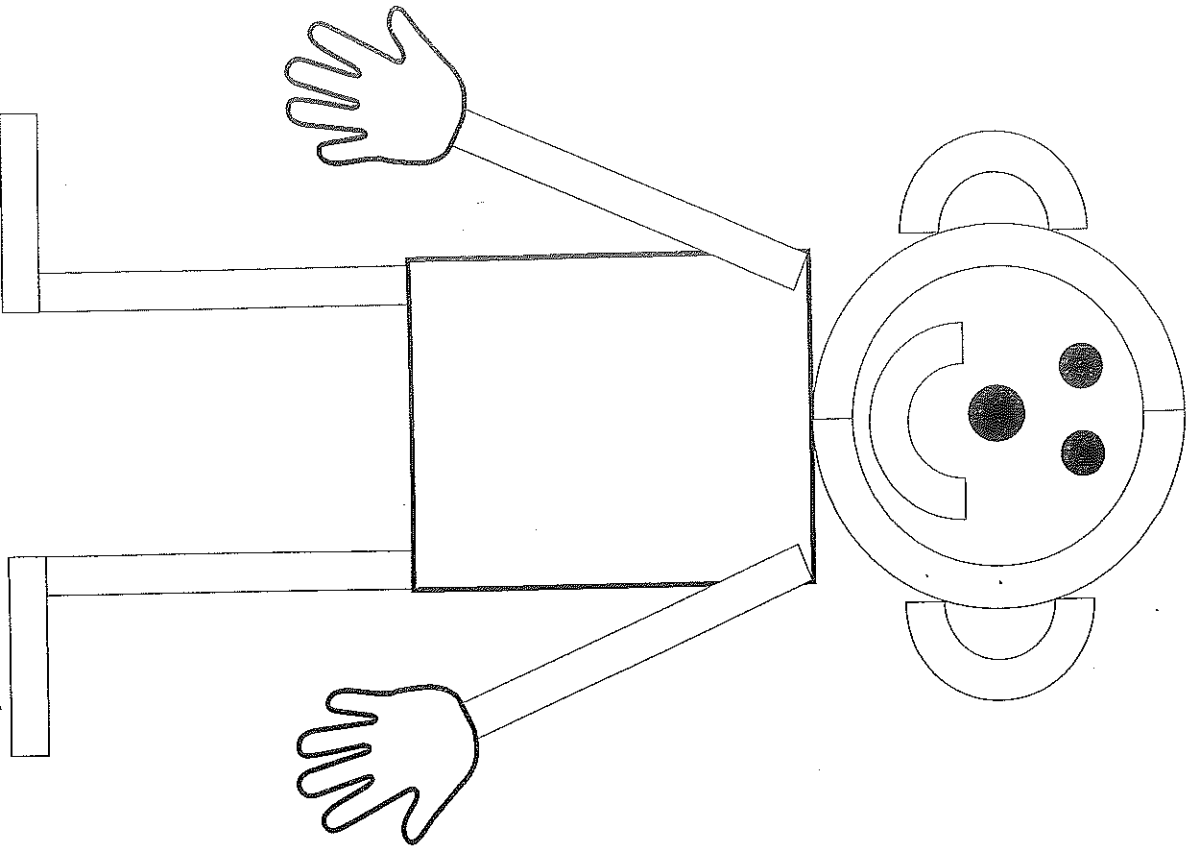








# MAT MAN®





# FUN RECIPES TO TRY



## BASIC PLAYDOH



### WHAT YOU NEED:

2 cups of flour, 1 cup of salt, 4 tsp. of cream of tartar, 2 cups of water, 2 Tbsp. of vegetable oil, and food coloring

### HOW TO MAKE IT:

Measure and mix all ingredients together in a sauce pan off the heat until all the clumps are gone. Put on the stove and set it to a medium heat. When it pulls away from the sides of the pan and forms one large ball, it is finished! Let it cool. Knead the dough and have FUN! Store the dough in an air tight bag. No need to refrigerate.



## JELLO PLAYDOH

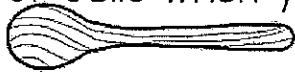


### WHAT YOU NEED:

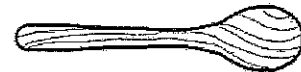
2 cups of flour, 2 Tbsp. of salt, 2 Tbsp. of cream of tartar, 1 cup of water, 2 Tbsp. of vegetable oil, and 1 box of Jello (1.4 oz)

### HOW TO MAKE IT:

The same way as the basic playdoh except don't forget to add the box of Jello when you add the flour!



## GOOP



### WHAT YOU NEED:

one part liquid starch, two parts white/clear glue, and washable markers (optional)

### HOW TO MAKE IT:

Add the liquid starch to the glue until the mixture becomes a workable ball. Store in a air tight container in the refrigerator. Once it is cold, play and have FUN! For added fun, let your child use the markers to color the goop as they play!

Helpful Hint: If it gets on a piece of clothing, soak the item in water. This will break up the liquid starch. Then wash in the washer as normal.

# Social/Emotional at **Home**

Social skills and self-regulation are an important part of your child's well being!

## Try This!

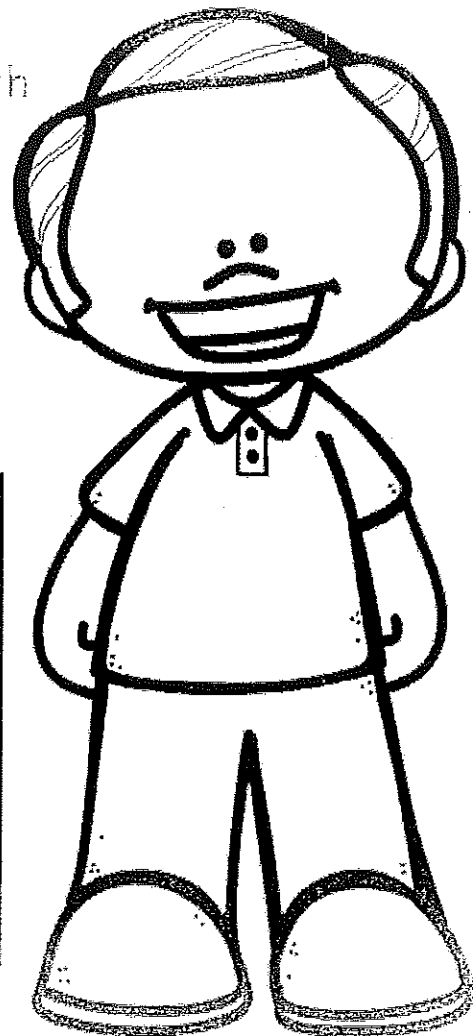
- Talk about feelings.
- Make faces in the mirror and have your child identify your emotion.
- Allow your child to express their likes & dislikes.
- Encourage your child to "try again" when frustrated.
- Talk about mistakes and think of solutions when mistakes occur.
- Make goals together.
- Give your child opportunities to play with other kids.
- Talk about expectations at home, the library, grocery store, etc.
- Hang your child's artwork.
- Relax and have "quiet time."

## Things to Remember

Control over emotions takes time. Stay calm if your child is throwing tantrum.

Teach your child the saying:

"I didn't get my way.. But I'm still OK!"



# Science at **Home**

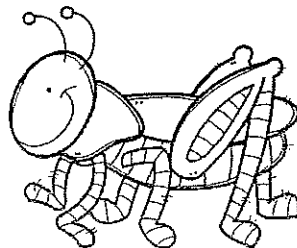
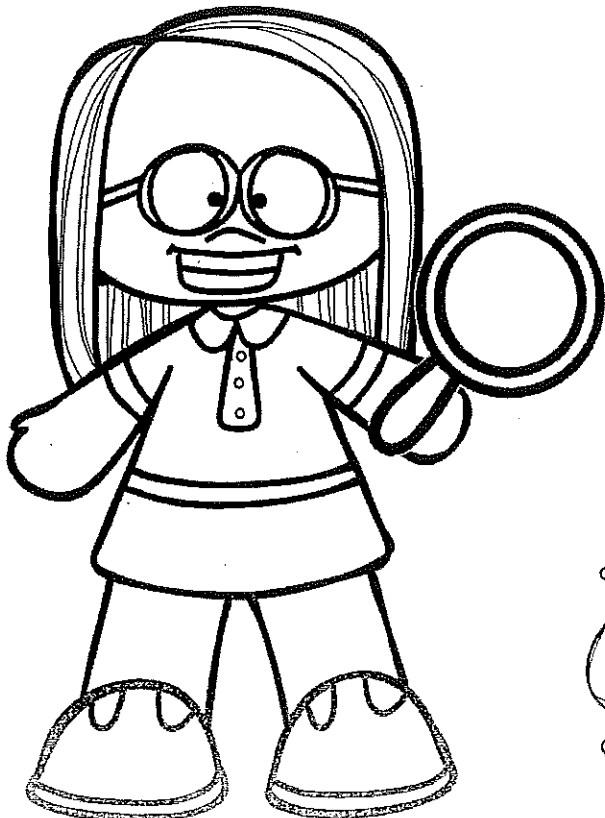
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Science is all around us! Your child learns by observing and exploring the world around them.

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## Try This!

- Allow your child to help care for a pet or plants.
- Talk about what a living thing needs to survive (water, shelter, food, etc).
- Plant a garden together.
- Talk about the weather and take nature walks during different seasons.
- Notice differences in day and night.
- Cook together and talk about the changes in food when mixed.
- Build something together! Use cardboard and tape to make a ramp for toy cars.
- Encourage your child to “reduce, reuse, and recycle” and take care of our Earth.
- Let your child explore simple technology. Show them how to push the buttons on a calculator or how use a flashlight to make shadows on the wall.



# Health & Wellness at **Home**

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It's important to keep our minds and bodies healthy!

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- Give your child healthy choices at snack or meal time.
- Visit the doctor for both sick and wellness visits.
- Talk about good hygiene routines and practice them daily, such as brushing your teeth and taking a bath.
- Exercise together as a family.
- Go outside often to give your child opportunities for active play, running, kicking/throwing a ball, and climbing on playground equipment.
- Talk about basic rules (crossing the street, stranger danger, car seat safety, water safety, bike safety).
- Explain about emergencies and dialing 911. Practice "STOP, DROP, ROLL" and have a plan in case of a fire.

Practice these ways to  
keep germs away!

- Wash hands with soap and water
- Cover your sneeze with a tissue
- Cough into your elbow
- Stay home and rest when you are sick



# Social Studies at **Home**

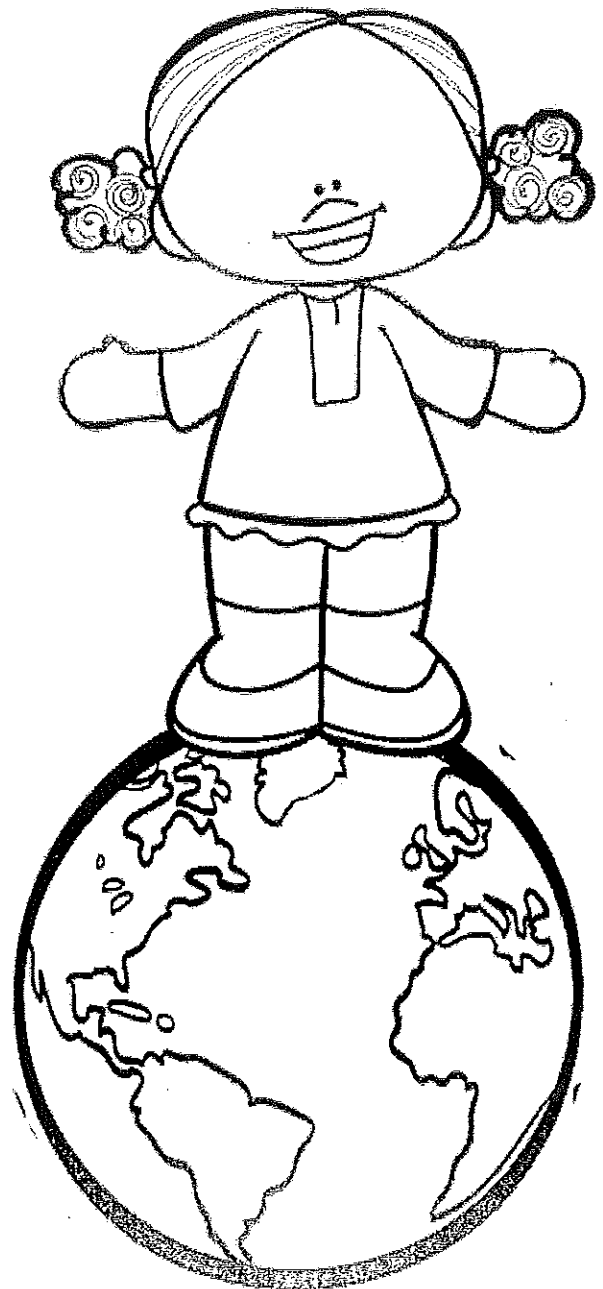
Help your child learn about themselves, their family, community, and being a good citizen.

## It's a Small World

- Talk about what is happening during the day/week and ask your child to recall what has happened.
- Look at family photos. Talk about family roles.
- Make rules to follow at home.
- Give your child small jobs around the house, such as helping to sort laundry.
- Make your child responsible for cleaning up their own toys.
- Encourage problem solving.
- Allow your child to make choices.

## Being A Part of Our World

- Talk about Community Helpers and their jobs.
- Get a map and look at it together pointing out different locations, such as where a relative lives.
- Describe where things are located, using right, left, and other directional words.
- Have your child learn their address and phone number.





# APPLE DIP

Try this easy recipe at home!

## Ingredients:

2 apples

1 cup vanilla yogurt

1/2 cup whole grain cereal or granola

dash of cinnamon

## Directions:

1. In a small bowl, mix the yogurt and cinnamon together.
2. Put the cereal into a zipper sandwich bag.
3. Use your hand or a big spoon to crush up the cereal.
4. Sprinkle the cereal in top of the yogurt dip.
5. Wash the apples and have a grown up cut them into pieces.
6. Dip the apple in the yogurt dip.

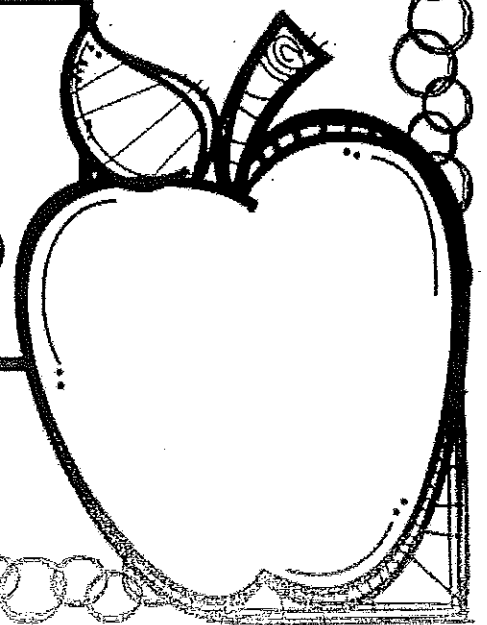
What does this teach my child?

Reading (read a recipe)

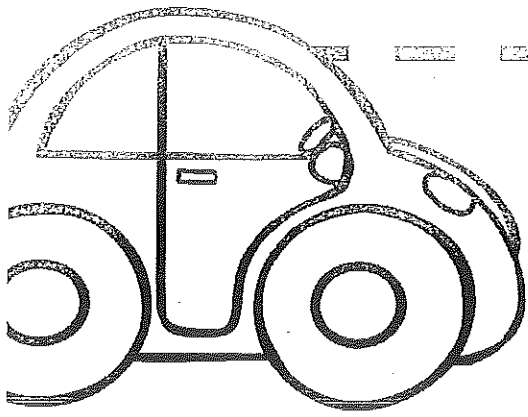
Math (measure and follow a recipe)

Science (what happens when food is mixed)

Fine motor skills (crushing the cereal)







# IN THE CAR

Learning can even happen in the car!

- Read street signs & billboards
- Find signs for each letter A to Z
- Think of rhyming words
- Find different shape signs
- Find numbers 1-10
- Choose an object and count how many you see during the trip
- Count objects you see (tall buildings, etc.)
- Point out different color vehicles, choose a color, and count how many you see
- Notice the differences in sizes of objects you see (big trucks, small cars, etc.)
- Keep track of how long your ride takes

## I spy...

Street Sign

Truck

Water

Yield Sign

Bus

Clouds

Stop Sign

Motorcycle

Trees

Stop Light

Van

Flowers

Bridge

Bicycle

Birds

Tunnel

Car

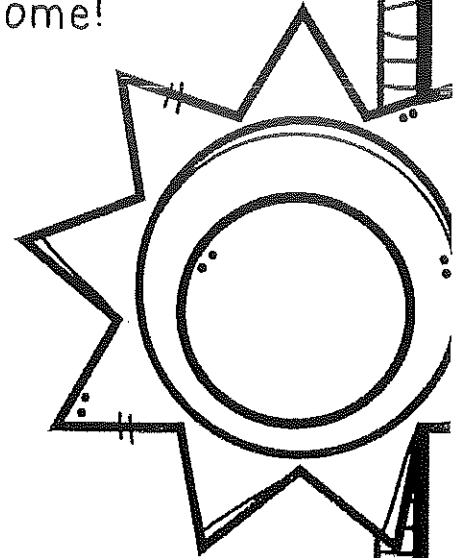
Wildlife

# RAINBOW SCIENCE

Try this colorful experiment at home!

## What You'll Need:

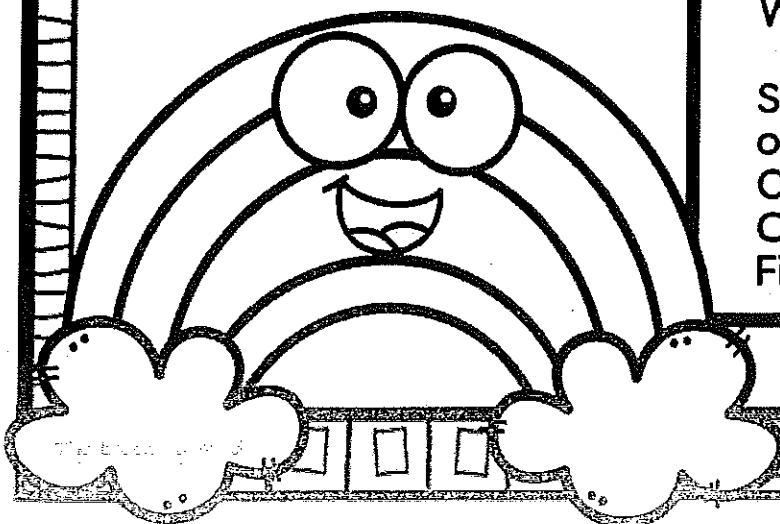
Glass jar  
Water  
White paper  
Crayons  
A sunny day



## Directions:

Fill a glass jar with water.  
Put the jar on a windowsill in bright sunlight.  
Put a sheet of white paper on the floor in front of the window.

Do you see a rainbow on the paper?  
What colors do you see?  
Use crayons to draw what you see!  
Which is your favorite color?



What does this teach my child?

Science (light pass through an object)

Observation skills

Colors

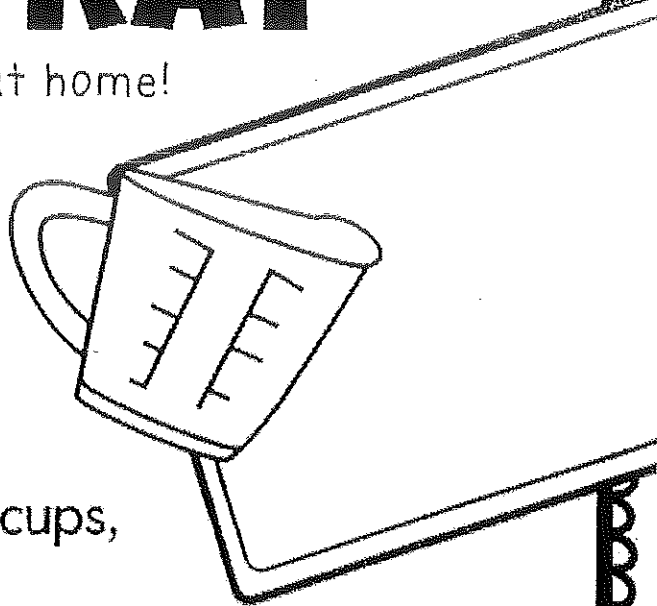
Fine motor skills (drawing)

# FIZZY TRAY

Try this fizzy fine motor activity at home!

## What You'll Need:

9X13 pan or cookie sheet  
Baking soda  
Vinegar  
Food coloring  
Medicine droppers, measuring cups,  
or small squeeze bottles



## Directions:

Sprinkle a layer of baking soda on the bottom of a 9X13 pan or cookie sheet.

Pour vinegar in a cup and add a drop or two of food coloring. Mix up the colored vinegar. Pour the vinegar mixture onto the baking soda.

Watch it fizz & you're ready to play! Use the medicine droppers, measuring cups, or small squeeze bottles to experiment with the mixture!

What does this teach my child?

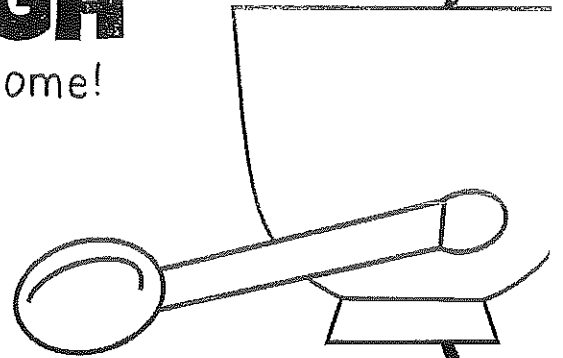
Science (chemical reactions)  
Colors (what happens when colors are mixed)  
Fine motor skills (use tools to experiment)  
To be gentle and patient

# PLAYDOUGH

Try this fun recipe at home!

## Ingredients:

- 1 and 1/2 cups flour
- 1/2 cup salt
- 2 teaspoons cream of tartar
- 2 tablespoons oil
- 1 cup boiling water



Mix the flour, salt, cream of tartar, and oil in bowl. Add the boiling water and food coloring. Be careful! The dough will be hot. Knead the mixture into a ball.

If it's too sticky.. add more flour.

If it's too clumpy.. add more boiling water.

# DISH SOAP SLIME

Try this sticky recipe at home!

## Ingredients:

- 1 cup cornstarch
- 1 cup clear gel-like dish soap
- Food coloring (optional)

Mix the cornstarch and dish soap in a small bowl with a spoon. Optional: stir in food coloring.

What does this teach my child?

Reading (read a recipe)

Math (measure and follow a recipe)

Science (what happens when solids and liquids mix)

Fine motor skills, exploring with senses

# Handwashing: Keeping Your Family Healthy

Handwashing is an easy, cheap, and effective way to prevent the spread of germs and keep kids and adults healthy. When your family is healthy, you don't have to worry about missing school, work, or other activities.

## Help your child develop handwashing skills

Parents and caretakers play an important role in teaching children to wash their hands. Handwashing can become a lifelong healthy habit if you start teaching it at an early age. Teach kids the five easy steps for handwashing—wet, lather, scrub, rinse, and dry—and the key times to wash hands, such as after using the bathroom or before eating. You can find ways to make it fun, like making up your own handwashing song or turning it into a game.



## Lead by example

Young children learn by imitating the behaviors of adults in their lives. When you make handwashing part of your routine, you're setting an example for your children to follow.



LIFE IS BETTER WITH

**CLEAN  
HANDS**

[www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)

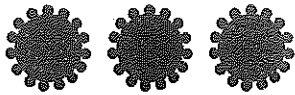
This material was developed by CDC. The Life is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.



CS310275-A

Handwashing can prevent

**1 in 3**  
cases of diarrhea



**1 in 5**  
respiratory infections,  
such as a cold or the flu



## Give frequent reminders

Building handwashing skills takes time. At first, your child will need regular reminders of how and when to wash hands. It is especially important to remind children to wash their hands after using the bathroom, before eating, after touching pets, after playing outside, and after coughing, sneezing, or blowing their nose. But once handwashing becomes a habit and a regular part of your child's day, they will practice it throughout their lives.

## What if soap and water aren't available?

Washing hands with soap and water is the best way to get rid of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer that has at least 60% alcohol.

## Did you know?

Baby wipes may make your hands look clean, but they're not designed to remove germs from your hands. CDC recommends washing hands with soap and water when possible.



**Remember to make handwashing a healthy habit at home, school, and at play!**

# Nutrition Nuggets™

Food and Fitness for a Healthy Child

March 2020

Enfield Head Start

## BEST BITES

### Positive peer pressure

When your youngster eats with friends at school or at home, encourage her to notice healthy foods they enjoy. She may be inspired to try something new, such as collard greens, polenta, or artichokes, just by seeing a friend eat it.



### Act out the weather

What's the weather outside? Let your child show you, instead of telling you, with this active idea. Have him look outside and then "become" the weather. He might whirl around fast like the wind, stomp his feet and pound his arms for thunder, or dance with his arms outstretched on a sunny day.

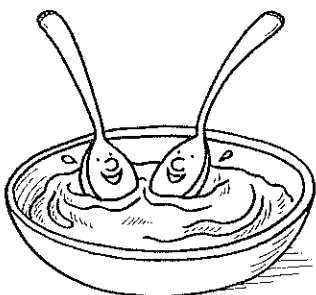
### DID YOU KNOW?

Oregano is full of antioxidants, which can boost your youngster's immune system and help her stay healthy. Try adding fresh or dried oregano to salads and grilled meats or fish. Your child may like the flavor because it reminds her of pizza!

### Just for fun

**Q:** What did one spoon say to the other?

**A:** Let's stir things up!



## Calcium counts

How can you get your child to eat more calcium? Appeal to his desire to be strong! Let him know that calcium builds strong bones for playing and growing. Then, try these ideas.

### Fill a bank

Encourage your youngster to make a "calcium bank." First, turn a plastic milk jug on its side and cut a slit in it. Next, help him find magazine pictures of foods with calcium (milk, cheese, dark-green leafy vegetables). He could cut them out and glue them all over his bank. Each time he eats one of those foods, he puts a coin in the slot.

### Add to every meal

Get your child used to having calcium throughout the day. Point out calcium-rich foods he's already eating (milk in his breakfast cereal, grilled cheese for lunch), and help him think of more he could have (baby spinach



in his sandwich, yogurt and fruit for dessert). **Tip:** Adding an 8-oz. glass of nonfat milk to a meal gives him another serving of calcium.

### Cook with calcium

Add calcium to your youngster's diet by cooking with dairy products and foods that contain calcium. For instance, use nonfat milk instead of water when heating up canned tomato or mushroom soup. Melt Parmesan cheese onto cooked zucchini or green beans. Put tofu into a stir-fry, or stir white beans into chili. ♥

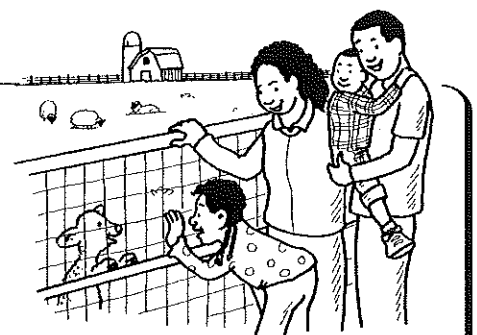
## Celebrate spring!

Enjoy the first day of spring on March 19, and get some exercise, by heading outdoors with your youngster. Here's how.

**1. Take a walk.** Look for signs of spring. Does your child hear woodpeckers pecking on trees or spot buds on bushes?

**2. Visit a farm.** Your youngster may see newborn lambs or other baby animals. Plus, some farms have play areas where she could climb on hay bales or play beanbag toss.

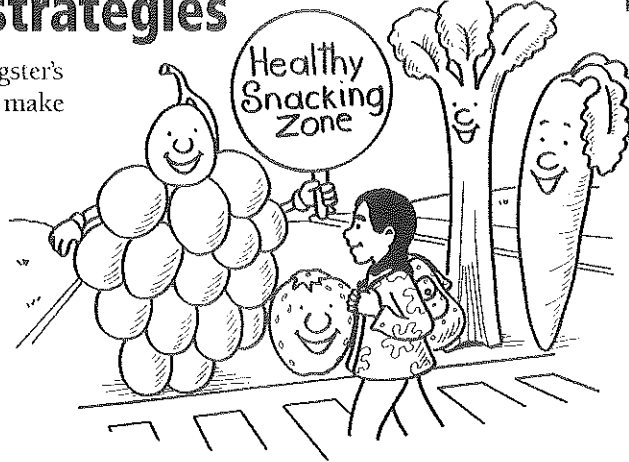
**3. Do spring cleaning.** Ask your child to help you wash the car or clean out the garage. She could also hose down her bike and outdoor toys. ♥



# Better snacking strategies

The right snacks satisfy your youngster's hunger in a healthy way. Teach her to make smart choices with these tips.

**Pack smart.** Send nutritious snacks that are appealing, portable, and easy to eat when your child is away from home. Many kids love finger foods like grapes, baby carrots, and string cheese. (Include an ice pack to keep cold foods cold.) *Note:* Be sure to follow her school's policy on snacks.



## Think beyond "snack foods."

Foods your youngster normally eats at breakfast, lunch, and dinner can be snacks, too. Together, think of examples, such as whole-grain toast with almond butter, a salad, or mini turkey meatballs.

**Establish good habits.** Help your child develop healthy snacking habits to avoid overeating or making poor food choices. You might limit snacking to the kitchen table and put away electronics while you eat. Also,

look at packages together to find and measure out the healthy serving size. 🍎

## ACTIVITY CORNER

### Scarf games

Get two lightweight scarves (or cloth napkins) for these games that will boost your child's coordination.

● **Catch.** Take turns throwing a scarf in the air for the other person to catch. The scarf will float slowly to the ground, giving him time to catch it. This is a great way to build confidence as your youngster's catching skills improve.



● **Copycat.** Have each player hold a scarf, and take turns adding movements for each other to copy. Your child might do big arm circles with his scarf. You mimic him, then add a move, perhaps swooshing your scarf behind your back. Keep going, repeating all the previous movements and tacking on your own. When someone can't remember a move, the other player wins. 🍎



## O&A Pasta every day?

**Q:** My daughter would eat the same foods every day if I let her—especially pasta. How can I get her to branch out?

**A:** It's normal for kids to prefer familiar foods, but a balanced diet will give your child a variety of nutrients.

Try starting with foods she likes and make small adjustments. For instance, serve spaghetti squash or "zoodles" (zucchini noodles) with your daughter's favorite pasta sauce. Or add chopped broccoli to macaroni and cheese.

You might also offer a new food as an appetizer before a meal, when your youngster is hungrier. Set out cucumber slices with a dip she'll eat, for instance.

Finally, keep in mind that it may take a dozen attempts or more before a child accepts a new food—so keep serving them in different ways until you find a winner! 🍎



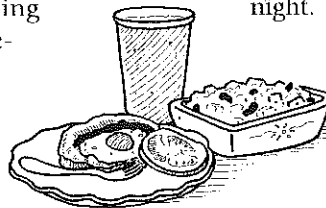
## IN THE KITCHEN

### Wake up with veggies

Fruit, toast, milk, eggs ... which food group is missing from that typical breakfast lineup? Vegetables! Round out your child's morning meal with these recipes.

#### Egg in a cap

Place a large portobello mushroom (stem and gills removed) upside down on a foil-lined baking sheet. Crack an egg carefully into the cap and bake at 375° for 15–20 minutes, until set. Top with chopped tomato.



#### Green smoothie

Let him blend 1 cup fresh spinach, 1 banana, 1 cup fat-free milk, ½ cup frozen cauliflower, and 1 tsp. each vanilla extract and honey.

#### Breakfast potatoes

Thaw 3 cups frozen potatoes (shredded or cubed) in the refrigerator overnight. Toss with 1 cup black beans and ½ cup each diced green and red peppers. Spread on a lightly greased baking sheet. Bake at 400° for 30 minutes. 🍎



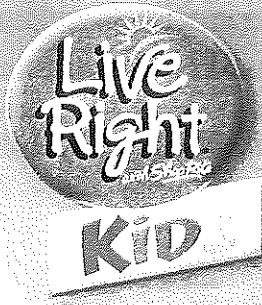
**OUR PURPOSE**

To provide busy parents with practical ways to promote healthy nutrition and physical activity for their children.

Resources for Educators, a division of CCH Incorporated  
 128 N. Royal Avenue • Front Royal, VA 22630  
 800-394-5052 • rfeustomer@wolterskluwer.com  
 www.rfeonline.com

Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.  
 ISSN 1935-4630



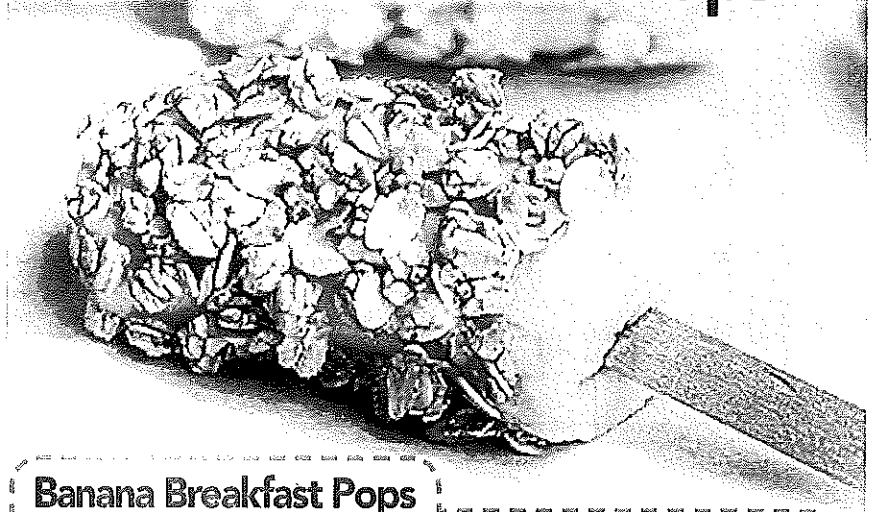


# Cooking is Fun & Easy



## The Kids Cook Monday!

### Today's Recipe: Banana Breakfast Pops



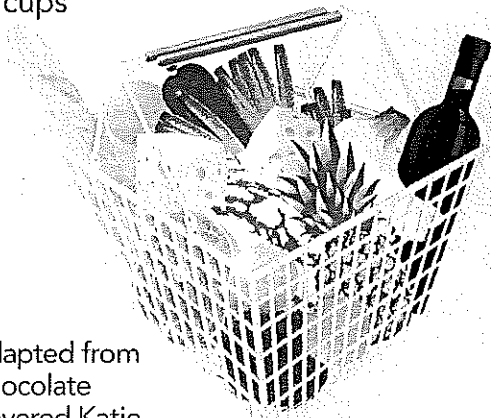
### Shopping List

Check off items you have at home

- Bananas
- Low fat vanilla yogurt
- Bob's Red Mill Honey Oat Granola

### Materials you will need

- Shallow Dish
- Knife
- Measuring cups
- Ramekins/small serving bowls



Adapted from  
Chocolate  
Covered Katie

### Banana Breakfast Pops

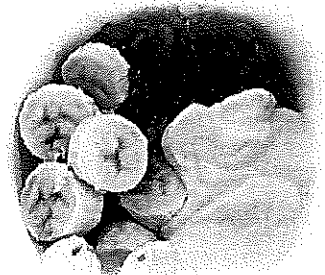
Preparation time: 10 minutes

Cook Time: 30 minutes to chill

Serves: 4 Calories: 140

#### Ingredients:

- 2 bananas, peeled and cut in half
- 3/4 cup lowfat vanilla yogurt
- 1/2 cup of Bob's Red Mill honey oat granola



#### Directions:

**Kids:** Pour granola into very shallow dish or plate.

**Together:** Peel bananas, cut in half and insert popsicle sticks.

**Kids:** Dip into yogurt or coat with a knife.

**Together:** Refrigerate until ready to serve.

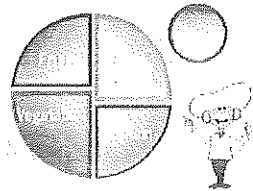
**Adult:** Refrigerate until ready to serve.



# Chef Solus Protein Group Word search Puzzle!

KIDS

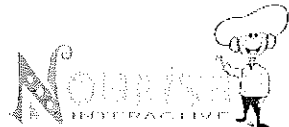
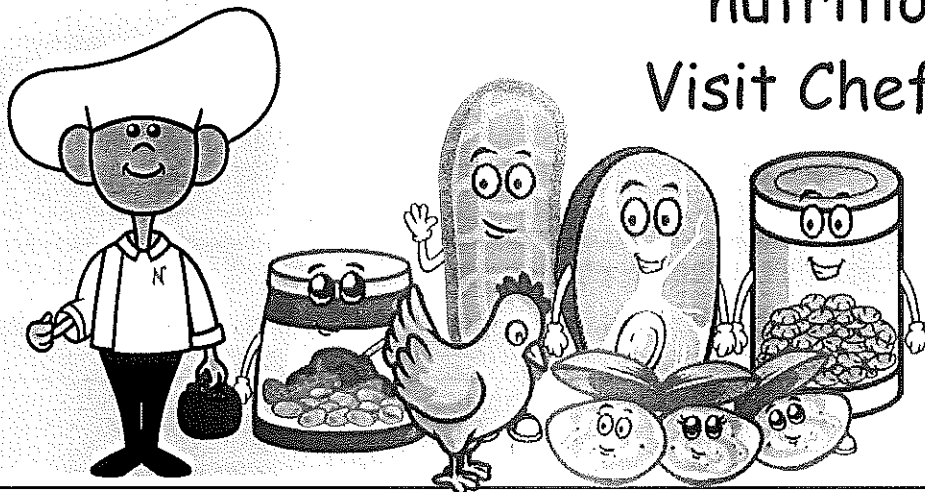
S	T	U	N	A	E	P	I	L	J
A	A	K	W	H	K	R	O	P	O
F	U	G	M	A	U	E	F	F	S
I	Y	Q	N	X	L	X	U	E	G
S	O	Y	B	E	A	N	S	E	G
H	M	V	X	H	K	V	U	B	E
N	A	E	L	X	S	C	P	T	Y
S	N	A	E	B	T	E	I	H	S
N	I	E	T	O	R	P	E	H	L
N	E	Y	F	L	F	Q	F	D	C
S	E	L	C	S	U	M	T	A	S



- CHICKEN
- SOYBEANS
- PORK
- FISH
- BEANS
- BEEF
- WALNUTS
- PROTEIN
- SEEDS
- PEANUTS
- LEAN
- MUSCLES
- EGGS

Protein Group

For more fun nutrition games Visit [ChefSolus.com](http://ChefSolus.com)

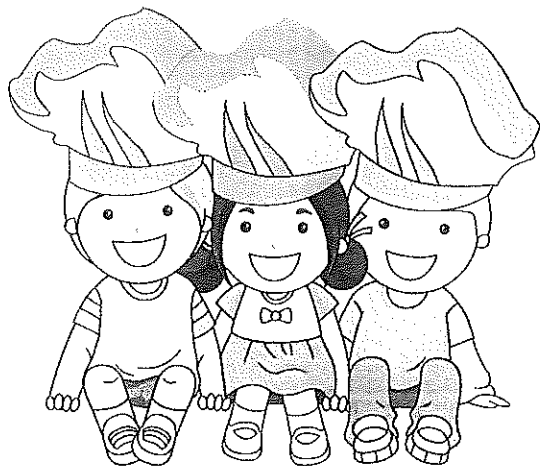




KID

# Cooking is Fun & Easy

The Kids Cook Monday!

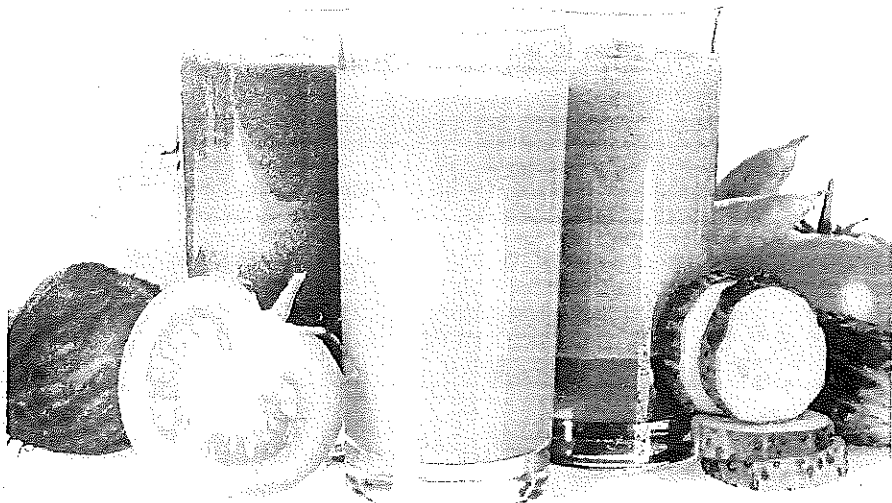


## Today's Recipe: Power Smoothies

### Shopping List

Check off all items you have at home

- ShopRite fat-free milk
- ShopRite frozen blueberries
- Dannon low fat vanilla yogurt
- Flaxseed
- Banana
- ShopRite honey
- Kale



### Materials you will need

- Blender
- Tall glasses x4
- Measuring spoon
- Measuring cup



### Power Smoothies

Prep time: 5 minutes

Serves 4 Calories: 120

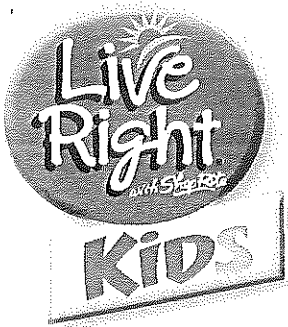
- 1.5 cups of ShopRite fat-free milk
- 6oz Dannon low fat vanilla yogurt
- 1 banana
- 1 cup fresh kale, deveined and chopped

- 1 cup ShopRite frozen blueberries
- 1 tbsp flaxseed meal
- 2 tsp ShopRite honey (optional)

#### Directions:

**Kid:** Place the milk, yogurt, banana, berries, kale and flaxseed meal into a blender; sweeten with honey, if desired.

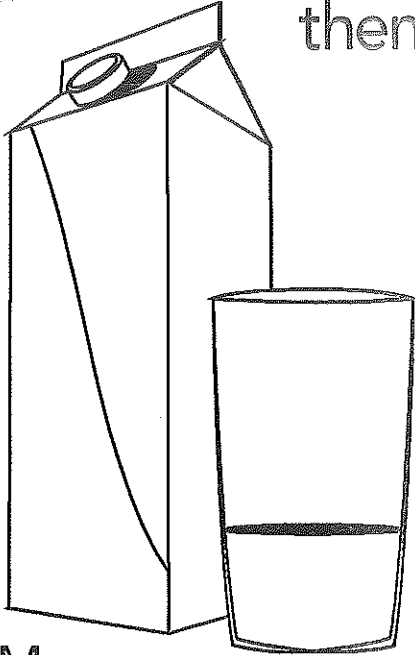
**Together:** Puree until blended, pour into 4 glasses in equal portions and enjoy.



# All Mixed Up!

Unscramble the letters of the foods needed to make the power smoothies then color in the foods

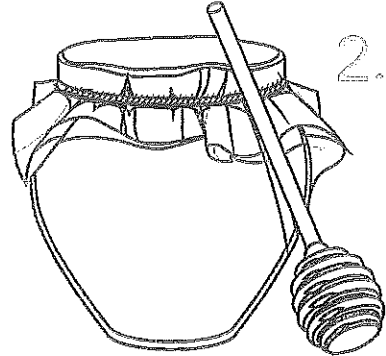
1.



LKIM

\_\_\_\_\_

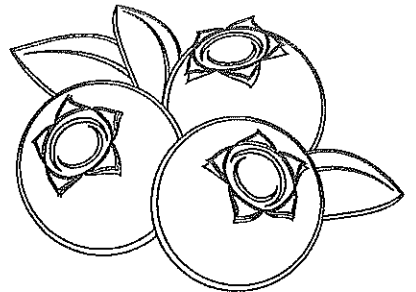
2.



YOHNE

\_\_\_\_\_

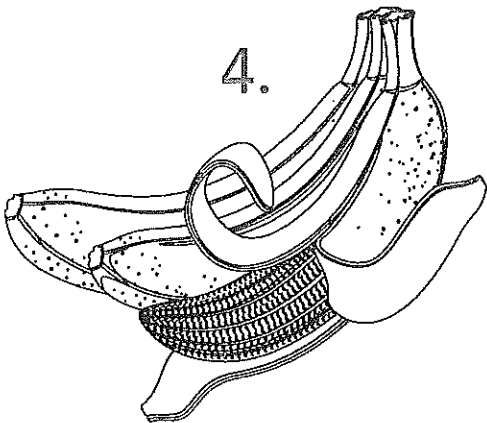
3.



BERLREBIEUS

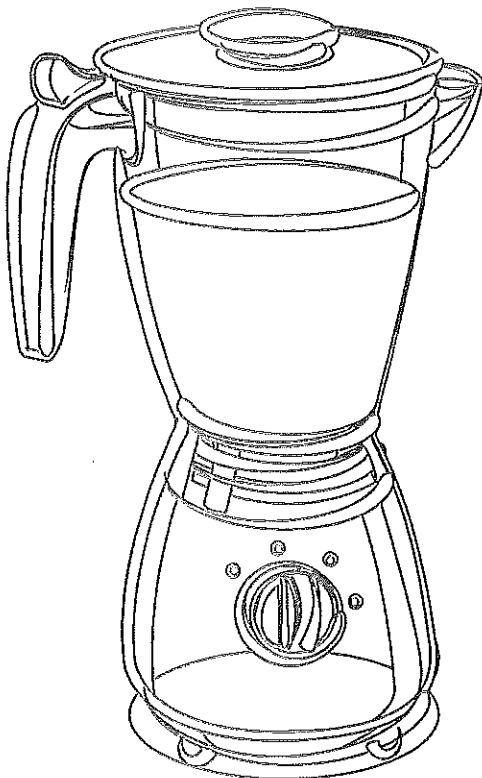
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4.



NANSABA

\_\_\_\_\_

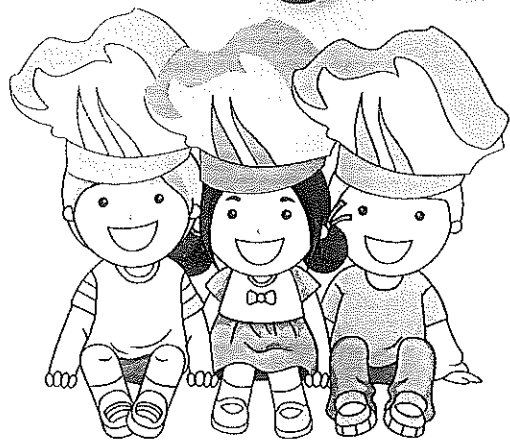


Live  
Right.

KID

# Cooking is Fun & Easy

The Kids Cook <sup>SM</sup> Monday!



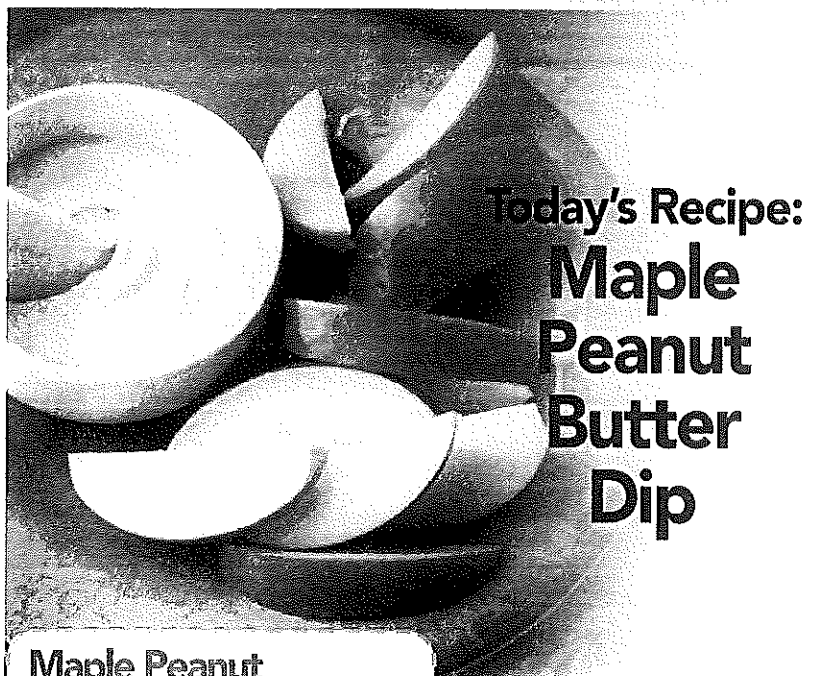
## Shopping List

Check off items you have at home

- (6-oz.) container nonfat plain Greek yogurt
- Creamy Peanut Butter
- Maple syrup
- McCormick apple pie spice
- McCormick pure vanilla extract
- Stemilt Pinata apples

## Materials you will need

- Small bowl
- Measuring spoons
- Rubber Spatula
- Cutting board
- Sharp knife
- Small serving bowl



Today's Recipe:  
**Maple  
Peanut  
Butter  
Dip**

### Maple Peanut Butter dip

Prep time: 15 minutes

Serves: 3 Calories: 120

#### Ingredients:

1 (6-oz.) container nonfat plain Greek yogurt  
2 tbsp. Creamy Peanut Butter  
3 tsp. maple syrup

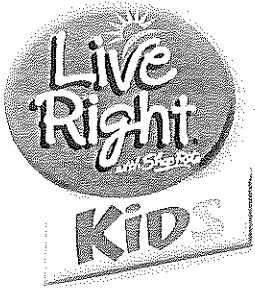
1/8 tsp. McCormick apple pie spice  
1/4 tsp. McCormick pure vanilla extract  
Stemilt Pinata Apples

#### Directions:

**Together:** In a small bowl combine yogurt, peanut butter, maple syrup, apple pie spice and vanilla.

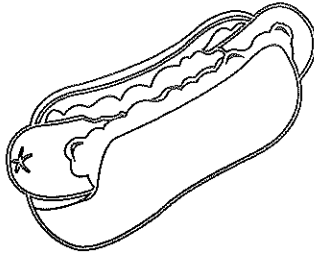
**Child:** Stir until combined.

**Together:** Pour into serving bowl and serve with Pinata Apples.

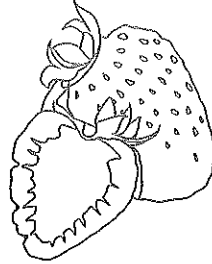


# Peanut Butter Fix

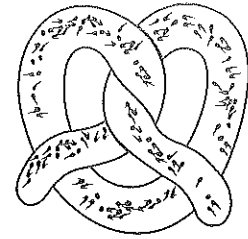
Color the fruits/vegetables/whole grains that could be eaten with peanut butter.



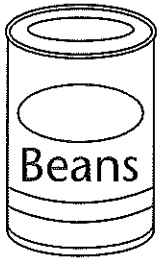
**Hot Dog**



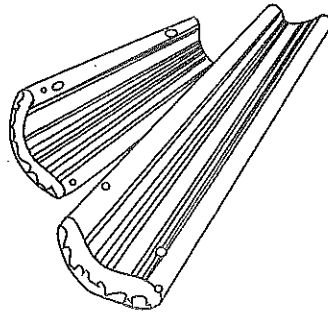
**Strawberries**



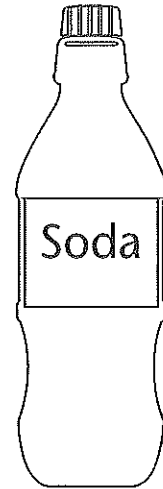
**Pretzels**



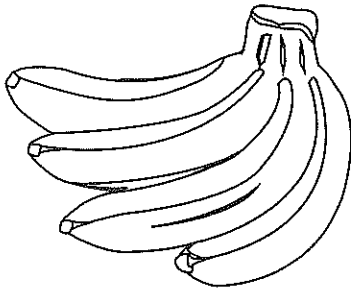
**Canned Beans**



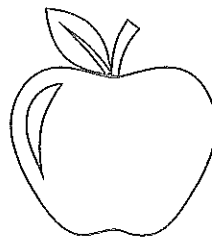
**Celery Sticks**



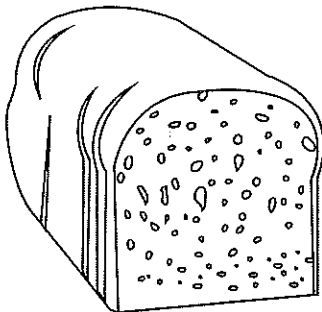
**Soda Bottle**



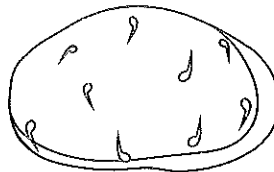
**Bananas**



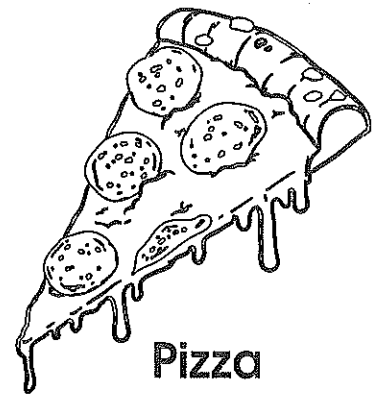
**Apples**



**Whole Grain Bread**



**Potatoes**



**Pizza**



# Cooking is Fun & Easy



The Kids Cook Monday!

Today's Recipe:  
Banana in a Blanket

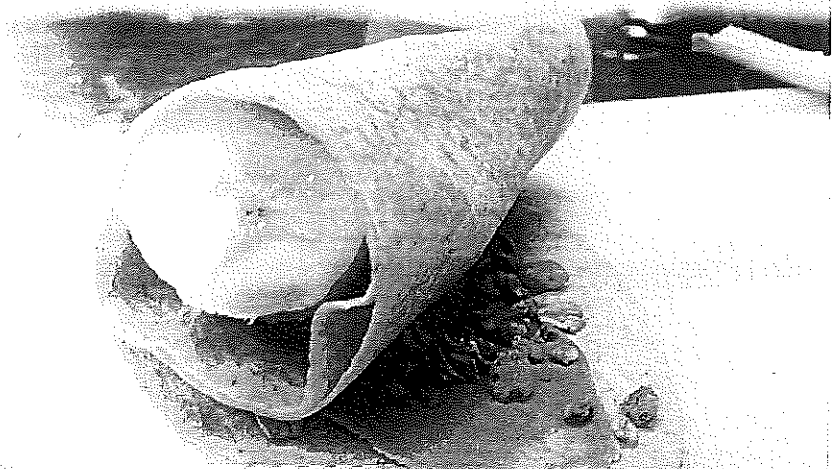
## Shopping List

Check off items you have at home

- Six inch Whole wheat tortilla
- Reduced-fat smooth peanut butter
- Ripe banana
- Maple syrup or Honey
- Crunchy, nutty nugget cereal

## Materials you will need

- Sharp knife
- Plate
- Knife
- Spoon
- Napkin



### Banana in a Blanket

Prep time: 5 minutes

Serves: 1 Calories: 303

#### Ingredients:

- 1 (6 inch) whole wheat tortilla
- 1 tablespoon reduced-fat smooth peanut butter
- 1 medium banana

- 1 teaspoon maple syrup or honey
- 1 tablespoon crunchy, nutty nugget cereal

#### Directions:

**Kid:** Lay tortilla on a plate.

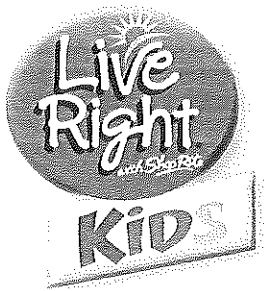
**Together:** Spread peanut butter evenly on the tortilla.

**Kid:** Sprinkle cereal over peanut butter.

**Kid:** Peel and place banana on the tortilla and drizzle with maple syrup or honey on top.

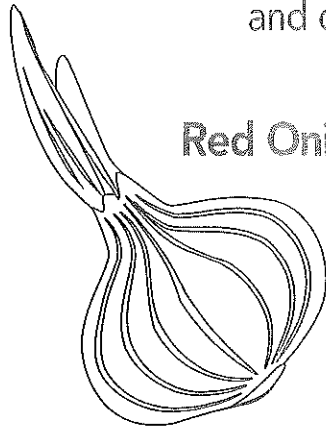
**Together:** Roll the tortilla and enjoy!

Recipe provided by: Produce for Better Health

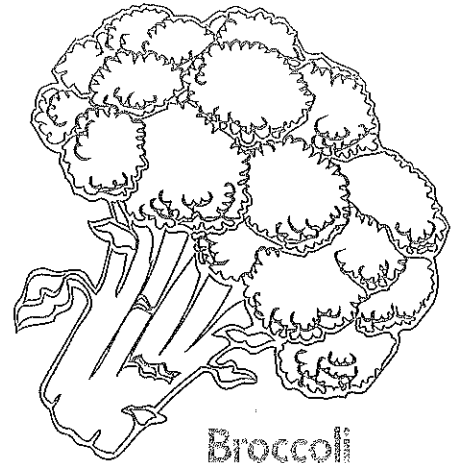


# A Healthy Twist on an Old Favorite

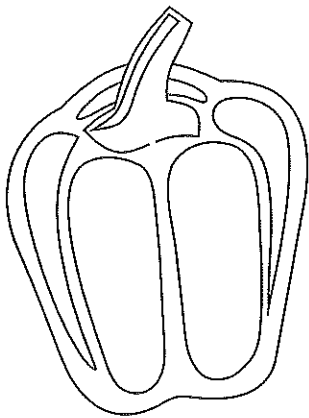
Circle the items that you would like to add to your macaroni and cheese then color the picture



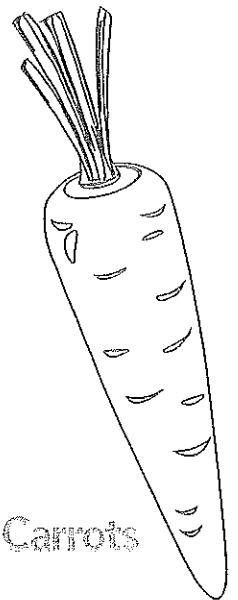
Red Onions



Broccoli



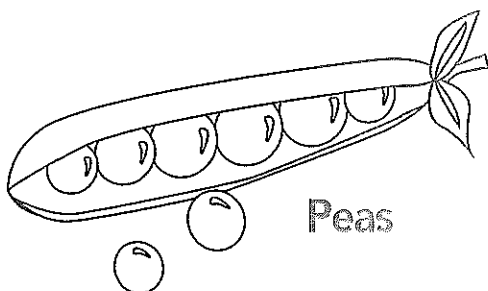
Bell Peppers



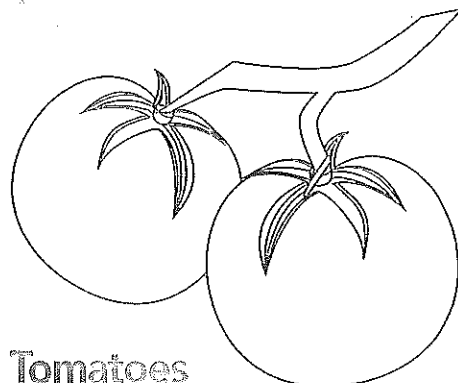
Carrots



Basil



Peas



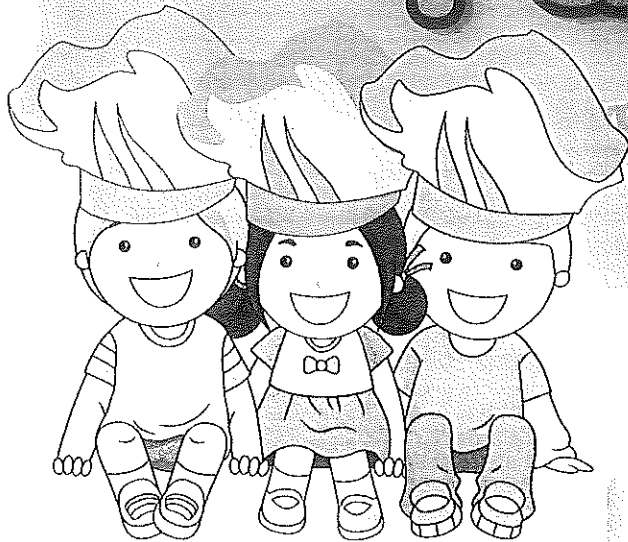
Tomatoes



Live  
Right.

KID

# Cooking is Fun & Easy



Let's cook Monday!

Today's Recipe: Fruit Pizza



## Shopping List

Check off items you have at home

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> ShopRite        | <input type="checkbox"/> Red grapes |
| <input type="checkbox"/> whole wheat     | <input type="checkbox"/> Canned     |
| <input type="checkbox"/> English muffins | <input type="checkbox"/> mandarin   |
| <input type="checkbox"/> Cream cheese    | <input type="checkbox"/> oranges    |
| <input type="checkbox"/> Strawberries    |                                     |

## Materials you will need

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Toaster       | <input type="checkbox"/> Fork     |
| <input type="checkbox"/> Sharp knife   | <input type="checkbox"/> Strainer |
| <input type="checkbox"/> Colander      |                                   |
| <input type="checkbox"/> Cutting board |                                   |



## Fruit Pizza

Servings: 4      Calories: 210

### Ingredients:

- 1 ShopRite whole wheat English muffin
- 2 tbsp whipped fat-free strawberry cream cheese
- 1/3 cup strawberries, sliced
- 1/4 cup red grapes, quartered
- 1/4 cup canned mandarin oranges, drained

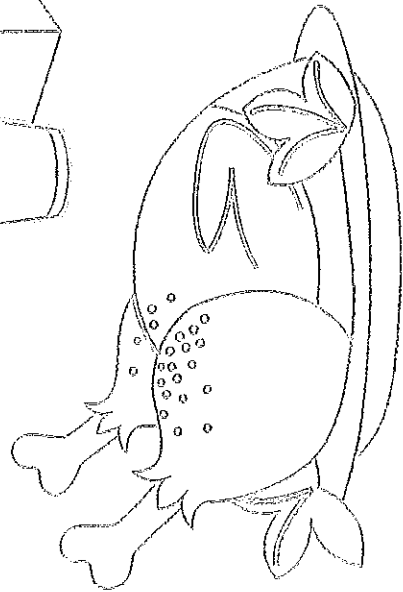
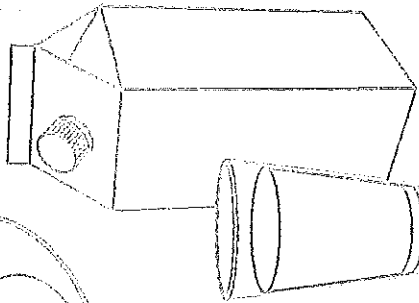
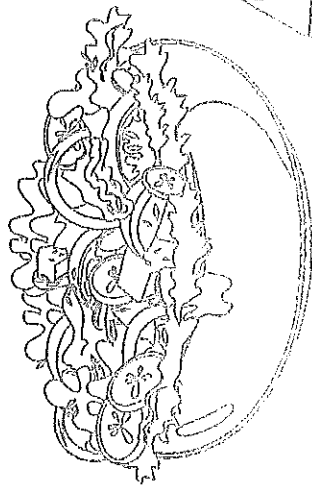
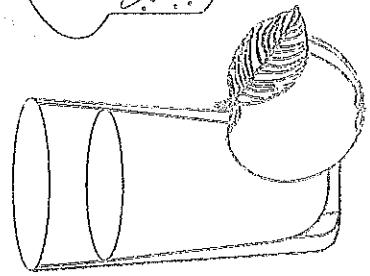
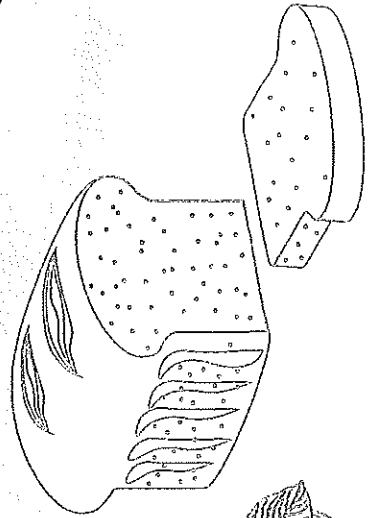
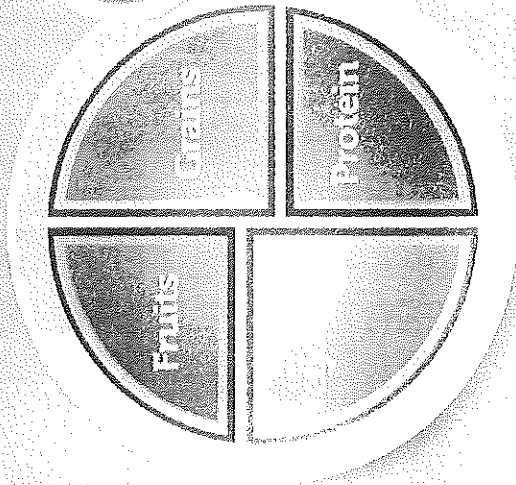
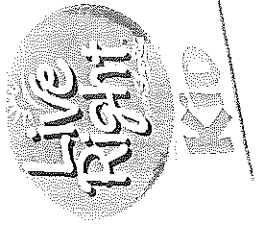
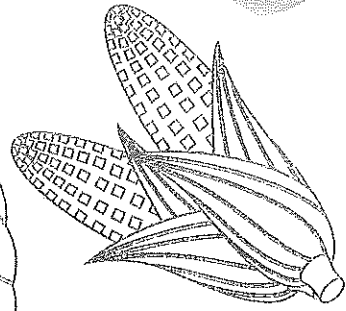
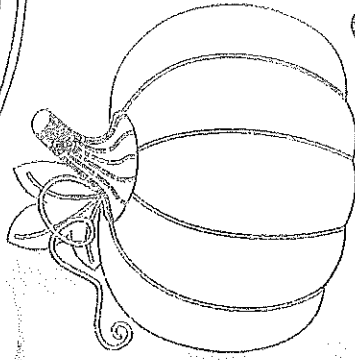
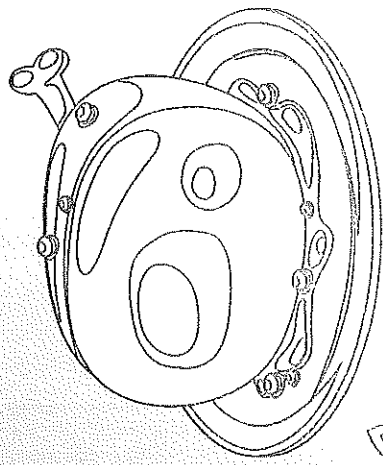
### Directions:

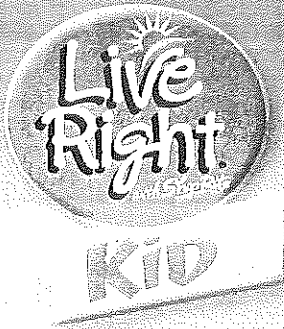
- 1. Toast the English muffin until golden brown
- 2. Together: Spread cream cheese on toasted muffin
- 3. Arrange sliced strawberries, grapes, and orange slices on top of cream cheese
- 4. Slice into quarters
- 5. Together: Eat and Enjoy

Recipe adapted from Produce for Better Health Foundation

# What's on Your Holiday Plate?

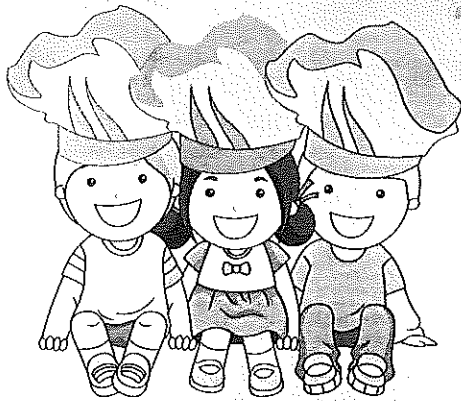
Color the picture then draw a line to where it belongs on the plate.





# Cooking is Fun & Easy

## The Kids Cook Monday!



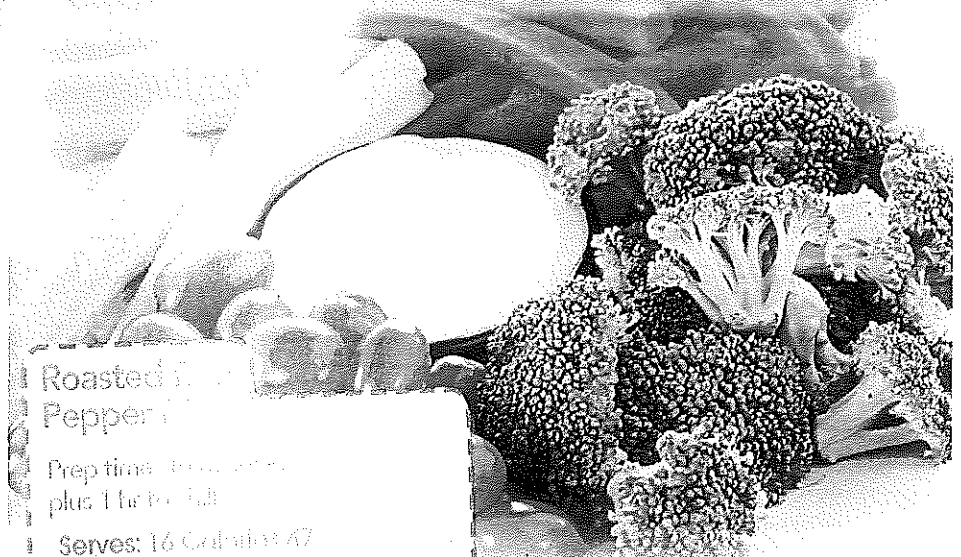
### Shopping List

Check off items you have at home

- ShopRite roasted red peppers
- ShopRite Greek yogurt
- ShopRite light sour cream
- Salt

### Materials you will need

- Food processor
- Large serving bowl
- Measuring cups



Roasted Red Peppers  
 Prep time: 10 minutes plus 1 hr to chill  
 Serves: 16 Calories: 47

#### Ingredients:

- 1 jar (12 oz) ShopRite roasted red peppers, drained and patted dry
- 3/4 cup ShopRite Greek yogurt
- 3/4 cup ShopRite light sour cream
- 1/2 tsp salt

#### Directions:

**Together:** Puree red peppers, yogurt, sour cream and salt in a food processor  
**Together:** Transfer to serving bowl, cover and chill for 1 hour to thicken

### Shopping List

Check off items you have at home

- ShopRite Greek yogurt
- Lemon juice
- Cucumber
- Garlic powder
- Salt

### Materials you will need

- Measuring cups
- Large bowl
- Chopping knife
- Measuring spoons
- Cutting board
- Large mixing spoon

### Creamy Lemon Dip

Prep time: 10 minutes  
 Serves: 10 Calories: 35

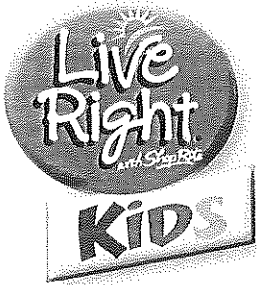
#### Ingredients:

- 1 cup ShopRite Greek yogurt
- 1/3 cup chopped cucumber (peeled if desired)
- 2 tsp lemon juice
- Pinch garlic powder (optional)

#### Directions:

**Together:** Combine yogurt, cucumber, lemon juice and salt in bowl  
**Kid:** Stir in garlic powder, if using

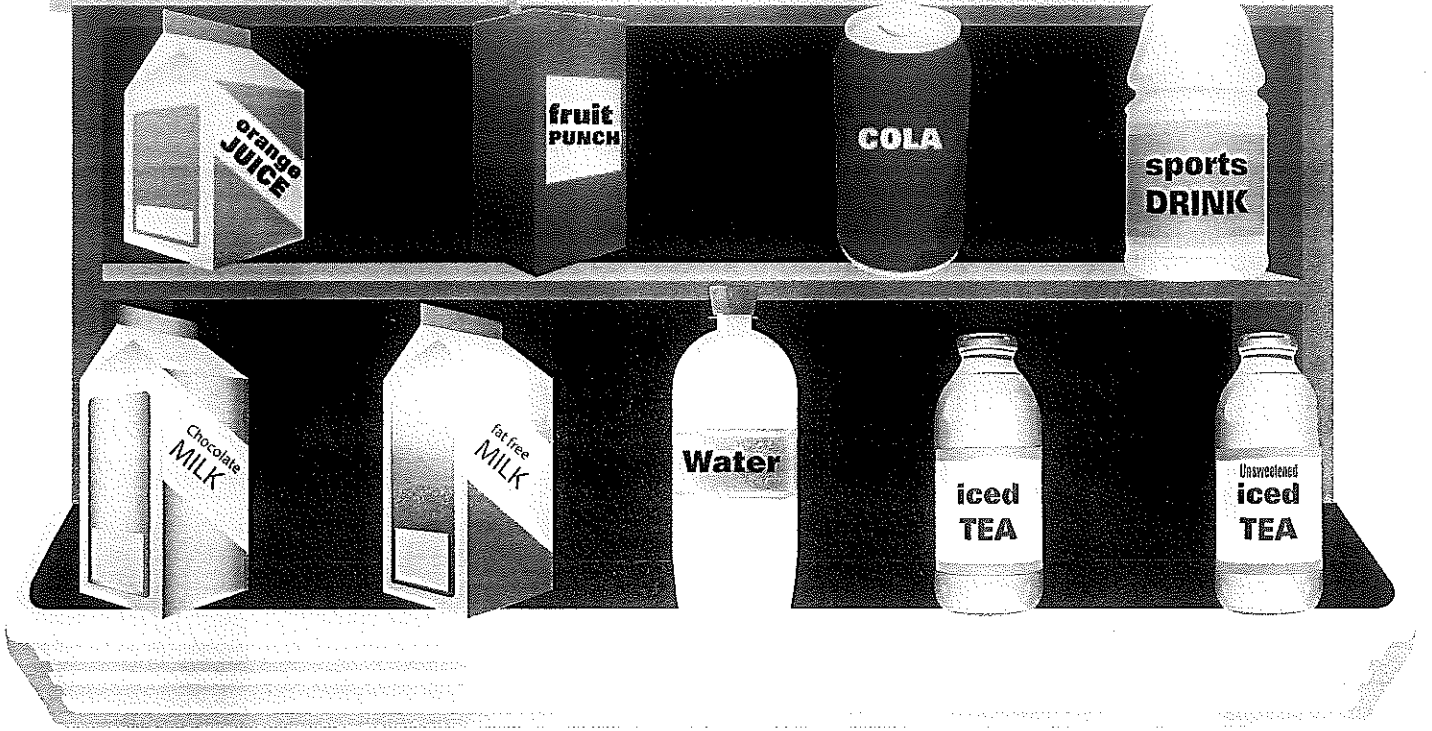
Try these dips with Dr. Praeger's Spongebob SquarePants Spinach or Broccoli Littles or with your favorite veggies. Recipe provided by Dr. Praeger's sensible foods



# Rethink Your Drink

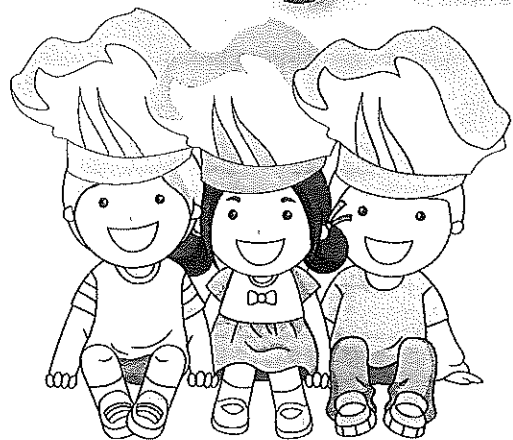
Draw a line from the healthy drinks to your shopping cart

## Beverages





# Cooking is Fun & Easy



## Shopping List

Check off items you have at home

- Rolled oats
- ShopRite peanut butter (or other nut butter)
- ShopRite honey
- Ground flaxseed
- Mini chocolate chips
- ShopRite vanilla
- Unsweetened coconut flakes (optional)

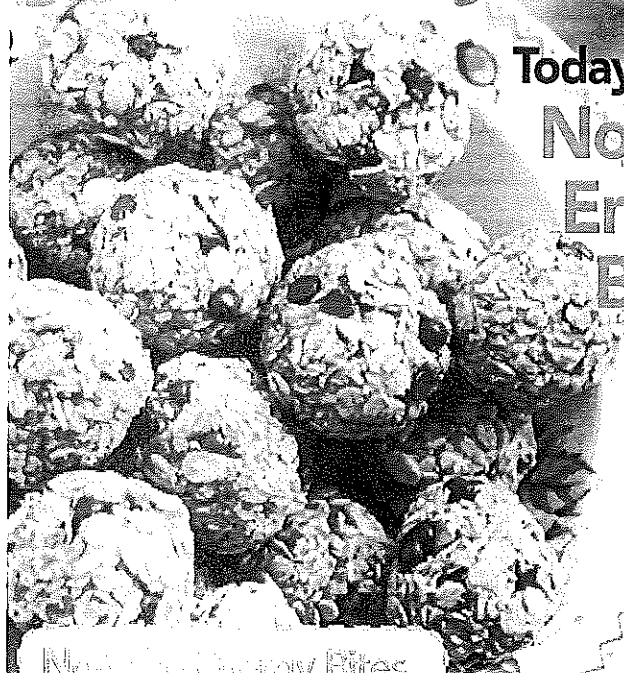
## Materials you will need

- Large bowl
- Large spoon
- Tray or large serving plate
- Measuring cups
- Measuring spoons



Created by:  
Daydream  
Kitchen

## The Kids Cook Monday!



Today's Recipe:  
**No-Bake  
Energy  
Bites**

### No-Bake Energy Bites

Prep time: 10 minutes

Serves: 24 Calories: 80

#### Ingredients:

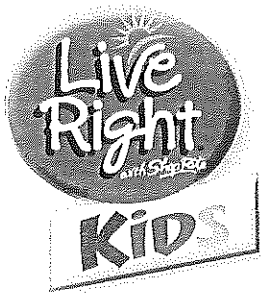
- 1 1/2 cups rolled oats
- 1/2 cup ShopRite peanut butter (or other nut butter)
- 1/3 cup ShopRite honey
- 1/2 cup ground flaxseed
- 1/4 cup mini chocolate chips

- 1 tsp ShopRite vanilla
- 1/2 cup unsweetened coconut flakes (optional)

#### Directions:

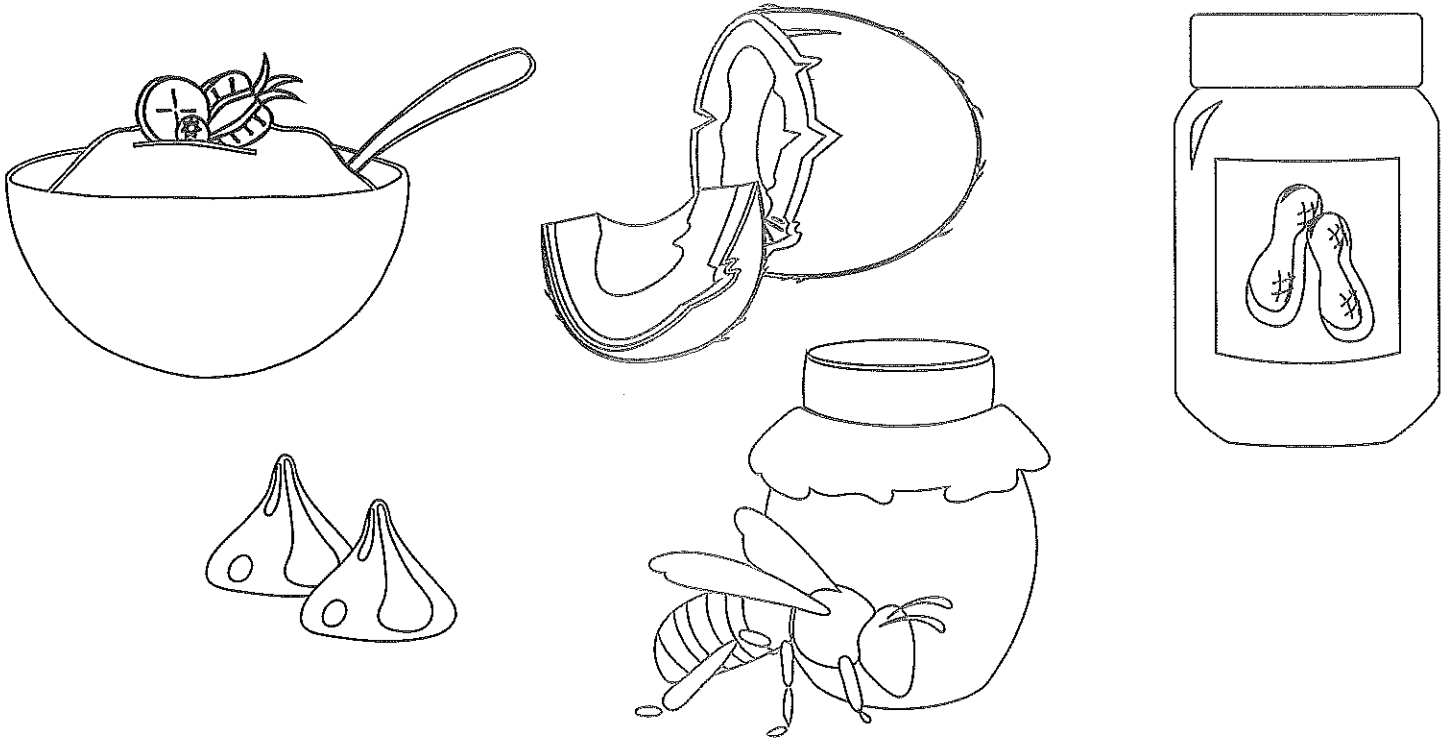
**Together:** Mix all of the ingredients together in a large bowl.  
**Adult:** Refrigerate it for a while in order to make the mix firmer and easier to work with.

**Together:** Make small balls, bite size, from the mix.  
**Kid:** Roll balls in coconut, if desired. Refrigerate before serving.



# Hidden Healthy Message

Unscramble the words and place the correct spelling in the spaces to the right. Use the pictures at the top of the page and the recipe on the reverse side to help you out. Copy the letters from the numbered spaces into the spaces at the bottom of the page to decode the hidden healthy message. Don't forget to color the pictures.



TSOA

\_\_\_\_\_ 1

EONHY

\_\_\_\_\_ 2

OAOLCHTCE SPIHC

\_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 9 \_\_\_\_\_ 11

ATNEUP UTEBRT

\_\_\_\_\_ 7 \_\_\_\_\_ 8

UONCOTC

\_\_\_\_\_ 6 \_\_\_\_\_ 10

M \_\_\_\_\_ K \_\_\_\_\_  
1 2

\_\_\_\_\_ F \_\_\_\_\_  
3 1 4 5 6 7 8

G \_\_\_\_\_  
8 1 9 10 11

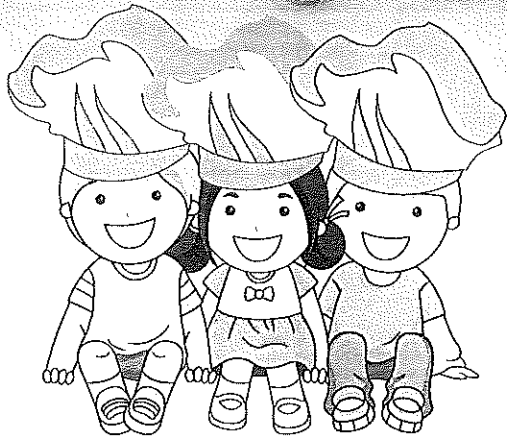
W \_\_\_\_\_  
3 6 4 2

Answers: oats, honey, chocolate chips, peanut butter, coconut, hidden message: make half your grains whole.



KID

# Cooking is Fun & Easy



The Kids Cook Monday!

Today's Recipe: Apple Pie Snacks

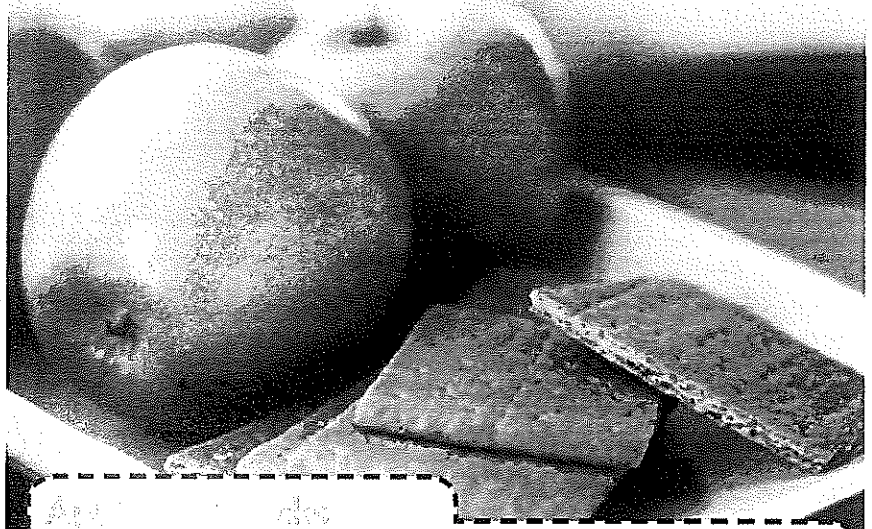
## Shopping List

Check off items you have at home

- 1 box of graham crackers
- Whipped cottage cheese
- 2 apples
- ShopRite Cinnamon
- ShopRite Sugar (optional)
- ShopRite Brown Sugar (optional)

## Materials you will need

- Small bowl
- Sharp knife
- Large spoon
- Measuring spoons
- Butter knife



Prep time: 10 minutes

Serves: 4 Calories: 120

- 4 graham crackers
- 4 tbsp whipped cottage cheese
- 2 apples
- ½ tsp ShopRite cinnamon

- 1 tsp ShopRite sugar (optional)
- 1 tsp ShopRite brown sugar (optional)

### Directions:

**Kid:** Take each graham cracker and break in half to make 8 squares.

**Together:** Chop apples into tiny pieces and place in a bowl.

**Kid:** Sprinkle both sugars and cinnamon over the apples.

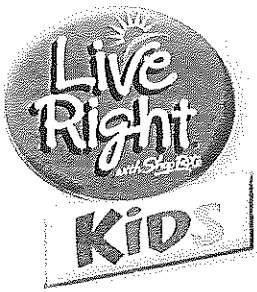
**Adult:** Microwave the apples for 2 minutes, stopping it halfway to stir the apple mixture.

**Together:** Spread cottage cheese onto the graham crackers and top with the cooked apples.

**Kid:** Garnish by dusting with cinnamon and enjoy.

Created by:  
Super Healthy  
Kids

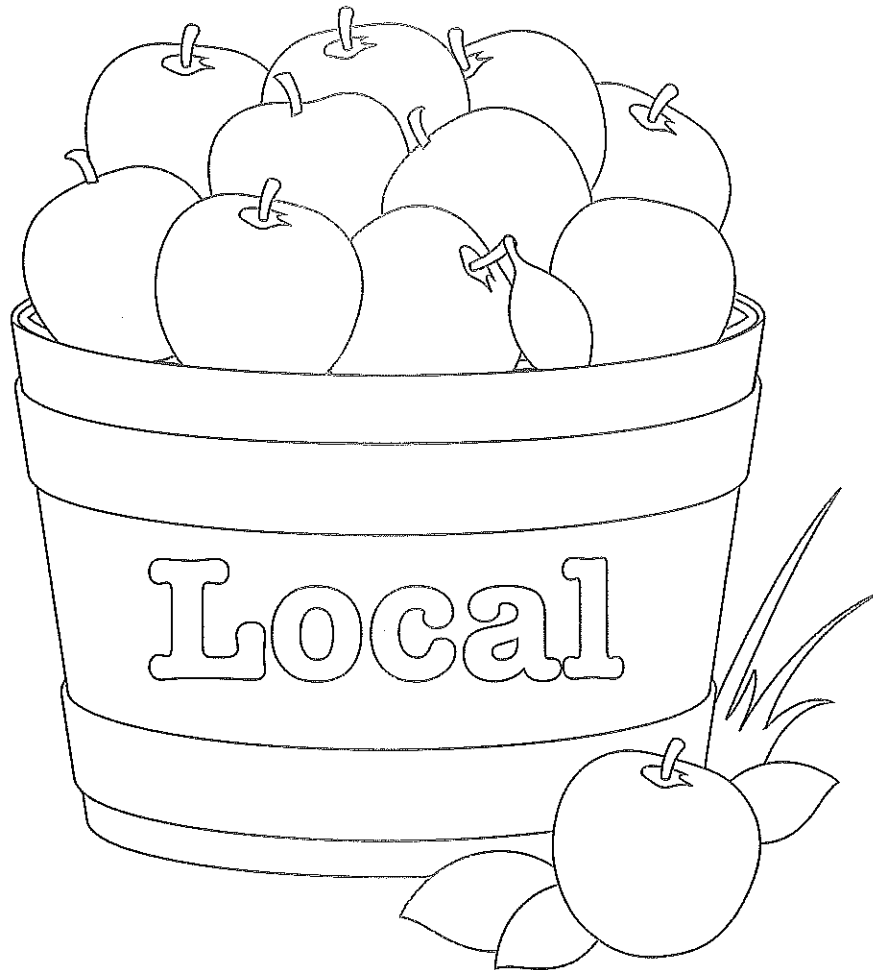




# An Apple A Day

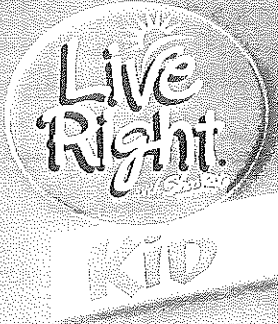
Read the word blanks below and fill in a word for each one. Match the numbered words from your word list with the numbered blanks to create your very own story. Read your funny story out loud then color the picture!

- |                                   |                |
|-----------------------------------|----------------|
| 1. A boy's name                   | 4. A vegetable |
| 2. Verb (an action word)          | 5. A number    |
| 3. Adjective (a descriptive word) | 6. A month     |

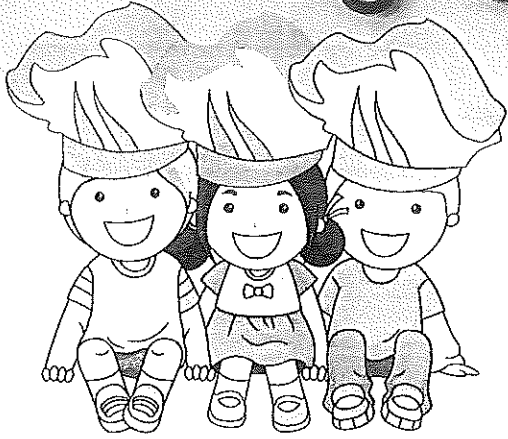


October is (1)\_\_\_\_\_’s favorite month of the year because he gets to do his favorite activity: apple picking! He jumped out of bed at the crack of dawn to wake up his older sister who brings him to the apple farm each year. This year, his goal was to try and (2)\_\_\_\_\_ every variety of apple on the farm. As their car approached the fields, his eyes lit up bright; the farm was so (3)\_\_\_\_\_ this time of year. They bought buckets and went through the lines of apple trees filling their buckets to the brim. They carried the heavy buckets back to the car and (1)\_\_\_\_\_ told his sister how he was going to bring them home and make Apple Pie Snacks, a family favorite in the Fall. They enjoyed eating this special treat alongside crisp (4)\_\_\_\_\_. When they got home they counted the apples and found out that they picked (5)\_\_\_\_\_. They would have enough apples to eat until (6)\_\_\_\_\_!



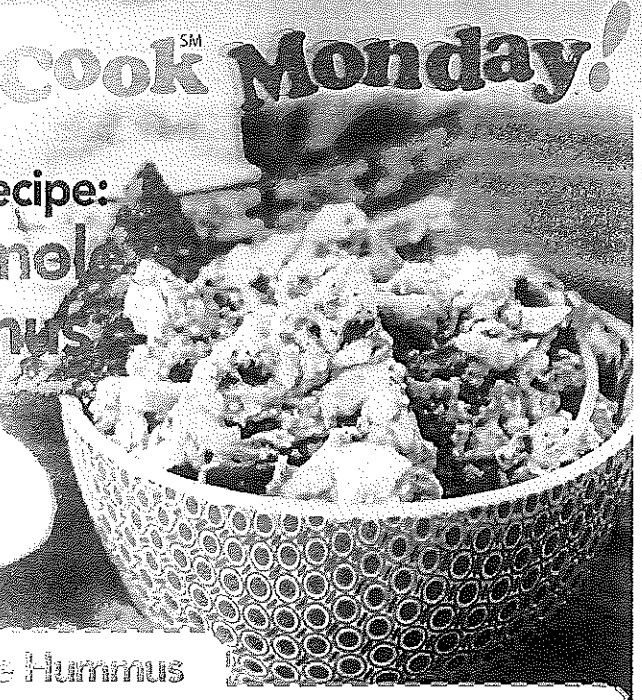


# Cooking is Fun & Easy



The Kids Cook <sup>SM</sup> Monday!

Today's Recipe:  
Guacamole  
Hummus



## Shopping List

Check off items you have at home

- ShopRite organic garbanzo beans
- Fresh cilantro leaves
- Garlic
- Lemon
- Avocado
- Frito Lay tortilla chips
- Ground black pepper
- ShopRite extra-virgin olive oil

## Materials you will need

- Food processor
- Colander
- Sharp knife
- Cutting board
- Large bowl
- Measuring cups
- Measuring spoons



## Guacamole Hummus

Prep time: 10 minutes

### Ingredients:

1 can (15.5oz) ShopRite organic garbanzo beans, rinsed and drained

3 cups fresh cilantro leaves or other herb

1 ripe avocado, roughly chopped

1 garlic clove, chopped

Serves 8 Calories: 130

3 tbsp ShopRite extra-virgin olive oil

1 tsp fresh lemon juice

Ground black pepper

Lemon wedges

Frito Lay baked tortilla chip

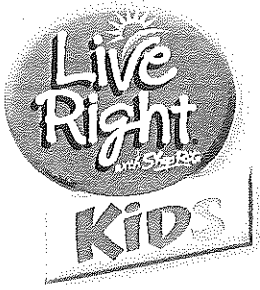
### Directions:

**Together:** In a food processor, combine garbanzo beans, cilantro, garlic, and avocado; process until finely chopped.

**Kid:** While the machine is running, add olive oil in a slow, steady stream followed by lemon juice.

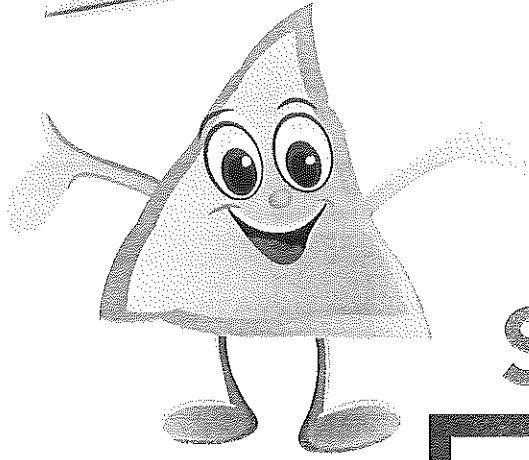
**Together:** Add water, 1 tablespoon at a time until the mixture is smooth; season to taste with pepper. Serve in large bowl with a side of lemon wedges and tortilla chips.

Recipe adapted from Martha Stewart EveryDay Food

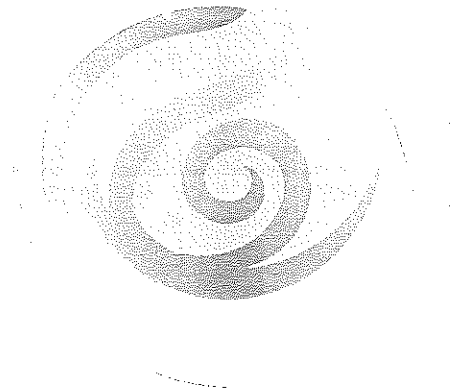
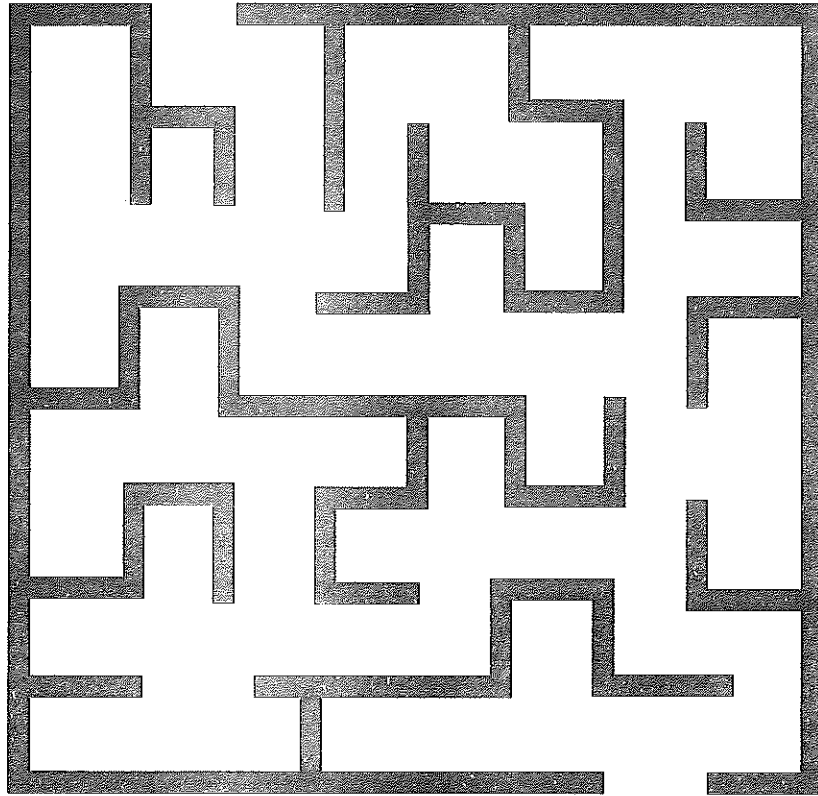


# Dip Into Fun

Draw a line through the maze to help this lost tortilla chip find its way to the guacamole hummus.

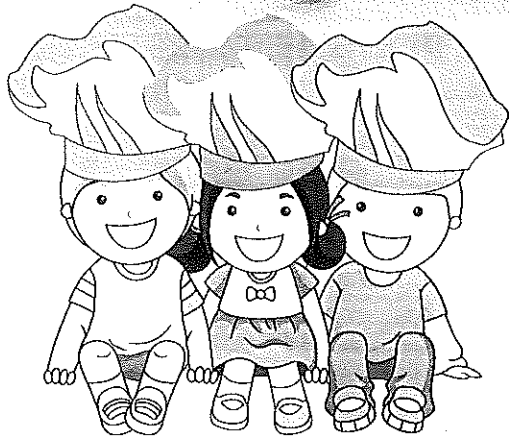


**Start**





# Cooking is Fun & Easy



The Kids Cook <sup>SM</sup> Monday!

Today's Recipe: Sunrise Pizza

## Shopping List

Check off items you have at home

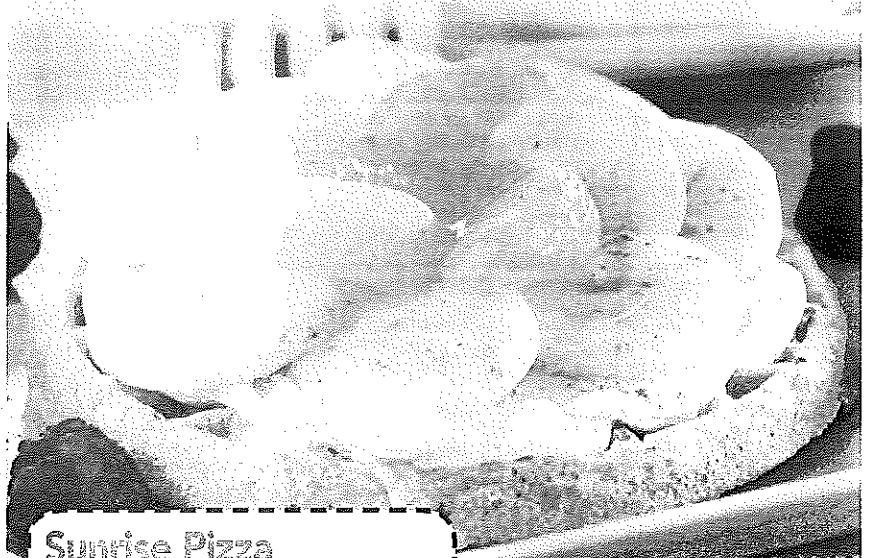
- 2 bananas
- 1 box of frozen whole-wheat waffles
- ShopRite soft light cream cheese
- 1 can (11oz.) mandarin oranges
- ShopRite Honey
- ShopRite Cinnamon
- Fresh raspberries or blueberries (optional)

## Materials you will need

- Sharp knife
- Butter knife
- Measuring cups
- Measuring spoons



Created by:  
Dole



## Sunrise Pizza

Prep time: 15 minutes

Serves: 4 Calories: 230

### Ingredients:

- 2 peeled bananas
- 4 frozen whole-wheat waffles
- ¼ cup ShopRite soft light cream cheese
- 1 can (11oz.) mandarin oranges, drained

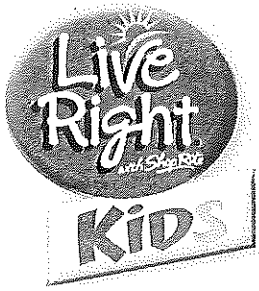
- 2 tsp ShopRite honey
- Dash of ShopRite cinnamon
- Fresh raspberries or blueberries (optional)

### Directions:

**Together:** Thinly slice bananas on a diagonal.

**Adult:** Prepare waffles according to package directions.

**Together:** Spread waffles with cream cheese. Arrange banana slices on top, overlapping. Arrange mandarin oranges in center of each pizza. Drizzle with honey and sprinkle with cinnamon. Garnish with berries, if desired.



# I Spy...Kitchen Safety at Home!

Keeping food safe at home is easy! See how many safe and unsafe kitchen habits you and your parents can find. Circle the good ones and cross out the *not-so-good* kitchen habits.

**CUE:** There are 7 good kitchen safety habits and 5 bad ones. Can you find them all?



For more on food safety at home, visit [www.fightbac.org](http://www.fightbac.org)

Answers: 7 good: washing hands, refrigerating food, wiping down counters with Lysol wipes, cleaning the dishes, cutting food before eating, using a cutting board, and putting food on plates. 5 bad: Cat on the counter, food left on stove, pizza in the window, leaving the dishwasher open, & left the knife out

# Healthy Family Reminders (Physical Activity)

## Be Choosy Outside

**Outside Is IN** – Outdoor play is a great way for children to move their bodies and to learn about nature.

**Off To The Playground** – Playgrounds and parks are great for exploring, playing with others, figuring out how things “work,” making memories, and having FUN!

**The Great Outdoors** – Going on walks with your child encourages conversation, sharing new experiences, and learning new words.

**Let The Sun Shine** – Playing outside wakes up your senses and the sunshine gives you lots of good Vitamin D. Be sure to use sun screen to protect your child's skin.

**It's Easy Being Green** – Choosy says taking care of plants is a great way to be active. Children tend to eat veggies that they plant and water.

**Outdoor Classroom** – Nature is a learning lab with so many lessons available to all of us. Children should not only play outside in nature, but learn outside from nature.

## Body Language

**Know It And Show It** – Talking about what bodies can do helps children learn new vocabulary while exploring movement. “What does it mean to stretch?” “What's the difference between a jump and a hop?”

**I'm The Boss Of My Body** – Let children know they are in charge of their bodies and their muscles. For example, “Tell your feet to stop when the music stops.”

**Look At You** – Celebrate all achievements, big and small. Cheer your children on when they try something new – no matter how it goes. “Wow! I like how you hop on just one foot!” or “Show me again!”

**Movement Makes Me Smarter** – Movement and active play helps your child's brain grow while the body is learning new skills. Plus, active learning is FUN!

**Change Is Good** – Be active in different ways with your children. What they learn now builds skills for staying active, playing childhood games, and sports later.

## Move More

**It Adds Up** – Children need active play time that adds up to at least 2 hours a day. Help your children choose activities that get them moving every day. Add more active minutes by suggesting new activities and do them with your child.

**Happy, Healthy Hearts** - Physical activity makes your heart beat fast, and that makes your heart happy. The kind of activity you choose makes your heart not so happy, happy, or very happy.

**My Heart Says Thanks** – Physical activity makes your heart say thanks each time it beats. The faster your heart beats, the more it says THANK YOU!

**Moving Is The Best Medicine** – The best prescription for being healthy and fit is to move more. Remember, children need at least 2 hours of active play every day.

**Choosy Says** – Preschool children are influenced by children’s characters. Choosy is a health hero who can help you develop healthy habits in your children.

## This Is My Body

**When I’m Moving, I’m Learning!** – Each child’s body is special and deserves to be treated that way. Never compare your child to others. Each child learns and develops at a personal pace that suits that child!

**I Love Me!** - “Whether I’m thick or thin, I love the body I’m in!”

**I Respect My Body!** – What I eat and how much I move tells my body how much I love and respect it. Teach children what foods and activities are respectful to their bodies!

**Everyone’s A WINNER** – Praise your children as they learn new skills. Be supportive and encourage your child to keep trying! Each child is a champion and a winner to you!

**My Body Needs Me** – My body needs me to move a lot everyday so that it can be healthy and strong. Children should be encouraged to be a leader and keep their bodies healthy.

## Celebrate Feeling Great

**Music Moves Me** – Moving to a favorite song helps your heart AND your mood!

**Fun And Fit** – Always make physical activity fun. Exercise should never be used as a punishment.

**Take Time** – It just takes a few minutes of active movement several times during the day to keep you healthy and happy. So try to give yourself and your kids “activity breaks” throughout the day.

**Boost And Burn!** – Active play, exercise, and moving to music will give you and your children more energy and help you burn calories.

**5,2,1,0 Let's Go** – Keep your whole family healthy by trying to do this each day: eating 5 servings of fruits and veggies, reducing screen time to 2 hours or less, getting 1 hour or more of physical activity, and drinking 0 sugar-sweetened drinks. Get more information about 5,2,1,0 from American Academy of Pediatrics.

## Play With Me

**Their Favorite Toy** – YOU are your child's favorite toy. Remember, your child loves to play with YOU!

**Make Memories** – Playing with your child brings you closer together. Children will remember who took time to play with them.

**Let's Play Outside** – Celebrate your child's early years with play. Try making outdoor physical activity more fun by adding props like a hula hoop, ball, string, and sidewalk chalk.

**Play Is The Best Fit** – Your child will stay fit through active, supervised play and doesn't need to “do adult exercises” for fitness.

**Turn On The Music** - Children learn from the music they hear. Choose appropriate music that both adults and children can listen to, so that you can sing and dance together.

## Choosy Babies

**Tummy Time** - Tummy time allows your infant to stay active by stretching, rolling, kicking, and crawling. This is any time your child is using his or her own body to roll or move. Being in a bouncer or stroller doesn't count as active time.

**Moving To Learn** - Given time to move and control their own bodies, infants learn to master physical skills, such as supporting themselves, strengthening their upper bodies and back, and eventually crawling and walking.

**Just Me And You!** - Help build a loving, trusting relationship with your baby with plenty of smiles, eye contact, talking or singing, and endless playtime together.

**Brain Builders** - Playtime with you that includes gentle bouncing, rocking, and swaying not only strengthens the bond between you and your baby, but will also help develop your baby's brain.

## Choosy Toddlers

**Active Learning** - Many experts believe that active play is how toddlers not only learn about their bodies, but also about relationships, language, and problem solving.

**Explore And Experiment** – Toddlers are very active learners. Try not to discourage their curiosity. Create activities in your home to practice motor skills and coordination, such as lifting things, turning knobs, climbing, opening and closing things, pouring water, stepping up, down, and over, etc.

**Fun Without A Screen**- Physical activity for toddlers is fun! Try cutting back on TV time to move to music, play follow the leader, hide and seek, or active play with toys and house hold objects like pots and pans.

**Keep Moving Keep Learning** - Although your toddler may seem to get plenty of physical activity, remember that physical activity builds brains and bodies. If you plan daily physical activity that challenges your toddler, you foster curiosity, encourage healthy habits, build motor skills, and give a gift of confidence to your child that lasts a lifetime.



## Freeze Dance

Below are different poses to play "Freeze Dance". This is a great self-regulation activity to do when taking a break throughout the day. Play fun music and when you hit pause, you and your child freeze like one of the poses. Feel free to cut these into cards to demonstrate while dancing.

