

# Howling at the Moon

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## Objective 15

Demonstrates phonological awareness,  
phonics skills, and word recognition

b. Notices and discriminates alliteration

Related Objectives: 4, 5, 8a, 14b, 16a, 16b, 36

## What You Do

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**1. Tell the children that they are going to pretend to be wolves in a wolf pack.**

**2. Recite the following poem together.**

During the day, the wolves all play.

They [skip] and [slide] and [spin].

But late at night when the stars are bright,  
the wolf pack howls at the moon.

[howl together]

**3. Repeat the action words from the poem and point out how they begin with the same sound. Continue the activity using different actions that begin with the same letter.**

- Show the children a letter card and ask them to think of actions that begin with that letter to use in the rhyme.
- Prompt children to vary the volume of their howls.

# Tightrope Walking

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## Objective 4

### **Demonstrates traveling skills**

Related Objectives: 1b, 3a, 5, 8b, 14b, 20c

## What You Do

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- 1. Place a long strip of masking tape on the floor to act as a tightrope.**
- 2. Say, “Let’s pretend this is a tightrope high in the air. We have to walk across it very carefully and try not to step off of the line.”**
- 3. Invite the children to move along the tightrope in different ways** e.g., walking, tiptoeing, shuffling, or walking heel-toe.
- 4. Encourage the children to think of new ways to move along the tightrope.**

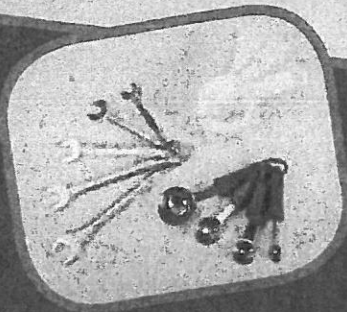
- Challenge the children to balance objects, e.g., a beanbag, on different parts of their body as they walk the tightrope.
- Invite the child to move backward or sideways on the tightrope.
- Provide dice or numeral cards and invite children to take that many steps along the tightrope.
- Invite children to add balancing movements along the tightrope, e.g., squatting, standing on one leg, etc.

# Playing With Many Sizes

*Big, big, little, little*

Offer your child objects that are graduated in size, such as a canister set or measuring cups, and respond to the way she arranges them.

Your child will begin to learn about the math skill of sequencing items by size.





## Why this is important

Playing with objects of graduated size encourages your child to create arrangements and sequences based on size or amount. This skill is needed for determining the differences among a series of sizes, such as in clothing, food portions, and tools. It will help your child make choices when she is able to understand where any one item fits in a series.

## What you do

- Find safe household objects for your child to play with that are graduated in size, such as measuring spoons, canisters, nesting toys, or graduated wrenches. You also can create groups of shoes or jar lids in varying sizes.
- Show your child one set of objects and invite her to play: *Here are a set of six measuring spoons. Let's see what you can do with them.* (If you use measuring spoons or cups, make sure they are separate and not joined on a ring.)
- Wait for your child to notice the different sizes and begin to compare the items. Give her plenty of time to play without assistance.
- When you notice your child comparing sizes, talk about size relationships: *You put them all in a row. Let's see, this is the smallest one at this end. What did you put at the other end?*
- Invite your child to record her accomplishment by placing the row of items on a piece of paper and tracing around each one.

## Ready to move on?

Challenge your child to notice a different type of size relationship by filling a few identical plastic cups with varying levels of water. When she arranges them correctly, add more water to (or pour some water out of) one or two glasses so that she can find a new order.

### Let's read together!

*Swimmy*  
by Leo Lionni

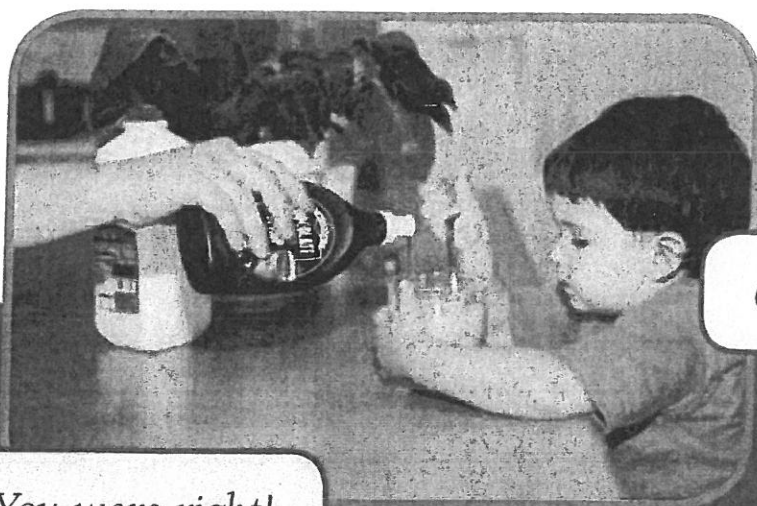
# What Will Happen Next?



*What will happen  
when I pour the syrup?*

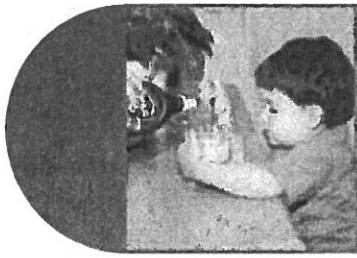
In the middle of a process,  
pause and ask your child,  
*What do you think will  
happen next?*

You will be giving your  
child a reason to purposely  
think ahead and to look  
for connections between  
events.



*You were right!*

*Chocolate milk.*



## Why this is important

Thinking ahead about changes is a necessary step in scientific experimentation. Your child will learn to experiment with objects to determine if his predictions are correct. Predicting is an essential skill in adapting specific knowledge to your own needs. For example, a hammer that can drive nails can be predicted to also crack nutshells.

## What you do

- Show your child a small empty box. Turn it over in your hand, and shake it for your child to see: *This is a quiet box. It doesn't make any noise when I shake it.* Hand it to your child to shake.
- Drop a marble into the box, and before shaking it say, *If I shake this box, what will happen next?*
- Wait for him to find words for what he believes will happen. After he makes his prediction, shake the box.
- Review the prediction with your child: *You thought it would make noise. And you were right!*
- Respond to an incorrect prediction after shaking the box by giving him a chance to make a second prediction.
- Describe what actually happened, rather than commenting negatively on the inaccurate predictions, if none of his predictions are accurate. *Putting something in the box makes it rattle when we shake it.*

## Another idea

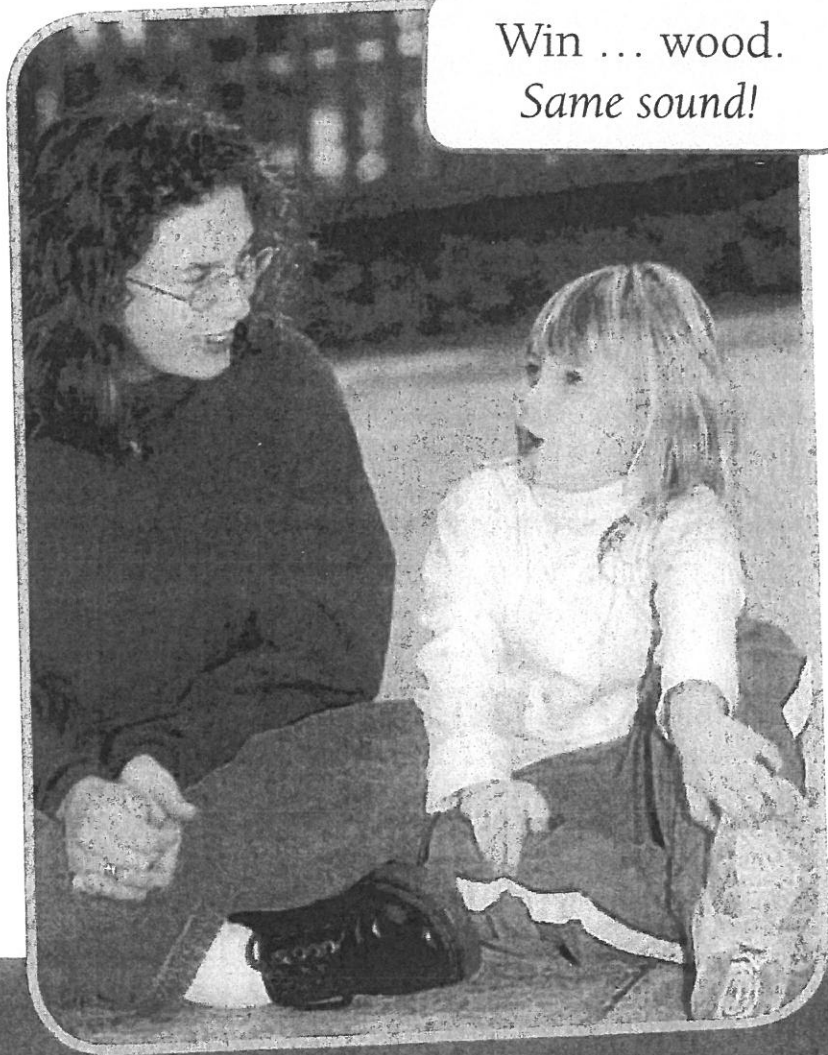
Think of other activities that your child can make predictions about: stirring chocolate into milk, sitting on a balloon, lowering an orange into a full cup of water, etc.

### Let's read together!

*If You Give a Pig a Pancake*  
by Laura Numeroff

# Same Sounds

Win ... wood.  
*Same sound!*



Say some pairs of words and let your child tell you if their beginning sounds are the same (as in *mouse* and *mat*) or different (as in *tall* and *pan*).

Through repeated playing, your child may begin to pay more attention to the important sounds that come at the beginnings of words.



## Why this is important

By playing this game your child will practice focusing on the beginning sounds in words and she may begin using the words *same* and *different* in describing sounds and words. Hearing the beginning sounds of words is an important step in understanding that a word is made up of a series of sounds. The skill of hearing the individual sounds in words will be used later by your child in spelling and reading.

## What you do

- Invite your child to join you in a word game. Say, *Listen to these words. Do they sound the same at the beginning? Or do they sound different? Mouse, mat.*
- Repeat the words if your child seems unsure. Exaggerate the beginning sound: *Listen again. Mmmouse, mmmat.*
- Comment positively on your child's successes. *Yes, they are the same beginning sound!*
- Practice with one sound (such as *m*) until you feel your child fully understands the game.
- Add more words to the groupings as you play.

## Another idea

Play this game throughout the day such as while riding in the car, taking a walk through the neighborhood, or while waiting in line at the grocery store.

### Let's read together!

*Polar Bear Night*  
by Lauren Thompson

# Copy Each Other

*I can, you  
can, march.*

*March, march,  
march!*

Play an imitation game with your child, saying your actions as you do them.

Your child will have an opportunity to say words that help her lead or follow.



## Why this is important

Children like to try new ways to move, and they like to do what you do. You can make it fun to practice the following and leading skills that grow into cooperation. Knowing the names for her actions allows her to better explain what is happening. When she can describe what she is doing, she can take the leader's role in many games.

## What you do

- Perform an action as you say or sing a verse.

*I can, you can.*

*Hop, hop, hop.*

- Use motions you have noticed your child learning, such as: hopping on one foot, skipping a step, jumping with both feet, etc.
- Use a single word to describe each action so that she can easily repeat the word. Try *nod, tap, clap, jump, bend, or march*. She will interpret the word by watching your actions.
- Change the game by inviting her to lead and choose the action.

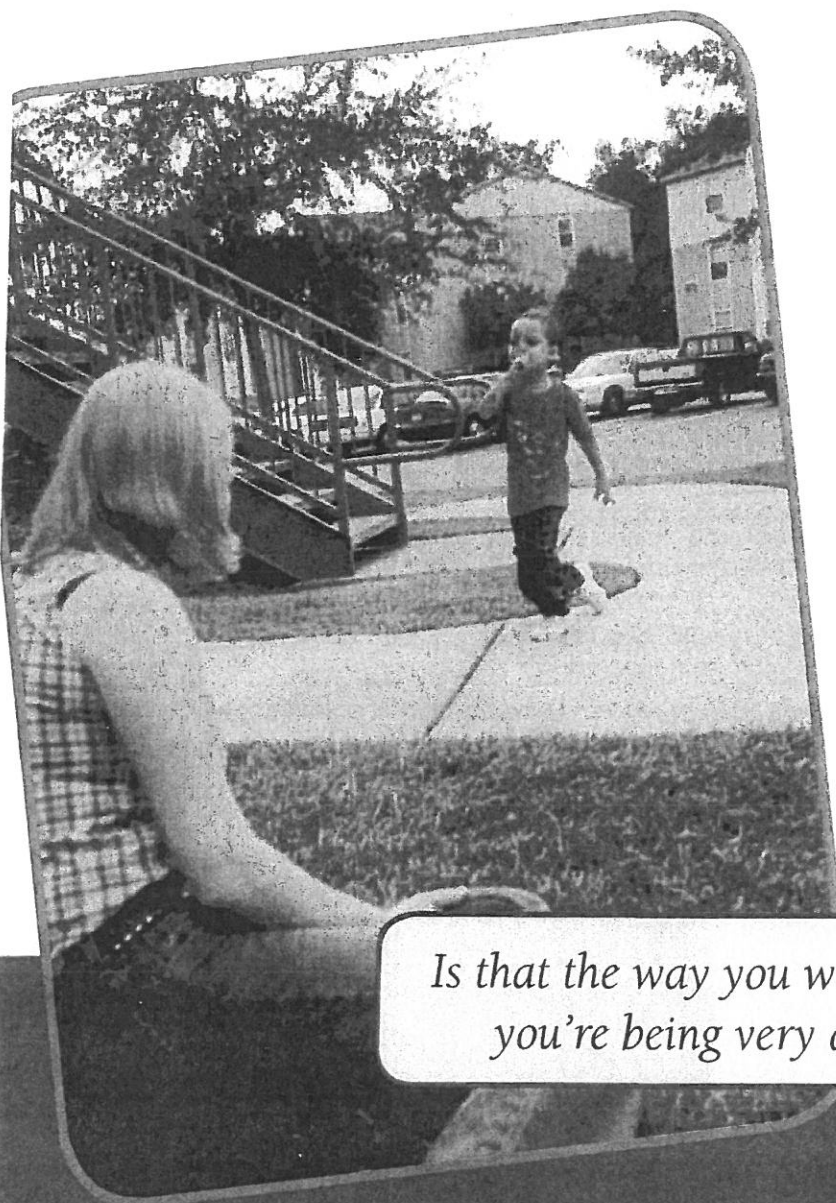
## Another idea

Encourage your child to play this game with a small group of friends. Everyone has a turn as the leader, and each child chooses the motion when she leads.

### Let's read together!

*Elizabeth's Doll*  
by Stephanie Stuve-Bodeen

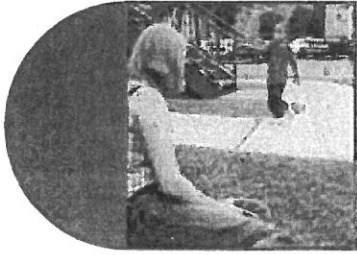
# How Do You Walk When...?



Ask your child if he can express some feelings such as tired or rushed in the way he walks.

Your child will use his imagination to express through words and actions his ideas about feelings

*Is that the way you walk when you're being very quiet?*



## Why this is important

When you give your child the opportunity to act out what he imagines, he will learn that exploring his imagination is acceptable behavior. Through imagining we work with, or manipulate, ideas instead of objects. Later, his imagination will carry him beyond his familiar world and allow him to think about places he's never been and solutions to problems that haven't happened yet.

## What you do

- Walk in a silly way past your child. When he seems curious, tell him: *I'm walking like I'm dizzy.*
- Invite him to play a walking game. Explain that you will ask him about a new way to walk, and he will answer by walking that way.
- Ask the question the same way each time: *How do you walk when you are*
  - lost?*
  - rushed?*
  - tired?*
  - very old?*
  - very young?*
  - excited?*
- Encourage him to close his eyes, think about how he might feel, and then walk that way.
- Empathize when the task is too difficult. Offer an alternative that he may be more familiar with:  
*Yes, it is hard to imagine sometimes, isn't it? Can you imagine feeling excited instead?*

## Another idea

Invite your child to imagine animals walking in various ways. For example, a lost bird, a tired elephant, an old monkey, etc.

### Let's read together!

*Glad Monster, Sad Monster*  
by Anne Miranda

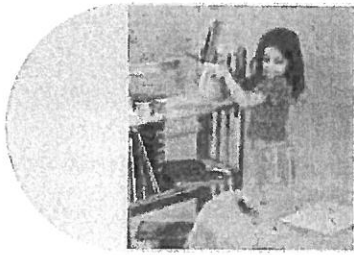
# I'll Get It Myself

*I can reach it!*



Put a supply of art materials in an easy-to-reach place so your child can create art projects whenever she chooses.

Practice in getting, using, and returning materials will help your child become more responsible.



## Why this is important

Growing up involves increasing levels of independence in many tasks. Although your child may initially come to you with questions, she is learning to work by herself and without interruptions. Independent use of art materials helps prepare her for responsible use of other materials.

## What you do

- Begin by planning an art area with your child. A few questions to consider might be:

*Can we create a storage place where she will be able to reach a small stack of paper and boxes of pens, pencils, and crayons?*

*During what part of the day may the art area be used freely?*

*Is there a trash can nearby?*

*Who will help to hang up the finished work?*

- Set up the art area with appropriate supplies. Discuss guidelines with your child.
- Make sure you remain available if needed, but otherwise encourage her to work independently.

## Another idea

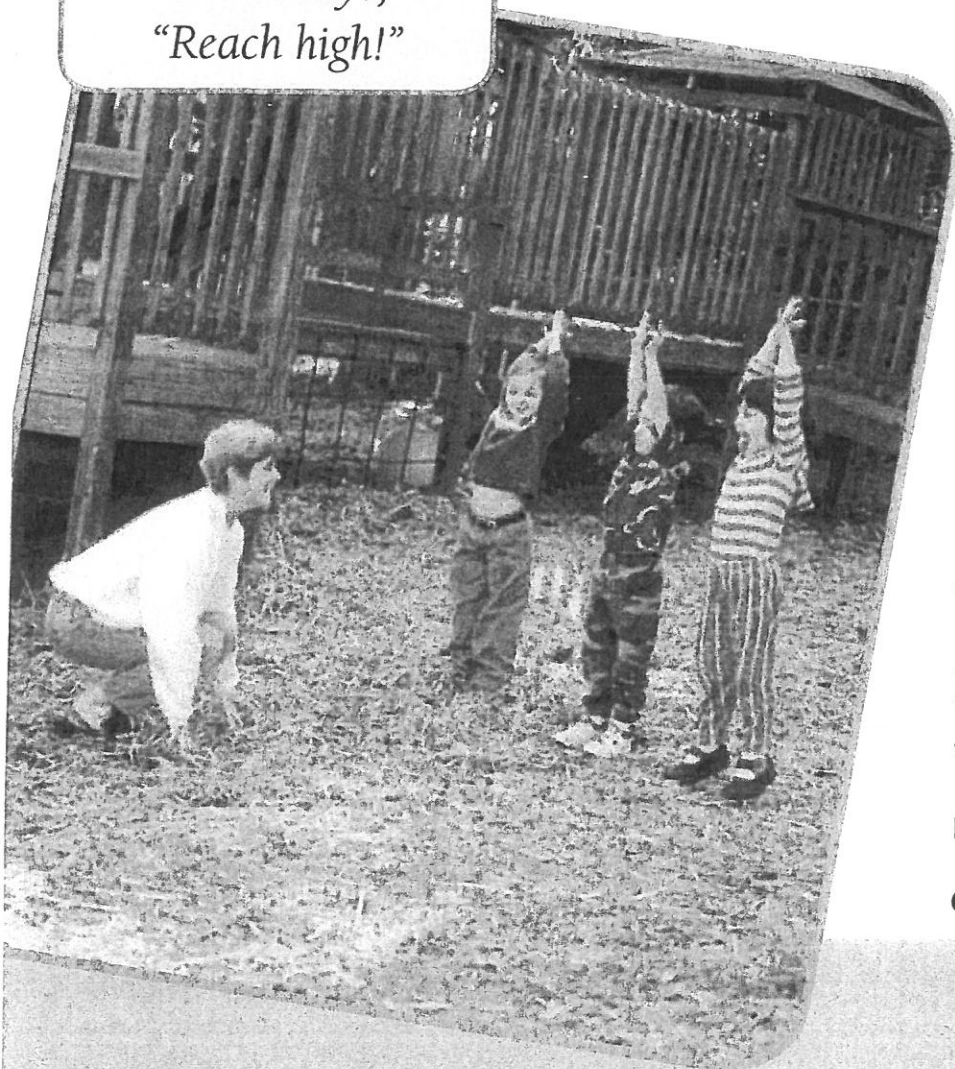
Add art supplies to the art center as your child becomes more responsible with materials. You can include scissors, scrap paper, paste, and paints in addition to crayons and pencils.

## Let's read together!

*Ish*  
by Peter H. Reynolds

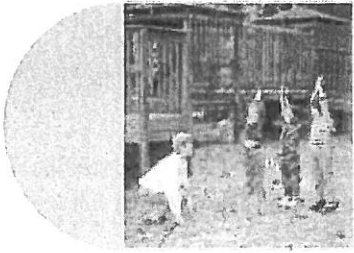
# Silly Simon

Simon says,  
"Reach high!"



Play a follow-the-leader game with the rule  
*Always do what you hear,  
not what you see.*

This gives your child practice focusing on verbal directions while not being distracted by other information.



## Why this is important

Giving conflicting verbal and visual messages gives your child practice in paying attention to the correct direction. The messages we receive are seldom perfectly clear. Sounds or actions often intrude to take attention away from what is most important. Children in school will need to be able to attend to the message from the teacher while other children are talking or other interesting things are happening around them.

## What you do

- Invite your child to join you in a new version of the game "Simon Says."
- Explain the new rule: *Always do what you hear, not what you see.* Tell him that sometimes you will say and do the same thing, but at other times you will say one thing and do another. Start slowly and pick up speed as the game progresses
- Make your actions match the words until the third or fourth direction. As you say *Simon says stand on tip-toe*, bend over instead.
- Continue to play, giving directions that contain all the action and space words your child knows: *touch your nose, jump up and down, spin around*, etc.
- Compliment him on his good listening skills when he catches you doing the wrong motion.

### Another idea

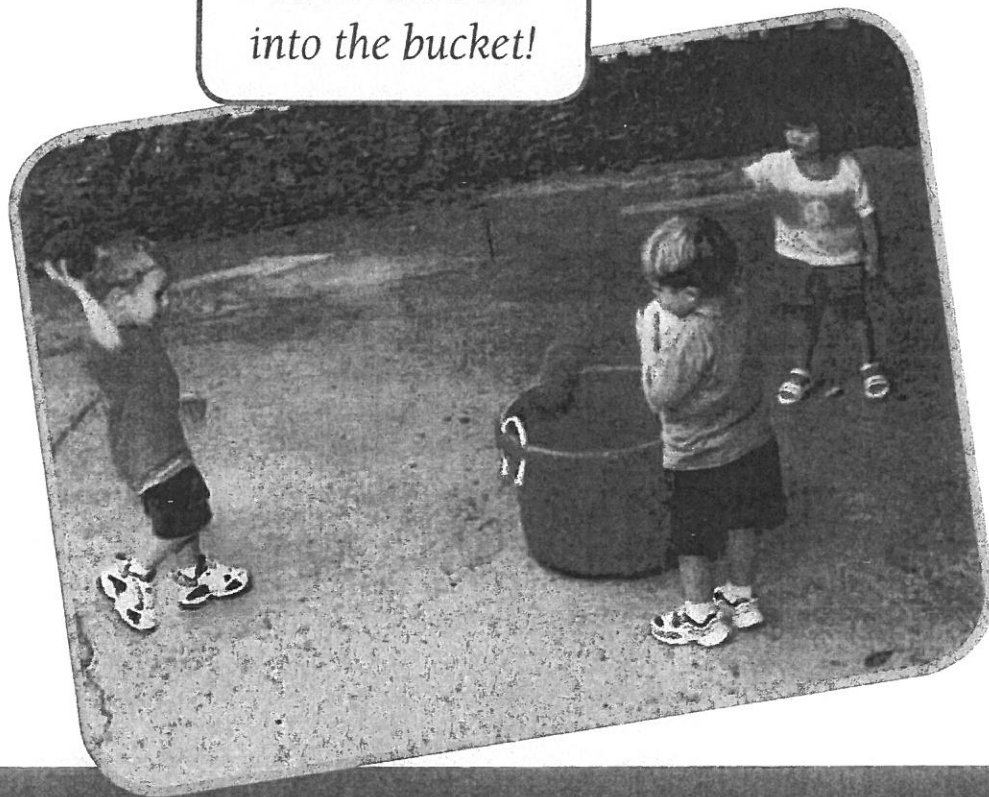
Encourage your child to be the leader and share the game with friends.

### Let's read together!

*Ruby the Copycat*  
by Peggy Rathman

# Ball in the Bucket

*Wow! You  
threw the ball  
into the bucket!*



With your child, practice throwing a ball into a bucket. Increase the throwing distance as his skills improve.

Gradually, your child will gain more control in throwing.



## Why this is important

By this age, children are well aware that throwing is usually done with a purpose, as in basketball or other sports. Throwing a ball at a large target helps your child learn to control and direct his own body movements. He must control his body in order to perform this or other specific actions.

## What you do

- Provide a container such as a box, basket, tub, or bucket, a ball for your child, and a ball for yourself.
- Invite your child to stand with you a few feet away from the bucket.
- Throw your ball into the bucket as your child does the same. *Watch me throw the ball. Can you do it, too?*
- Move the bucket closer to him if he misses, and encourage him to try again.
- Describe his accuracy when appropriate: *You're getting it right where you want it!*
- Change the game by adding water to the bucket.

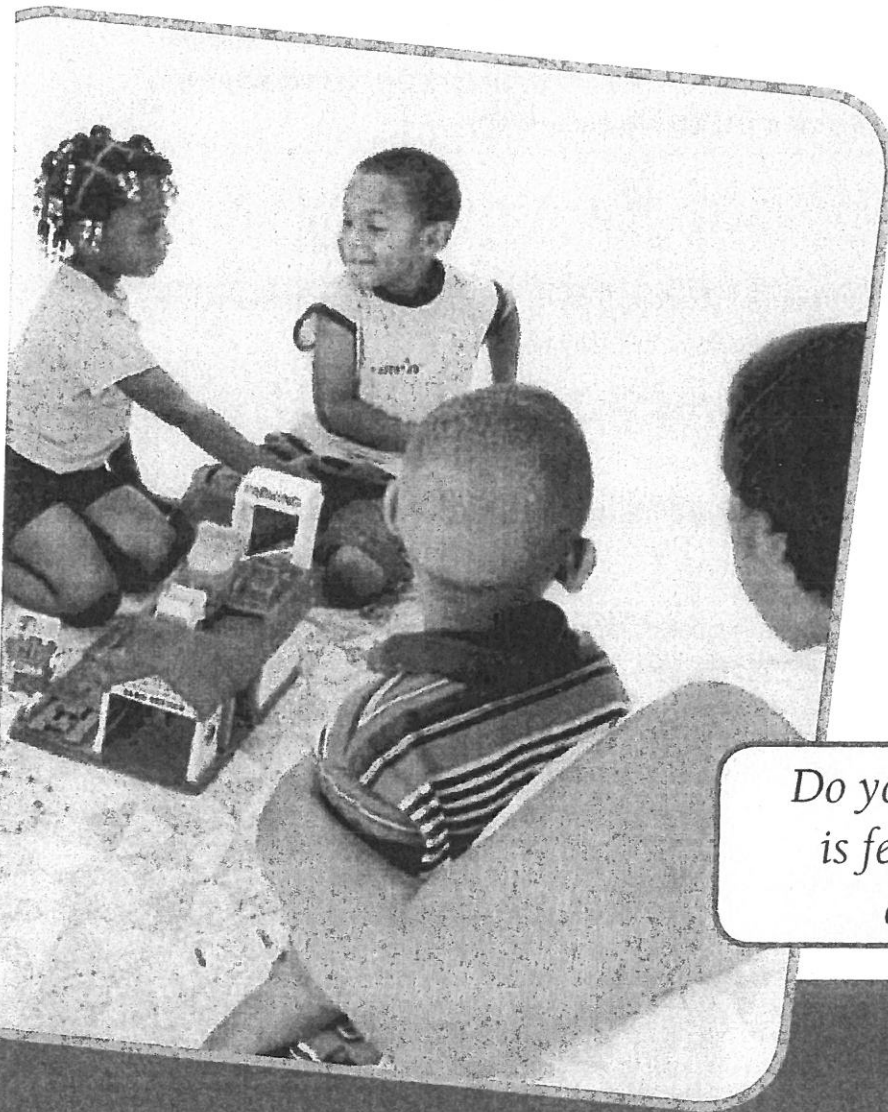
## Ready to move on?

You can increase the difficulty by moving the bucket farther away or finding a container with a smaller opening.

### Let's read together!

*The Story of Red Rubber Ball*  
by Constance Kling Levy

# Seeing Feelings



Talk with your child about what people around him are feeling.

Naming the emotions your child sees helps him begin to recognize and understand them.

*Do you think Tawanda is feeling a little left out and sad?*



## Why this is important

Children notice people around them expressing feelings, but they do not have the experience to fully understand what they see. By pointing out and naming emotions when they occur in peers, you help your child recognize what others are feeling. He will have more success interacting with others when he begins to pay attention to the feelings of the people around him. Recognizing another person's emotion is one step in the difficult task of understanding another person's point of view.

## What you do

- Point out the feelings of siblings or neighborhood children. Draw your child's attention to another child's strong emotional expression: *I think Matt looks very happy now.*
- Talk more about what has made the other child feel that way. *Holding that balloon really put a smile on Matt's face.*
- Move on to a new topic if your child shows no interest. From time to time, continue to point out feelings and to name them.
- Offer encouragement when your child notices someone's feelings on his own. *You're paying attention to other people's feelings. You noticed Sara was sad.*
- Comment on feelings that may frighten your child: *Chris is so angry right now. I'm glad his Nana is there to help him. I think he will feel better soon.*
- Encourage your child to help a child who feels sad: *Harry looks sad—with tears in his eyes. I wonder if it's because he dropped his cupcake? I think I'll see if he needs some help. Would you like to come with me?*

### Let's read together!

*Today I Feel Silly*  
by Jamie Lee Curtis

## Another idea

Encourage your child to name the emotions he sees, beginning with happy, angry, and sad. The names of other emotions, such as suspicious, frustrated, and excited, may take longer for your child to recognize and say.

# Counting Higher

Use your fingers, objects, or motions to add fun as your child counts to 10 or higher.

Our number system is based on 10, so it is useful to get plenty of practice using these important numbers.

8...9...10

*I let him go again.*



## Why this is important

Counting games offer your child practice using the words from 1 to 10 (or more, if she is ready) in sequence. The numerical system in our country is based on 10. When a child masters 10s, it is a good start on the whole system.

## What you do

- Use a fingerplay song to help your child practice numbers from 1 to 10:

### Sing

*One, two, three, four, five,*

*I caught a fish alive.*

*Six, seven, eight, nine, ten,*

*I let him go again.*

### Play

Close the fingers on one hand to make a fist.

Enclose your first fist with your second hand.

Open up the fingers of your second hand.

Put your hands together and move them back and forth to look like a swimming fish.

- Practice counting with pegs, crayons, or clothespins. You can also use motions such as walking up stairs, hopping on one foot, or clapping your hands to count.
- Say the number clearly as you illustrate it. Encourage your child to say the number during the action.

## Ready to move on?

Pay attention to your child's progress with counting. Add more numbers when you think she is ready.

## Let's read together!

*Feast For 10*  
by Cathryn Falwell